



St James & St John C.E. Primary School

History Medium Termly Plan 2024-2025



| | Autumn Term 1 st Half | Autumn Term 2 nd Half | Spring Term 1 st Half | Spring Term 2 nd Half | Summer Term 1 st Half | Summer Term 2 nd Half |
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| <p>Understanding of the World. ELG: Past and Present Children are expected to be able to talk about and know similarities between things in the past and now, drawing on their own experiences and what has been read to them. Children are expected to understand the past through learning about historical people and events.</p> | | | | | | |
| EYFS | | <p>Understanding of the World</p> <ol style="list-style-type: none"> 1. Understand important historical events of Guy Fawkes 2. Understand important historical events of Remembrance Sunday 3. Understand changes in space travel past to present 4. Understand important historical events of Neil Armstrong 5. Understand important historical events of Mae Jemison | <p>Understanding of the World</p> <ol style="list-style-type: none"> 1. Understand Jurassic period 2. Understand important historical events of Mary Anning 3. Understand changes past to present - meteor impact and dinosaur extinction | | | <p>Understanding of the World</p> <ol style="list-style-type: none"> 1. Explore holidays past and present 2. Compare modern and Victorian holidays 3. Compare swimwear past and present |
| <p>National Curriculum: KS1 Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Answer questions, choosing and using parts of stories and other sources to show they know and understand key features of events. Understand some of the ways we find out about the past and identify different ways it is represented. Progression through teaching about people, events and changes introducing pupils to historical periods that they will study more fully at KS2 and KS3.</p> | | | | | | |
| Y1 | | <p>Homes in the Past</p> <ol style="list-style-type: none"> 1. Investigate and identify a variety of homes today. 2. Investigate similarities and differences between homes. 3. Explore homes built a long time ago and identify their features. 4. Find out what Victorian homes were like inside. 5. Identify and explore objects in a Victorian home and their uses. 6. Summarise and consolidate what we have | | <p>Famous Queens</p> <ol style="list-style-type: none"> 1. Understand what a monarch is and find out about three famous queens. 2. Find out about Queen Elizabeth II and her reign. 3. Find out about Queen Victoria and her reign. 4. Explore the changes of the Victorian period. 5. Find out about Queen Elizabeth I and her reign. 6. Compare and contrast three major time periods 7. Compare and contrast | | <p>Significant People and Places in the Local Area</p> <p>Lord Cobham (Stowe and Buckingham Old Gaol) Guy Fawkes (Gunpowder Plot 1605 Ashby St Ledgers)</p> <ol style="list-style-type: none"> 1. Investigate historical places in the local area 2. Learn the significance of Guy Fawkes and his impact on history 3. Identify the location of Ashby St Ledgers and its |



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| | | <p>found about Victorian homes.</p> <p>NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> | | <p>three famous queens.</p> <p>NC: Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (eg. Elizabeth 1 and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Brugel the elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)</p> | | <p>significance in the Gun Powder Plot</p> <p>4. Learn to identify the significance of Lord Cobham to my local area</p> <p>5. Learn the significance of the Old Goal and its links to Lord Cobham</p> <p>6. Learn the significance of Stowe and its links to Lord Cobham</p> <p>7. Investigate a significant historical place locally</p> <p>NC: Significant historical events, people and places in their own locality.</p> |
| Y2 | | <p>Communication Then and Now</p> <ol style="list-style-type: none"> 1. Find out about early writing systems 2. Find out who William Caxton was and what he introduced to Britain 3. Find out about the invention of telegraphs and Morse code 4. Find out who Alexander Graham Bell was and what he invented 5. Find out about Tim Berners-Lee and what he invented 6. Compare lives of William Caxton and Tom Berners-Lee 7. Summarise the history of communication <p>NC: Lives of significant individuals in the past who have contributed to national and international</p> | | <p>The Great Fire of London</p> <ol style="list-style-type: none"> 1. Understand where and when the Great Fire of London started 2. Understand the events of the Great Fire of London 3. Find out why the fire spread so quickly and stayed alight for so long 4. Find out about Samuel Pepys and his diary 5. Recap what we have found out about the Great Fire of London <p>NC: Events beyond living memory that are significant nationally or globally (eg. The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> | | <p>Isaac Newton</p> <ol style="list-style-type: none"> 1. Find out who Isaac Newton was and when he lived 2. Find out about Isaac Newton's scientific discoveries 3. Find out how Isaac Newton interacted with other people and why this is important 4. Find out about how Isaac Newton let other people know about his work 5. Identify similarities and differences between science in the seventeenth century and science now 6. Find out about Isaac Newton's later life and recap what we have learnt about him <p>NC: Lives of significant individuals in the past who have contributed to</p> |



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| | | achievements. | | | | national and international achievements. |
| <p>National Curriculum: KS2 Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study. Note collections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organistaion of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Progression through teaching the British, local and world history outlined combining overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> | | | | | | |
| Y3 | | <p>Stone Age to Iron Age</p> <ol style="list-style-type: none"> 1. Introduce the definition and timescale of human pre-history 2. Find out about early humans and the Palaeolithic period 3. Find out about people who lived in Mesolithic period 4. Find out how people lived in the Neolithic period 5. Find out about how people lived in the Bronze Age 6. Find out about how people lived in the Iron Age 7. Recap and summarise the pre-history of Britain <p>NC: Changes in Britain from the Stone Age to the Iron Age (late Neolithic hunter-gatherers and early farmers, eg Skara Brae/ Bronze Age religion, technology and travel eg Stonehenge/ Iron Age hill forts: tribal kingdoms, farming, art and culture)</p> | | <p>Invaders and Settlers: Romans</p> <ol style="list-style-type: none"> 1. Understand the terms 'invade' and 'settle' and to place the Romans on a timeline 2. Find out why and how the Romans successfully invaded Britain 3. Find out who was in Britain when the Romans invaded and learn about their way of life 4. Explore who Boudica was from different points of view 5. Find out about the results of Boudica's revolt 6. Find out about life in Roman Britain 7. Know how the Romans have influenced our lives today <p>NC: The Roman Empire and its impact on Britain (Julius Caesar's attempted invasion in 55-54 BC/ the Roman Empire by AD42 and the power of its army/ successful invasion by Claudius and conquest, including Hadrian's Wall/ British resistance eg. Boudica/ Romanisation' of Britain: sites such as Caerwent and the impact</p> | | <p>The Railway Revolution</p> <ol style="list-style-type: none"> 1. Find out how transport changed during the Industrial Revolution 2. Find out about the technological developments that changed transport and travel during the Industrial Revolution 3. Find out about the development of the first steam-powered railways in Britain 4. Find out about the way travel changed the lives of people living in Britain since 1830 5. Find out about the development of underground railways and how they changed the lives of Londoners 6. Consider how developments in rail travel have changed the lives of people in Britain <p>NC: Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (non-statutory) A significant turning point in British history, eg. the first</p> |

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| | | | | of technology, culture and beliefs, including early Christianity | | railways or the Battle of Britain |
| Y4 | | <p>Anglo-Saxons, Picts and Scots</p> <ol style="list-style-type: none"> To study the archaeological evidence at Sutton Hoo to ask and answer questions Find out who the Anglo-Saxons were and where they came from Find out who the Picts and Scots were and where they lived Be able to use various historical sources to find out about Anglo-Saxon life Explore Anglo-Saxon culture including art, music, legends and poetry Explore the spread of Christianity in Britain Use what has been discovered at Sutton Hoo to draw conclusions about who was buried there <p>NC: Britain's settlement by Anglo-Saxons and Scots (Roman withdrawal from Britain in c. AD410 and the fall of the western Roman Empire/ Scots invasions from Ireland to north Britain (now Scotland)/ Anglo-Saxon invasions, settlements and kingdoms; place names and village life/ Anglo-Saxon art and culture/ Christian conversion-Canterbury, Iona and Lindisfarne)</p> | | <p>What was it like for children in WWII</p> <ol style="list-style-type: none"> Find out what World War II was and where and when it took place Find out what the Blitz was and which areas were most likely to be affected Learn about the effects of air raids and the causes of evacuation Find out about the experiences and feelings of evacuees Find out what rationing was, why it was necessary and how it impacted on people's lives Learn about the experiences of Jewish children during the war and that the war created many refugees Consider how the war affected people's everyday lives <p>NC: Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> | | <p>The Indus Valley</p> <ol style="list-style-type: none"> Find out about the Indus Valley civilisation Locate Indus Valley cities and settlements Find out about city planning Find out about the Indus Valley civilisations' trade and crafts Explore the technology used by the Indus Valley civilisation Find out about the decline of the Indus Valley civilisation <p>NC: Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The achievements of earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> |
| Y5 | | <p>Ancient Greeks</p> <ol style="list-style-type: none"> Begin to find out who the ancient Greeks were | | <p>Vikings vs Anglo-Saxons</p> | | <p>Local Study</p> <ol style="list-style-type: none"> Investigate historical places in the local area |

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| | | <p>and place their civilisation in time</p> <ol style="list-style-type: none"> Understand the different types of government in ancient Greece Compare and contrast the two-city states of Athens and Sparta Use sources to find out about daily life in ancient Greece Know about religion in ancient Greece Find out about the ancient Greek scholars and philosophers Know how modern-day life has been influenced by the ancient Greeks <p>NC: Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> | | <ol style="list-style-type: none"> Explore what Britain was like before the first Viking invasions Find out about the Viking invasions of Britain Find out about the Viking settlement of Britain and how this affected the Anglo-Saxons Find out why King Alfred was dubbed 'Alfred the Great' Explore what life was like for Vikings in Britain Find out how and when England became a unified country Find out about the end of the Anglo-Saxon and Viking era in Britain <p>NC: Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (non-statutory) Viking raids and invasion/ resistance by Alfred the Great and Athelstan, first king of England/ further Viking invasions and Danegeld/ Anglo-Saxon laws and justice/ Edward the Confessor and his death in 1066)</p> | | <ol style="list-style-type: none"> Identify an aspect of history and sites locally beyond 1066. Investigate the life and significance of Winston Churchill in the local area Investigate Blenheim Palace and its significance in national history locally Investigate the life of Alan Turing during World War II Investigate Bletchley Park and its significance in national history locally Compare the lives of two famous historical figures and how they impacted national history locally <p>NC: A local history study. A depth study linked to one of the British areas of study listed above. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> |
| Y6 | | <p>World War I</p> <ol style="list-style-type: none"> Investigate elements that led to the start of World War I Investigate what life was like on the Western Front Explore the advancements of warfare that occurred during WWI Explore the involvement | | <p>The Kingdom of Benin</p> <ol style="list-style-type: none"> To find out where the Kingdom of Benin was and about time period we will be exploring Explore how we know about the Kingdom of Benin from AD 900 to 1300 Find out about the leaders of the Kingdom of | | <p>Medicine and Disease</p> <ol style="list-style-type: none"> Learn about the medical practices of pre-historic civilisations and Ancient Egyptians Discover the Roman attitude towards health and medicine and how this was influenced by the Greeks |

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| | | <p>of animals in WWI</p> <p>5. Explore what life was like for people in Britain during WWI</p> <p>6. Investigate the end of WWI and what happened afterwards</p> <p>7. Consolidate knowledge and understanding of WWI</p> <p>NC: Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> | | <p>Benin</p> <p>4. Find out about the lives of the people of the Kingdom of Benin</p> <p>5. Find out about the trade network of the Benin Empire</p> <p>6. Find out about the Benin Empire's Golden Age</p> <p>7. Find out about the decline of the Benin Empire</p> <p>NC: Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p> | | <p>3. Investigate Medieval medicine and the events during the Black Plague</p> <p>4. Explore the medical practices of the Tudor period</p> <p>5. Research the medical advancements and significant people during the Victorian period</p> <p>6. Explore medicine in the 20th and 21st century</p> <p>7. Recall information about the history of disease and medicine</p> <p>NC: Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> |
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