
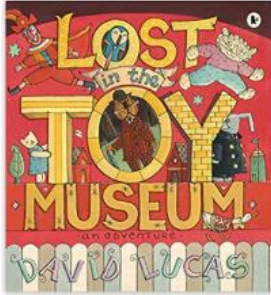
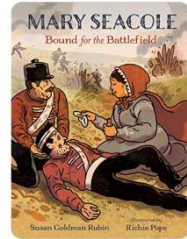


## Autumn Medium Term Plan Hollinswood Primary School and Nursery History

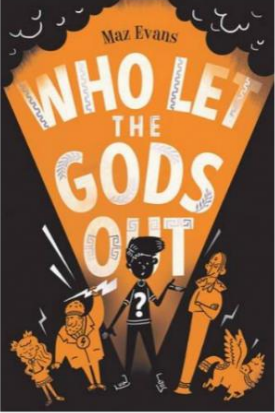
	Substantive knowledge – the stuff of history	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p>EYFS – Who am I?</p> <p><b>Concepts</b></p> <p><i>Chronological understanding</i></p> <p>Settlement (community)</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p>	<p>I know:</p> <p>that I have changed</p> <p><i>what now means</i></p> <p><i>what after, next and later means</i></p> <p><i>what yesterday, today and tomorrow mean</i></p> <p>that my parents are older than me and were born before me</p> <p>that my life has a story</p> <p>that my life is in order</p> <p>that my family story is my story</p> <p>that my local area changes</p>	<p>I know:</p> <p>that family history is important</p> <p>that people remember important stories from the past</p> <p>that people share stories about our family</p> <p><b>I know how to:</b></p> <p>say what I did yesterday, today and what I plan to do tomorrow</p> <p>place my life in time order</p> <p>my family in time order</p> <p><b><i>know that my family story and life story need to be accurate and I need pictures to prove this</i></b></p> <p>observe changes in my environment</p> <p>describe how things are the same or different</p> <p>describe something that happened in the past</p>	<p><i>older</i></p> <p><i>younger</i></p> <p><i>young</i></p> <p><i>past</i></p> <p><i>history</i></p> <p><i>now/after/later</i></p> <p><i>order</i></p> <p><i>birth</i></p> <p><i>yesterday</i></p> <p><i>today</i></p> <p><i>tomorrow</i></p> <p>story</p> <p>belonging</p> <p>family</p> <p>friends</p>	<p>Who am I?</p>  <p><b><u>Resources/staff subject knowledge:</u></b></p> <p><a href="#">5 Benefits of Knowing Your Family History (selecthealth.org)</a></p> <p>explains how it helps; develop resilience, increases happiness and creates a sense of security for people</p> <p>Use pictures of their family</p> <p>See Historical Association unit of work on the shared drive <a href="#">Changes through time- since I was a baby.pdf</a></p>

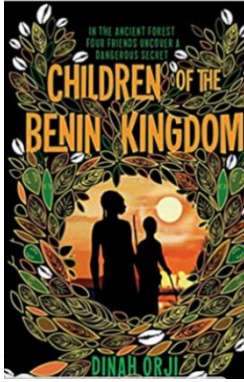
	Substantive knowledge – the stuff of history.	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p>Year 1 – Toys Changes within living memory</p> <p>Concepts:</p> <p><b>Chronological understanding</b></p> <p>Settlement (community)</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p>	<p>I know:</p> <p><i>events happened before I was born</i></p> <p><i>history is about studying the past</i></p> <p><i>know what the word timeline means</i></p> <p>what the word history means</p> <p>what the word artefact means</p> <p>what artefacts means</p> <p><i>what modern means</i></p> <p><i>that toys changed over time</i></p> <p><i>that toys have always been played with over time</i></p> <p>what difference and similarities means</p> <p>people play with toys to express feelings</p>	<p>I know:</p> <p><i>historians look at changes within living memory</i></p> <p><i>historians study the past</i></p> <p>that historians look at artefacts to find out about the past</p> <p>that historians ask questions to explore the past</p> <p>historians study how people have played in the past</p> <p>I know how to:</p> <p><i>talk about when I was born in relation to my teachers</i></p> <p><i>know how to use a timeline to talk about changes within living memory</i></p> <p><i>discuss about past and present in relation to myself</i></p> <p><i>place toys on a timeline of the last 120 years</i></p> <p>identify questions to find information about toys in the past</p> <p>describe differences and similarities between toys played with in the last 120 years</p> <p>to find answers to simple questions by using toys and artefacts</p> <p>discuss how playing with toys is something people have always done</p>	<p><i>modern now</i></p> <p><i>past present past</i></p> <p><i>history source (Begin)</i></p> <p><i>Living memory (Begin)</i></p> <p><i>Beyond living memory last year</i></p> <p>buy</p> <p>artefact</p> <p>art</p> <p>express</p>	<p>How have toys changed within living memory?</p>  <p><b>Resources/staff subject knowledge:</b></p> <p><a href="#">The British Newspaper Archive Blog History Of Play   The British Newspaper Archive Blog</a></p> <p><a href="#">Evolution of Play: How Toys Have Changed Over Time   Stacker</a></p> <p><a href="#">EYFS Medium Term Plan - Toys and Games / Historical Association (history.org.uk)</a> (sources and images)</p>

	Substantive knowledge – the stuff of history	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p><b>Year 2 – Mary Seacole</b></p> <p><b>Concepts:</b></p> <p><b>Chronological understanding</b></p> <p>Settlement (community)</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p>	<p><b>I know:</b></p> <p><i>what the word chronology means</i></p> <p><i>that Mary Seacole lived beyond living memory</i></p> <p><i>when the Crimean war happened</i></p> <p><i>what a war is</i></p> <p>that Mary Seacole was a nurse</p> <p>that Mary Seacole wanted to help others</p> <p>that Mary Seacole helped soldiers</p> <p>that hospitals are part of communities</p> <p>that hospitals changed because of wars</p> <p>that Mary Seacole changed the way hospitals looked during the war</p> <p>that Mary Seacole's race meant she had less control and power over her life</p> <p>what a primary source is</p>	<p><b>I know:</b></p> <p>that historians look at how things change over time</p> <p>historians use diaries and artefacts to find out about Mary Seacole</p> <p>that historians recognise now that celebrating black history is important</p> <p>that historians study how hospitals and medicine has changed over time</p> <p>that historians have often decided who important people to study are</p> <p><b>I know how to:</b></p> <p><b>sequence events on a timeline alongside Mary Seacole's life</b></p> <p>talk about how hospitals have <b>changed over time</b></p> <p>ask questions about Mary Seacole and her role in hospitals</p> <p>compare two versions of a past event</p> <p>discuss how race and gender can affect the power people have in their lives</p>	<p>source change</p> <p>hospitals community location</p> <p>nurse medicine beliefs/ideas resources</p> <p>soldiers war warfare</p> <p>race important person gender heroine</p> <p>historians diaries artefacts change compare</p>	<p><b>Why do historians consider Mary Seacole to be a significant person?</b></p>  <p><b>Resources/staff subject knowledge:</b></p> <p>Historians have used Mary Seacole as an example of significant black role models being 'silenced' from study.</p> <p><a href="#">Read Mary's Story - Mary Seacole Trust, Life, Work &amp; Achievements of Mary Seacole</a></p>

	Substantive knowledge – the stuff of history	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p><b>Year 3 – Stone Age</b></p> <p><b>Concepts:</b></p> <p><b>Chronological understanding</b></p> <p>Settlement (community)</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p>	<p><b>I know:</b></p> <p><i>what pre-history and ancient mean</i></p> <p><i>what the Stone age is split into three time periods</i></p> <p><i>what the words palaeolithic, Mesolithic and neolithic refer to</i></p> <p>that artefacts are primary sources found by archaeologists</p> <p>how artefacts teach us about the past</p> <p><i>what life and settlement looked like in the Palaeolithic, Mesolithic and Neolithic periods</i></p> <p><i>how Stone Age people made tools and weapons</i></p> <p><i>what Stone Henge is</i></p> <p><i>what Skara Brae is</i></p> <p><i>permanent settlements led to huge changes in the story of human history</i></p> <p><i>why Stone-age cave art is important</i></p>	<p><b>I know:</b></p> <p><i>that historians break the Stone Age into three distinct periods</i></p> <p>historians say the Stone Age begins in the Palaeolith and ends when the Iron Age begins</p> <p>that historians ask questions about artefacts</p> <p>artefacts from history can be interpreted in different ways</p> <p>that historians use archaeology to find out about the Stone Age</p> <p><i>that historians look at the history of human art</i></p> <p><b>I know how to:</b></p> <p><b><i>place the three periods of the Stone Age on a timeline</i></b></p> <p><i>discuss the differences between settlement in the Palaeolithic, Mesolithic and Neolithic periods</i></p> <p>handle primary sources, make simple observations about them and ask simple questions related to them</p> <p>ask questions about a source that linked to the time studied</p>	<p>iron age bronze age archaeologist pre-history ancient</p> <p>artefacts primary sources secondary sources</p> <p>settlement farming hunter-gatherers homes development climate change</p> <p>art/culture expression</p> <p>beliefs Gods monuments Bronze Age</p>	<p><b>How did settlement change throughout the Stone Age?</b></p>  <p><b>Resources/staff subject knowledge:</b></p> <p><a href="#">Local Learning: Stonehenge Landscape   English Heritage (english-heritage.org.uk)</a></p> <p>Significance of Skara Brae as a settlement: <a href="#">What is Skara Brae? - BBC Bitesize</a> <a href="#">Skara Brae - The Discovery and Excavation of Orkney's finest Neolithic Settlement (orkneyjar.com)</a></p> <p><a href="#">Cave Paintings: All You Need To Know - A Guide for Kids (imagininghistory.co.uk)</a> <a href="#">Uncover the Secrets of Skara Brae in Scotland (with Photos) - Touropia (artefacts found)</a> <a href="#">Skara Brae facts for kids   National Geographic Kids (natgeokids.com)</a></p> <p>Toys, jewellery, and furniture was found.</p>

	Substantive knowledge – the stuff of history	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p><b>Year 4 – British settlements by Anglo Saxons and the Scots</b></p> <p><b>Concepts:</b></p> <p><i>Chronological understanding</i></p> <p>Settlement (community)</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p>	<p><b>I know:</b></p> <p><i>what AD and BC means</i></p> <p><i>key dates and can link the ideas of <b>power</b>, <b>warfare and invasion</b> on a timeline</i></p> <p><i>the Anglo-Saxons settled in Britain in around AD400 and were here until at least 1066</i></p> <p><i>where the Anglo-Saxons came from</i></p> <p><i>that people invaded Britain for many reasons</i></p> <p><i>that the Picts and Scots were two tribes who settled in Britain</i></p> <p><i>that the Picts and Scots fought against the invading Anglo-Saxons</i></p> <p><i>that the Sutton Hoo burial is a significant historical discovery</i></p> <p><i>who Alfred the Great was</i></p>	<p><b>I know:</b></p> <p><i>historians have given different reasons about why the Anglo-Saxons settled here</i></p> <p><i>that the Sutton Hoo burial is an important historical discovery</i></p> <p><i>that historians use burial remains to find out about the art, culture, beliefs and behaviours of the Anglo-Saxons</i></p> <p><i>that artefacts from history can be interpreted in different ways</i></p> <p><i>that historians often decide who is significant and who we need to remember</i></p> <p><b>I know how to:</b></p> <p><i>use key dates related to the Anglo Saxon and Scots invasions</i></p> <p><i>select relevant information from books or sources</i></p> <p><i>use my knowledge and evidence from historians to build up a picture of the past</i></p> <p><i>discuss how archaeological remains can teach us about <b>power</b>, <b>religion</b>, <b>beliefs</b> and <b>settlement</b></i></p> <p><i>discuss why Alfred the Great had a significant legacy and is remembered today</i></p>	<p>secondary and primary sources artefacts check true evidence archaeologist</p> <p><b>power</b> <b>money</b> <b>land</b> <b>conflict</b> resources <b>monarch</b> <b>kingship</b> <b>legacy</b></p> <p><b>farming</b></p> <p><b>burial/funeral</b> <b>beliefs</b></p> <p><b>art and culture</b></p> <p><b>wealth</b> <b>birth/death</b> <b>settled</b></p>	<p>Why did the Anglo-Saxons invade Britain and what did their settlements look like?</p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Resources/staff subject knowledge:</b></p> <p><a href="#">Classroom resource: Sutton Hoo   British Museum</a></p> <p>Picts: <a href="#">Who Were the Picts? (English) - Dig It! (digitScotland.com)</a></p> <p>Historians explain the artefacts: <a href="#">Saxon Hoard - Saxon Hoard A Golden Discovery - YouTube</a> Focus on 09:00 onwards</p>

	Substantive knowledge – the stuff of history	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
Year 5 - Ancient Greece  <b>Concepts:</b>  <b>Chronological understanding</b>  Settlement (community)  Power  Trade  Art and culture  Religion and beliefs  Warfare and invasion	<b>I know:</b>  <i><b>the key periods in Greek history</b></i>  <i><b>that events in British history overlap with events in the world</b></i>  where Greece is  Greece was made from City states  women in Athens and Sparta held very different roles <b>that democracy started in Athens</b>  the difference between myths and history  who the Titans and the Olympians were  that religion and beliefs are linked to art and culture  how Ancient Greek people linked their beliefs to the seasons changing	<b>I know:</b>  historians look for the truth in myths and stories told in the past  historians of ancient Greece use artefacts and archaeology to establish what is true or is a myth  historians study artefacts and archaeology to find out about Greek culture  historians see Greek culture as very significant  historians believe the idea of democracy started in Athens  historians say Greek history has had a significant legacy across the world  <b>I know how to:</b>  <i><b>place key events from the Greek civilisation on a timeline alongside events studied in British history</b></i>  <i><b>discuss how ideas are passed down through time</b></i>  compare the role of women in time  discuss the differences and similarities between Sparta and Athens  discuss how objects, pictures and art teaches us about settlements, beliefs, and cultures in the past	myth truth fiction artefacts primary and secondary sources archaeology  <b>ancient</b>  Civilisation modern civilisation city city states  beliefs culture  legacy gender democracy	Why does Ancient Greek History matter so much?    <b>Resources/staff subject knowledge:</b>  <a href="#">The Contributions and Legacy of the Ancient Greeks - YouTube</a>  (use images carefully)  <b>Greek myths through pots:</b> <a href="#">Ancient Greece   British Museum</a>

	Substantive knowledge – the stuff of history	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
Year 6 – Kingdom of Benin  <b>Concepts:</b>  <b>Chronological understanding</b>  Settlement (community)  <b>Power</b>  <b>Trade</b>  Art and culture  Religion and beliefs  Warfare and invasion	<b>I know:</b>  <i>the period labels linked to the Kingdom of Benin: era of consolidation, warrior kings, era of European influence</i>  <i>the Kingdom of Benin began in 900 AD and ended in 1897 AD</i>  that the location of Benin is disputed  that people settle in places because of the resources  that the warrior kings invaded and took 201 territories  what an Oba is and that they were the most powerful leaders in Benin  why Oba Eware was considered great  the Benin bronzes showed the empire was advanced, rich and powerful  across the world from the 1500s countries were building Empires  that Africa was rich in resources  slavery was part of Benin and European history  what the Atlantic slave trade is	<b>I know:</b>  that historians rely on huge range of primary sources to find out about the Kingdom of Benin  that history is about using evidence to make judgements  maps are primary sources that historians use to study how European knowledge of Africa changed  historians study the age of exploration using maps  that historians disagree on what caused the collapse of Benin  <b>I know how to:</b>  <i>place all events I have studied on a timeline alongside the events I have studied</i>  <i>order and discuss how maps show how European knowledge of Africa changed over time</i>  discuss how power is linked very closely the religion and beliefs  use multiple sources to uncover what life was like in Benin  <i>to discuss how European knowledge of Africa changed over time</i>  talk about a source and link this to prior knowledge and key concepts taught  check sources using prior knowledge and other sources of information	power slave empire power invasion king Oba kingdom government legacy  religion beliefs symbols  slaves slavery  Atlantic slave trade navy economy  repatriation theft culture  war occupation	Was the Kingdom of Benin a great civilisation and how did it run?    <b>Subject Knowledge/Resources:</b>  See textbook held in yr6 for artefacts  See knowledge organiser yr6 Upper Key Stage Two drive  See information booklet produced for use for pupils and new staff  See linked resources on the geography MTP

