



Brenzett CE Primary School

History Medium Term Plans



We follow a two-year rotating cycle at Brenzett CE Primary School in our mixed-age classes.
This allows for full National Curriculum coverage.

Cycle One

	Years 1 and 2	Years 3 and 4	Years 5 and 6
Term 2	The Story of my Life	The Stone Age, Iron Age and Bronze Age	World War I – Fallen Fields
Key Question	How am I making history?	Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	What was the impact of WWI on the people of Britain and the local area?
	Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.	British history 1: Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, to learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer. Stone Age – Iron Age Day Living History: Exciting & Engaging Workshops for Schools (livinghistoryworkshops.co.uk)	British history 4: Extending their chronological knowledge beyond 1066, children learn about how World War I changed British society as well as life in the local area. Pupils will investigate the causes of War and the impact it had on the local area. Trip to Marlowe Theatre – War Horse
Substantive Concepts	Change and Continuity	Inventions/achievements	Power (monarchy, government and empire)
Significant People		<ul style="list-style-type: none"> The Egyptians (Bronze Age) The Greeks (Iron Age) 	<ul style="list-style-type: none"> Archduke Franz Ferdinand Prime Minister Herbert Asquith Lord Kitchener
Linked Text		<i>Stone Age Boy – Tony Bradman</i> <i>How to skin a bear – (Twinkl Original)</i> <i>The Boy with the Bronze Axe – Kathleen Fidler</i> <i>Wolf Brother – Michelle Paver</i> <i>The Tree and The River – Aaron Becker (from hunter gatherer to city dweller. Discussion of human advancement and its impact)</i>	<i>War Horse – Michael Morpurgo</i> <i>Private Peaceful – Michael Morpurgo</i> <i>Private Peaceful – Michael Morpurgo</i>
Term 4	Toys Old and New	The Romans	World War II – Life on the Home front
Key Question	How have toys changed?	British history 2: Why did the Romans settle in Britain?	British history 5: What was the impact of World War II on the people of Britain?
	Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.	Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. Learning how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, and how the Romans still influence our lives today Trip to Beany Museum and Roman Museum in Canterbury or Living History: Exciting & Engaging Workshops for Schools (livinghistoryworkshops.co.uk)	Building on their learning about the causes and consequences of the First World War, pupils learn how World War II changed British society. They discover the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II, consider how the role of women changed in this time and how migrants helped the war effort and to re-build the country after the war. Homefront Bus visit
Substantive Concepts	Inventions/achievements	Power (monarchy, government and empire)	Power (monarchy, government and empire)
Significant People		<ul style="list-style-type: none"> Boudicca Julius Caesar Emperor Claudius 	<ul style="list-style-type: none"> Adolf Hitler Neville Chamberlain and Winston Churchill
Linked Text	<i>Old Bear Stories – Jane Hissey</i> <i>Traction Man and Toys in Space – Mini Grey</i> <i>Toy Story Movies</i> <i>Pinocchio – Carlo Collodi</i> <i>Lost in the Toy Museum – David Lucas</i>	<i>Escape from Pompeii – Jim Eldridge</i>	<i>Goodnight Mr Tom – Michelle Magorian</i> <i>Rose Blanche – Ian McEwan</i> <i>We sang across the Sea, Emperor Windrush and Me – Benjamin Zephaniah</i> <i>Churchill's Speech (VE day)</i>
Term 6	Flying Machines	The Anglo-Saxons and Vikings	Kent in WWII
	How did we learn to fly?	British history 3: How hard was it to invade and settle in Britain?	British History 6: Kent During WW2
	Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.	Developing understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids, Anglo-Saxon beliefs and how Christianity spread. Investigating Anglo-Saxon settlements and how the period of Anglo-Saxon rule came to end Viking Day Marvellous History School Workshops for Primary Schools	Pupils will engage in a local history study focussing on the role the county of Kent played in WW2. They will learn about the bouncing bomb which was tested at Reculver, the use of the Maunsell Sea Forts in the estuary at Whitstable and the role of Dover Castle in the evacuation of Dunkirk. Dover Castle
Substantive Concepts	Power Inventions/achievements The Follies of Mankind	Invasion, settlement and migration	Power (monarchy, government and empire)
Significant People	<ul style="list-style-type: none"> The Wright Brothers Bessie Coleman Neil Armstrong and Buzz Aldrin Amelia Earhart and Amy Johnson Mae Jefferson 	<ul style="list-style-type: none"> Honorius King Alfred St Columba, At Augustine and St Aiden 	
Linked Texts	<i>In the Night Kitchen – Moris Sendak</i> <i>Astro Girl – Ken Wilson-Max</i>	<i>Anglo Saxon Boy – Tony Bradman</i> <i>Viking Boy – Toy Bradman</i>	

Cycle Two			
	Years 1 and 2	Years 3 and 4	Years 5 and 6
Term 2	Exciting Explorers	Children Past and Present	The Glorious Greeks
Key Question:	How have explorers changed the world?	How have children's lives changed	What did the Greeks ever do for us?
	Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Discuss ways in which these significant people could be remembered. Should Be: What is History? Trip to Chatham Docks	Investigating the changes in children's lives through time, learning how: spare time, children's health and work have changed and learning about a day in the life of a working child. Finding out about the significance of Lord Shaftesbury and his impact on schools and working conditions. Victorian Day	Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre. Greek Day
Substantive Concepts	Inventions/achievements Invasion, Settlement and Migration	Power Achievements Society	Civilisation (social and cultural) Beliefs Achievements
Significant People	<ul style="list-style-type: none"> Christopher Columbus Mary Kinglsey Mathew Henson Dame Ellen MacArthur 	<ul style="list-style-type: none"> Lord Shaftesbury Queen Elizabeth 1 Queen Victoria 	<ul style="list-style-type: none"> Plato Pythagoras Aristotle Socrates
Linked Texts	<i>Journey, Quest and Return – Aaron Becker</i>	<i>Street Child – Berlie Doherty</i> <i>Oliver Twist – Charles Dickens</i> <i>The Water Babies – Charles Kingsley</i>	<i>Who let the Gods out? – Maz Evans</i> <i>The Adventures of Odysseus – Hugh Lupton (Homer)</i> <i>Aesops Fables</i> <i>Greek Myths – Michael Rosen</i>
Term 4	Schools Then and Now	The Secrets of the Egyptians	Money, Money, Money!
Key Question:	How was school different in the past?	What did the ancient Egyptians believe?	Who Should go on the Banknote?
Term 4	Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past. Trip to the Museum of Kent Life – Victorian School	Developing awareness of how historians find out about the past using mummies, the Book of the Dead and pyramids. Learning about the importance of religion in the ancient Egyptians' lives and considering how this is evident in pyramids, worship and mummification. Learning how the ancient Egyptians explained the existence of the world using their creation story. Egyptian Activity Day – Visitor Led	Pupils will investigate why historical figures are on banknotes and learn about the criteria for historical significance. Children participate in a tennis rally debate and create a video to explain why a particular historical figure was significant, before selecting a historical figure for the £10 note.
Substantive Concepts	Society	Civilisation (social & cultural) Inventions/achievements Power (Monarchy/Pharaohs, government)	Power Achievements Society
Significant People	TBC	<ul style="list-style-type: none"> Howard Carter Tutankhamun 	<ul style="list-style-type: none"> Mary Seacole William Tuke and Winston Churchill Elizabeth I and Alfred the Great Ellen Wilkinson and Betty Boothroyd Lily Parr and Betty Snowball Alan Turin and Jane Austen
Linked Texts	<i>The Proudest Blue – Ibtihaj Muhammed</i>	<i>Linked Text: The Secrets of the Sun King</i>	<i>Little People, Big Ideas books</i>
Term 6	Marvellous Monarchs	The Mighty Maya	Champions of Change
	What is a monarch?	How did the achievements of the Maya influence their society and beyond?	Does everybody in an Empire have Power? What makes people want to change the world?
	Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time. Kings and Queens dress up day	Children explore the achievements of ancient peoples like the Maya by investigating historical and archaeological evidence. Through the observation and analysis of artefacts, children scrutinise their settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society. Maya Activity Day	Pupils will learn about the British Empire and its impact on Britain today. They will learn how the Empire links to the Commonwealth of Nations and question "Is everyone powerful in an Empire?" Pupils find out about individuals who have spoken up about or overcome injustice and made a positive change in the world. Trip to the Houses of Parliament
Substantive Concepts	Power (monarchy, government and empire)	Civilisation (social and cultural) Inventions/achievements	Power (monarchy, government and empire) Invasion, settlement and migration
Significant People	<ul style="list-style-type: none"> William the Conqueror King Harold Queen Elizabeth King Charles III 	<ul style="list-style-type: none"> Pakal the Great 	<ul style="list-style-type: none"> Rosa Parks Martin Luther King Nelson Mandela Ghandi
Linked Texts	<i>The Paperbag Princess</i> <i>The Queen's Knickers</i> <i>The King's Pants</i> <i>Prince Cinders</i> <i>Princess Smartypants</i> <i>Where the Wild Things Are</i>	<i>The Chocolate Tree – Linda Lowrey</i> <i>To The River Sea – Eva Ibbotson</i>	<i>Wonder – R.J. Palacio</i> <i>There's a Boy in the Girl's Bathroom</i> <i>"I have a dream" speech</i> <i>The Hill We Climb speech – Amanda Gorman</i> <i>Counting on Katherine – Heleaine Becker</i> <i>Marcus Rashford - Maria Isabel Sanchez Vegara</i>

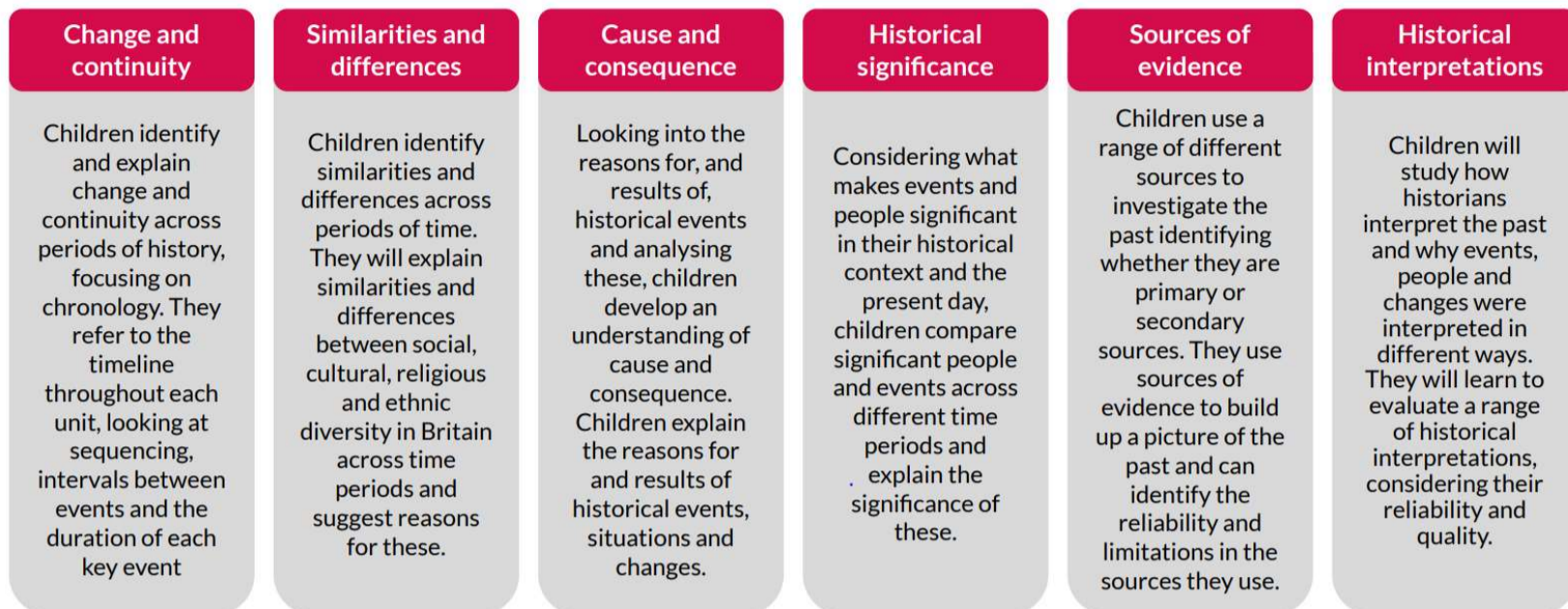
EYFS	
<i>Our History units in EYFS are taught annually and help pupils to develop important early disciplinary ideas which they will build on in KS1 and KS2</i>	
The Early learning goals Understanding the World: Past and Present states that children at the expected level of development will: <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. 	
Unit 1	<p>Peek into the past</p> <p>Reflecting on memories and experiences from their own past and commenting on images of familiar situations in the past. Children will look for similarities and differences between photos, images and objects from the past and present day</p> <p>Activity 1: Can you guess who? Studying their peers' baby photographs, identifying that they have all changed over time and using language about the past when describing these changes. Activity 2: Past and present Making simple observations, deciding whether photographs depict the past or not. Activity 3: My life timeline Creating a timeline to develop an understanding of personal chronology. Activity 4: Toy box Observing a range of toys and beginning to recognise similarities and differences between the past and present. Activity 5: Spot the difference Comparing pictures from past and present, identifying some similarities and differences.</p>
Linked Texts	
Unit 2	<p>Adventures through time</p> <p>Comparing and contrasting characters from various stories set in the past, including historical figures. Identifying similarities and differences between characters, enhancing their understanding of the past.</p> <p>Activity 1: Family tree Positioning images of children, parents and grandparents on a family tree to show who is older and younger. Activity 2: My achievements Recognising some interests and achievements from their own lives and the lives of their families and friends. Activity 3: Treasure box Recognising that kings and queens are usually important, powerful people who rule over others. Activity 4: Picture detective Using photographs and stories to compare the past with the present day. Activity 5: Transport through time Using photographs and stories to compare modes of transport from the past with the present day</p>
Linked Texts	

We are Historians!

Our History Curriculum at Brenzett CE Primary School is designed so that pupils have the tools needed to become young Historians. These include:

Disciplinary Knowledge

- Disciplinary concepts: understanding how historians investigate the past, and how they construct historical claims, arguments and accounts in order to become a young historian.
- An understanding of the key disciplinary concepts which underpin the study of history supports the children in broadening their skills, knowledge and understanding.



Substantive Knowledge

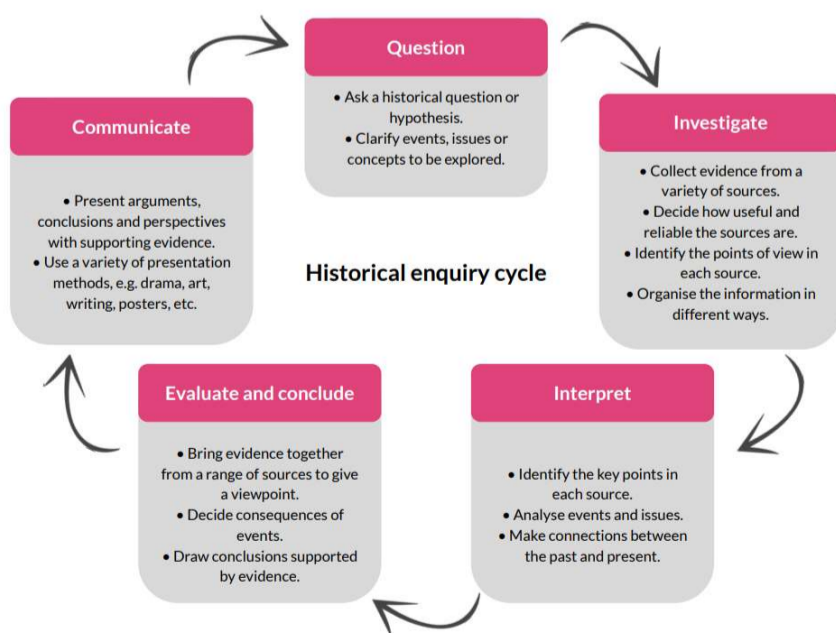


Substantive concepts: discovering and understanding the driving forces behind events in human history. This refers to the content within history learning, the knowledge of the past: people, events, ideas and so on. This is regularly taught within primary school history with children learning about the key events and people of a variety of historical periods. The key substantive concepts our pupils will return to and deepen their understanding of over time are:

- **Power (Empire, Monarchy, Government)**
- **Civilisation**
- **Society (Cultural and Social)**
- **Beliefs**
- **Invasion, Settlement and Migration**
- **Inventions and achievements**

Historical Enquiry

- Developing analytical and investigative methods for approaching historical questions.



Our History Curriculum allows knowledge to be embedded and deepened in the following ways:

Cyclical

- Pupils return to the same disciplinary and substantive concepts during their time in our school.

Increasing depth

- Each time a concept is revisited, it is covered with greater complexity.

Prior knowledge

- Upon returning to each concept, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Assessment

- Every lesson begins with a quick retrieval activity, where pupils “flashback” to recent and more distant prior learning. This helps to embed knowledge in t
- Each lesson includes an **Exit Task** that helps teachers to assess if their pupils are secure in their understanding, working at Greater Depth or working below the expected level. (Formative)
- At the end of each unit of work, there is an opportunity for pupils to apply their learning using a **Skills Catcher** activity. This allows pupils to draw on their disciplinary knowledge and skills in order to complete this outcome task