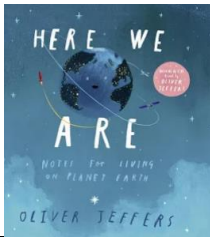
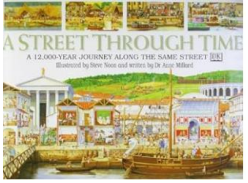
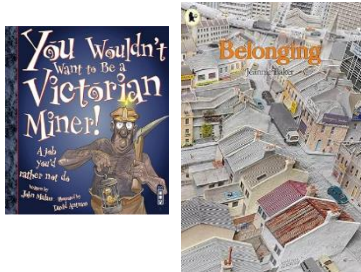
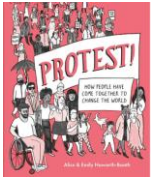


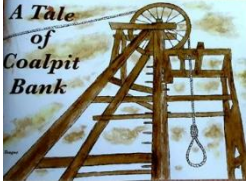
Spring Medium Term Plan Hollinswood Primary School and Nursery

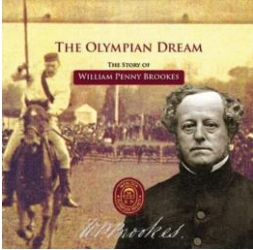
	Substantive knowledge – the stuff of history	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text(s)
<p>EYFS –</p> <p>Concepts</p> <p><i>Chronological understanding</i></p> <p>Settlement (community)</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p>	<p>I know:</p> <p><i>if something has already happened</i></p> <p>what a school is</p> <p>that I am part of a group of people at school</p> <p>that I am part of a class and Hollinswood school</p> <p>that my school is part of the Hollinswood community</p> <p>what my school and school grounds look like</p> <p>that my school has changed over time</p> <p>that people have gone to school for a long time</p> <p><i>if something is new or old</i></p> <p><i>what has stayed the same and changed about school over time</i></p>	<p>I know:</p> <p>communities change over time</p> <p>communities have schools</p> <p>what questions are</p> <p>I know how to:</p> <p><i>describe what I did last week</i></p> <p><i>look at pictures of my school and discuss how it has changed</i></p> <p><i>ask questions to someone who used to go to a school in my area in the past</i></p> <p><i>talk about pictures of schools in the past</i></p> <p>describe what my school looked like in the past</p> <p>observe differences between my school and school day now and in the past</p> <p>use simple sentences to describe what they can see using images of schools from the past</p> <p>to discuss how my school is part of my local area</p>	<p>community building school friends teachers other classes other teachers jobs</p> <p><i>before yesterday old last/next week</i></p> <p><i>young younger past changes same different</i></p>	<p>Where do I live?</p>  <p><u>Resources/staff subject knowledge:</u></p> <p>Historical association articles and guidance- see shared drive Exploring the history of our place with very young children / Historical Association</p> <p>Teaching 'changes within living memory': making the most of your school / Historical Association (history.org.uk)</p>

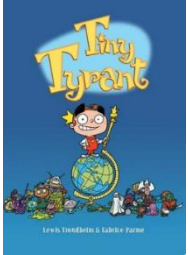
	Substantive knowledge – the stuff of history	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text(s)
<p>Year One</p> <p>Concepts</p> <p><i>Chronological understanding</i></p> <p>Settlement (community)</p> <p>Power</p> <p>Trade</p> <p>Art and culture</p> <p>Religion and beliefs</p> <p>Warfare and invasion</p>	<p>I know:</p> <p><i>events happened before I was born</i></p> <p><i>that beyond living memory is anything more than 100 years ago</i></p> <p><i>my local area has changed over time</i></p> <p>what industry means</p> <p>communities and settlements change significantly over time</p> <p>names of significant places in my locality</p> <p>that people settled here because of jobs in mining</p> <p>that places and spaces change over time</p> <p>a miner works in a colliery</p> <p>what an artefact is</p> <p>people sold the things they mined in my local area</p>	<p>I know:</p> <p>historians study how normal people lived</p> <p>historians look at why people settled</p> <p>historians look at whether people were happy</p> <p>local people are proud of their heritage</p> <p>that maps can be used to find out about the past</p> <p>what a source is in history</p> <p>I know how to:</p> <p><i>order events from the past</i></p> <p><i>use maps as sources</i></p> <p><i>place a small selection of historical maps in chronological order</i></p> <p>discuss changes in my local area using maps</p> <p>discuss why people choose to live in a place</p> <p>observe changes in my local area <i>using key historical terms which show the passing of time</i></p> <p>compare Hollinswood <i>within living and beyond living memory using maps</i></p> <p>handle artefacts and ask questions about them</p>	<p><i>modern</i></p> <p><i>past</i></p> <p><i>present</i></p> <p><i>long ago</i></p> <p><i>many years ago</i></p> <p><i>last term</i></p> <p><i>living memory</i></p> <p><i>beyond living memory</i></p> <p>source</p> <p>artefact</p> <p>colliery</p> <p>mine</p> <p>foundry</p> <p>miner</p> <p>community</p> <p>settled</p> <p>settlements</p> <p>farm</p> <p><u>industry</u></p>	<p>What did my local area look like beyond living memory?</p>  <p>Resources/staff subject knowledge:</p> <p>Historical association articles and guidance- see shared drive Exploring the history of our place with very young children / Historical Association</p> <p>See miners walk materials Dark Lane Community The Miner's Walk (theminerswalk.org)</p> <p>Digi maps (overlay tool)- Digimap For Schools (edina.ac.uk)</p> <p>Cinderloo sources (primary sources, maps from English heritage) Resources – Cinderloo 1821 Remembered</p> <p>Artefacts box- mining local museum arrangement</p>

	Substantive knowledge – the stuff of history.	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p>Year 2 – Heritage and local area study</p> <p>Concepts:</p> <p>Chronological understanding</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>that the mining industry in Telford took place both within and beyond living memory</i></p> <p><i>when the mines in Telford were being used</i></p> <p>where some of the mines were located in the Telford area</p> <p>that settlement in Telford changed over time</p> <p>what equipment was used in the mines</p> <p>that children were often used in mining work</p> <p>what jobs children did in mines</p> <p>that miners worked in difficult conditions</p> <p>that people who worked in mines were often poor</p> <p>that history is about stories from the past</p>	<p>I know:</p> <p>that historians look at how things change over time</p> <p>historians use diaries, artefacts to find out about Telford’s mining industry</p> <p>that historians recognise now that the poor working conditions in the mines had negative effects on the workers</p> <p>that historians study industrial history</p> <p>I know how to:</p> <p>place maps of my local area in chronological order</p> <p>use maps as primary sources to discuss mining and settlement</p> <p>use, handle and observe artefacts making observations that link to what I know</p> <p>observe human features in the local area (industrial past), linking them to a knowledge of space and place</p> <p>describe how settlement in Telford changed within and beyond living memory</p> <p>describe why people did things</p> <p>listen to and give a simple reason for why people may have protested</p>	<p>source</p> <p>artefact</p> <p>looking closely</p> <p>witness</p> <p>chronological</p> <p>mining</p> <p>colliery</p> <p>shaft</p> <p>coal</p> <p>industrial revolution</p> <p>minerals</p> <p>worker</p> <p>trapper</p> <p>harrier</p> <p>thruster</p> <p>breaker boy</p> <p>working conditions</p>	<p>What was life like for miners in Hollinswood beyond living memory?</p>  <p>Resources/staff subject knowledge:</p> <p>See miners walk materials Dark Lane Community The Miner's Walk (theminerswalk.org)</p> <p>Digi maps (overlay tool)- Digimap For Schools (edina.ac.uk)</p> <p>Cinderloo sources (primary sources, maps from English heritage) Resources – Cinderloo 1821 Remembered</p> <p>Artefacts box- mining local museum arrangement</p>

	Substantive knowledge – the stuff of history.	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p>Year 3 –</p> <p>Heritage and local area study</p> <p>Concepts:</p> <p>Chronological understanding</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>and I am secure with the terms beyond living memory and within living</p> <p>know that the history of people always involves settlement and that they change over time</p> <p>Telford was full of natural resources that people mined</p> <p>that miners were not paid very well</p> <p>what a protest is</p> <p>protests happen throughout history</p> <p>that miners were in poverty at the time of the Cinderloo riot</p> <p>know people protest and riot to change try and change things</p> <p>why Thomas Palin wanted to protest</p> <p>Thomas Palin was hanged because he broke the law</p>	<p>I know:</p> <p>historians study big changes in British history</p> <p>the industrial revolution was linked to settlement and the natural resources in my local area</p> <p>know what local heritage is</p> <p>historians look at the reasons why protests and riots happen</p> <p>historians look at why people did things</p> <p>I know how to:</p> <p><i>ask questions and give reasons why changes in my local area have occurred, making reference to land use changing</i></p> <p><i>discuss how Telford was central to the industrial revolution</i></p> <p><i>find signs locally of Hollinswood’s industrial past making observations about why features existed</i></p> <p>explain why people may have wanted to do something</p> <p>identify reasons for and results of people's actions</p> <p>describe in detail how the settlement I live in has changed over time</p> <p>how to ask questions about primary and secondary sources</p> <p>offer a reasonable explanation for some events using evidence</p> <p>talk about how protests help people bring about change</p>	<p>Power</p> <p>Protest</p> <p>Army</p> <p>Soldiers</p> <p>Leader</p> <p>Settlement</p> <p>Heritage</p> <p>Industry</p> <p>Mineral railway</p> <p>Resources</p> <p>Natural resources</p> <p>evidence</p> <p>intepret</p> <p>Poverty</p> <p>Strike</p> <p>Protest</p> <p>Riot</p>	<p>What was the Cinderloo riot all about?</p>  <p>Resources/staff subject knowledge:</p> <p>See miners walk materials (theminerswalk.org)</p> <p>Dawley people : Dawley Heritage</p> <p>Digi maps (overlay tool)- (edina.ac.uk)</p> <p>Cinderloo sources (primary sources, maps from English heritage) Resources – Cinderloo 1821 Remembered</p> <p>Artefacts box- mining local museum arrangement</p> <p>(19) Tom Palin at Cinderloo - Whalebone & Jean Atkin - Understories (Music and Poetry) - YouTube</p>

	Substantive knowledge – the stuff of history.	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p>Year 4 –</p> <p>Cinderloo and wider protests</p> <p>Concepts:</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><i>when the Cinderloo riot happened and that other riots happen across human history</i></p> <p>that settlements and communities are affected by events nationally</p> <p>what law and order means</p> <p>that poverty leads to protests and riots</p> <p>that changes to the law and a lack of resources can cause poverty</p> <p>the difference between a protest and riot</p> <p>that protests and riots are about people trying to claim back power</p> <p>that Thomas Palin was a leader in the local community</p> <p>that protests happened nationally for similar reasons</p> <p>that things happen for multiple reasons</p> <p>that the wars, bad harvests, poor working conditions, a decline in natural resources, soldiers returning from war and low employment all contributed towards the riot happening</p>	<p>I know:</p> <p>historians have found links between changes in the law and protests in Telford</p> <p>historians look at something called social justice which is about people trying to regain power</p> <p>protests happen across time</p> <p>historians need lots of evidence before drawing conclusions</p> <p>I know how to:</p> <p><i>describe how human features from the past on maps linked Telford to other parts of Britain</i></p> <p>find clear evidence of features industry locally and gather evidence from observations, maps and other primary sources</p> <p>use newspapers articles to discuss Hollinswood's and Telford's links to the industrial revolution</p> <p>offer a reasonable explanation for some events using evidence</p> <p>ask simple historical questions about primary and secondary sources</p> <p>listen to stories from different protests nationally and locally noting similarities and differences</p> <p>talk about and link protests studied within and beyond living memory</p>	<p>work jobs roles occupation</p> <p>poverty disease war</p> <p>King monarch revolution power protest riot</p> <p>harvest farming resources</p> <p>laws community leaders soldiers</p> <p>local national</p>	<p>What was happening nationally that helped cause the Cinderloo riot in Telford?</p>  <p>Resources/staff subject knowledge:</p> <p>Dark Lane Community The Miner's Walk (theminerswalk.org)</p> <p>Home — Peterloo 1819 - Protest. Democracy. Freedom.</p> <p>peterloo-imagine-a-world-pdf-32-5-meg (keepandshare.com) (gives context about reasons protests and riots were happening nationally)</p> <p>(19) Tom Palin at Cinderloo - Whalebone & Jean Atkin - Understories (Music and Poetry) - YouTube</p>

	Substantive knowledge – the stuff of history.	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p>Year 5 – Ancient Greece and local area study</p> <p>Concepts:</p> <p><i>Chronological understanding</i></p> <p><i>Settlement (community)</i></p> <p><i>Power</i></p> <p><i>Trade</i></p> <p><i>Art and culture</i></p> <p><i>Religion and beliefs</i></p> <p><i>Warfare and invasion</i></p>	<p>I know:</p> <p>when the Victorian period was</p> <p>the years between the Victorian period and the Ancient Greek games</p> <p>the Ancient Greeks left a legacy of great art and culture</p> <p>who the Ancient Greeks and Victorians were</p> <p>the Olympics began in Greece</p> <p>the Olympics were revived by William Penny Brookes in the Victorian period</p> <p>ancient Greek culture impacted in my local area</p> <p>where Much Wenlock is in relation to where I go to school</p> <p>when the Wenlock Olympic games started</p> <p>when the modern Olympic games started</p> <p>what people wear changes over time</p> <p>William Penny Brookes was a significant person locally and internationally</p> <p>games and sport are part of human history</p> <p>sport is an expression and part of culture</p> <p>games and play are a need for all people</p> <p>why sport was important to William Penny Brookes</p>	<p>I know:</p> <p>historians weigh up evidence and draw conclusions</p> <p>that historians examine evidence carefully</p> <p>that historians use art and images to learn about people's motivations</p> <p>that historians always question sources of evidence.</p> <p>historians study how civilisations have impact across time</p> <p>historians study sport in history</p> <p>historians information from pictures in the past</p> <p><i>local people study history</i></p> <p>I know how to:</p> <p>place key events from the Greek civilisation on a timeline alongside events studied in British history</p> <p>link and compare events studied using the terms: ancient, modern and within and beyond living memory</p> <p>ask and investigate valid historical questions</p> <p>compare an aspect of life with the same aspect in another period</p> <p>discuss sources fact check and give opinions about them</p> <p>explain the story of the how the Olympic Games came to be</p>	<p>beyond and within living memory heritage local history</p> <p>games sport javelin Olympics</p> <p>legacy local international Victorian Queen Victoria Florence Nightingale Mary Seacole Thomas Palin Significance</p> <p>Olympian Olympics</p>	<p>What was the legacy of Ancient Greece in our local area?</p>  <p>Resources/staff subject knowledge:</p> <p>Microsoft Word - british_museum_olympic_games.doc (britishmuseum.org)</p> <p>The Ancient Olympic Games Olympic Artifacts</p> <p>Religion and Olympic games:</p> <p>Classroom resource: Olympic games British Museum</p> <p>Book-5-7.pdf (wenlock-olympian-society.org.uk)</p>

	Substantive knowledge – the stuff of history.	Disciplinary knowledge – how History is studied.	Vocabulary	Big Question and Linked Text
<p>Year 6 – Power and dynasty from 1066 until present day Power Religion in beliefs</p> <p>Concepts:</p> <p>Chronological understanding</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>know that the British monarchy have ruled from 1066 to present day</i></p> <p><i>know when events in Benin overlapped with events in Britain</i></p> <p><i>know events that were happening in the world</i></p> <p><i>when William the I ruled Britain</i></p> <p><i>when Henry VIII ruled England</i></p> <p><i>when Elizabeth I ruled England</i></p> <p>know how power and control is linked to rulers</p> <p>what propaganda is</p> <p>how propaganda strategies and power links</p> <p>that control of the Church was linked to power</p> <p>why is control important to leaders</p> <p>how rulers used resources around them to strengthen their ability to rule</p> <p>that ideas of gender both masculine and feminine were a key part of rule in Tudor England</p> <p>that different monarchs use their authority differently</p> <p>the difference between Catholicism and Protestantism</p> <p>that the state, government, power and religion were deeply connected in England</p>	<p>I know:</p> <p>historians weigh up evidence and draw conclusions</p> <p>that historians examine evidence carefully</p> <p>that historians use art and images to learn about people's motivations</p> <p>that artistic impressions produced in the past are not always reliable</p> <p>that historians always question sources of evidence</p> <p>I know how to:</p> <p>place the timelines of monarchs in chronological order</p> <p>suggest different sources I can use to find out answers to enquires e.g. internet research, books or primary sources</p> <p>use images and art to uncover the purpose behind why they were produced</p> <p>discuss bias in a source and look at symbols to uncover meaning</p> <p>discuss the ideas of tyranny and rulers</p> <p>discuss the ideas of gender, authority and rule</p> <p>question sources using historical interpretations</p> <p>explain the similarities and differences between leaders</p> <p>use evidence to explain why Henry VIII broke from Rome- using the words cause and effect to justify my explanation</p> <p>write an extended explanation about factors that cause Henry VIII to break from Rome</p>	<p>rule monarch power</p> <p>kingdom church state exert contro</p> <p>I</p> <p>gender marriage propaganda artistic impressions</p> <p>Church State</p> <p>Christianity Catholic Protestant</p> <p>Factors Sources</p> <p>Cause Effect Investigate Evidence Bias Historical enquiry</p>	<p>How do leaders exert their power?</p>  <p>Resources/staff subject knowledge:</p> <p>Film: Elizabeth I - Interpretations / Historical Association (history.org.uk)</p> <p>Britain and the Wider World in Tudor Times / Historical Association (history.org.uk)</p> <p>Britain and the Wider World in Tudor Times / Historical Association (history.org.uk)</p> <p>Tudor Monarchy / Historical Association (history.org.uk)</p>

