



History - Year 4/5 - Medium Term Plan
Autumn 2, Unit 1: How have children's lives changed?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: What do sources tell us about how children's lives have changed?	To identify how children's lives have changed using a range of sources.	<ul style="list-style-type: none"> - I can make observations and deductions from sources. - I can suggest how children's lives have changed. - I can ask enquiry questions about children's lives. 	<ul style="list-style-type: none"> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> - childhood - continuity - change - chronological order - inference - observation 	Watch: Teacher video: Change and continuity Teacher video: Developing questioning. Have ready: Presentation: Children through the ages. Interactive presentation: Sequencing images. Pupil whiteboards and pens Scissors. Print in advance: Activity: Sources for children Activity: Children's lives Activity: Categorising change Activity: Sequencing children over time
Two: Why did Tudor children work	To understand why children worked in Tudor times and what	<ul style="list-style-type: none"> - I can explain why Tudor children needed to work. - I can identify the kinds of jobs Tudor children had. 	<ul style="list-style-type: none"> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> - apprentice - chaffing wheat - hot-seating - master 	Watch: Teacher video: Developing questioning

<p>and what was it like?</p>	<p>working conditions were like.</p>	<p>- I can create questions to identify the working conditions of Tudor children.</p>			<p>Teacher video: Effective questioning Have ready: Presentation: 3, 2, 1. Link: Kapow Primary timeline Link: BBC 2 - Children's jobs in Tudor times. Presentation: Tudor apprentices Interactive presentation: Occupations Whiteboards and marker pens Large indoor space for hot seating. Print in advance: Activity: Hot seat questions Activity: Hot seat questions Activity: Henry the apprentice</p>
<p>Three: What jobs did children have in Victorian England and what were they like?</p>	<p>To understand the types of jobs Victorian children had and their working conditions.</p>	<p>- I can identify and understand the different types of jobs Victorian children had. - I can make observations and inferences about the jobs children had. - I can write a letter explaining the conditions</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>- primary source - secondary source - trapper - hurrier/hurrying - gin - textile mills - bird scarer - domestic servant</p>	<p>Have ready: Presentation: Agree or disagree. Link: Kapow Primary timeline Presentation: Victorian children</p>

		Victorian children experienced.		- working conditions	Presentation: Victorian servants Presentation: Bird scarer Link: BBC 2 - Children working in coal mines. Link: BBC 2 - Children working in textile mills. Link: BBC 2 - Children working as bird scarers. Link: BBC 2 - Children working as domestic servants. Whiteboards and marker pens Print in advance: Activity: Researching working conditions Activity: Researching working conditions Activity: Victorian jobs Activity: Letter home
Four: How did Lord Shaftesbury help to change the lives of children?	To understand how Lord Shaftesbury changed children's lives.	- I can identify how Lord Shaftesbury changed the lives of children. - I can evaluate the impact of his work.	- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	- bill - Factory Acts - government - historically significant - Parliament - poverty - ragged schools	Watch: Teacher video: Historical significance Have ready: Presentation: Gimme five. Link:

		<ul style="list-style-type: none"> - I can explain which of his achievements was the most important. 		<ul style="list-style-type: none"> - reform 	<p>Kapow Primary timeline Presentation: Key questions Presentation: Lord Shaftesbury Link: BBC 2 - Lord Shaftesbury and Ragged Schools. Print in advance: Activity: The significance of Lord Shaftesbury Activity: The significance of Lord Shaftesbury</p>
<p>Five: How and why has children's leisure time changed?</p>	<p>To understand how and why children's leisure time has changed.</p>	<ul style="list-style-type: none"> - I can use sources to identify historical leisure activities. - I can compare leisure activities over time. - I can explain the reasons for leisure activities changing. 	<ul style="list-style-type: none"> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> - change - continuity - leisure time - observation - compare 	<p>Watch: Teacher video: Change and continuity. Have ready: Presentation: Explain the answer. Presentation: Leisure time through history Link: Kapow Primary timeline Presentation: Comparing leisure activities Interactive presentation: The Tudors and Victorians compared Interactive presentation:</p>

					<p>Why have fairgrounds changed? Link: National Archives - Tudor Entertainment - Source five. Print in advance: Activity: Comparing leisure time Activity: Tudor leisure time Activity: Victorian leisure time Activity: Modern leisure activities</p>
<p>Six: What were the diseases children caught and how were they treated?</p>	<p>To understand which diseases children caught and how they were treated.</p>	<ul style="list-style-type: none"> - I can identify some of the diseases from the past and their symptoms. - I can identify how effective treatments for diseases were. - I can explain why some treatments worked and others did not. 	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<ul style="list-style-type: none"> - Plague - Smallpox - Flu - Cholera - Treatments - vaccination 	<p>Have ready: Presentation: Speak like an expert. Presentation: Diseases Presentation: Plague doctor Print in advance: Activity: Disease cards Activity: Treatment cards Activity: How have children's lives changed? Activity: How have children's lives changed?</p>
<p>Assessment:</p>					

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| <ol style="list-style-type: none">1. What does childhood mean?2. What was an apprentice?3. Why did children need to work?4. Tudor apprentices had to swear an oath to do what?5. What kind of jobs did Victorian children have?6. Why was Lord Shaftesbury significant?7. What activities did a child find at a Victorian fair?8. Why did so many children die in the past?9. What medical improvements were there?10. How has life changed for children today? | |
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History - Year 5 - Medium Term Plan
 Spring 2, Unit 2:
 British history 5: What was life like in Tudor England?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Fair ruler or tyrant? What was Henry VIII really like?	To use different types of evidence to interpret the character of Henry VIII.	<ul style="list-style-type: none"> - I can extract information from portraits and written sources of evidence. - I can explain my interpretation of Henry VIII providing supporting evidence. - I can identify the bias of sources of evidence. 	- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<ul style="list-style-type: none"> - Tudor - Battle of Bosworth - Henry VII - Elizabeth of York - Henry VIII - tyrant - fair - ruler - monarch - portrait - interpretation - primary source - bias 	Watch: Teacher video: Extracting evidence from portraits Have ready: Presentation: Sources Link: Kapow primary timeline Interactive presentation: Fair ruler or tyrant? Interactive presentation: A criticism of Henry VIII Print in advance: Activity: Investigating Henry VIII Activity: Investigating Henry VIII Activity: Sources for Henry VIII Activity: Sources for Henry VIII
Two: Why was Anne Boleyn killed?	To make deductions about Anne Boleyn from a range of primary and secondary sources.	<ul style="list-style-type: none"> - I can make deductions from sources. - I can interpret historical sources. 	- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<ul style="list-style-type: none"> - Anne Boleyn - historical - investigation - interpretation 	Watch: Teacher video: Tudor murder mystery

		- I can support my interpretations with evidence.		- primary source	<p>Have ready:</p> <p>Presentation: Hans Holbein Interactive presentation: Clue number four Interactive presentation: Anne Boleyn Interactive presentation: Anne Boleyn 2 Presentation: Questions Answers from the Activity: Tudor murder answers, cut up and put in three envelopes labelled: How was the victim killed? Where was the victim killed? Why was the victim killed? Pencils. Whiteboards Crime scene tape, or use the Activity: Crime scene tape: set up the classroom ahead of the lesson with crime scene tape across the door Print in advance: Activity: Clues 1 Activity: Clues 2 Activity: Investigation Activity:</p>
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					Investigation Activity: Crime scene tape Activity: Answers - one set to be added to envelopes.
Three: Why did Henry VIII have so many wives?	To understand why Henry VIII had many wives.	<ul style="list-style-type: none"> - I can use sources to make deductions. - I can use evidence to support deductions. - I can evaluate who was the best wife for Henry. 	- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<ul style="list-style-type: none"> - Catherine of Aragon - Anne Boleyn - Jane Seymour - Anne of Cleves - Katherine Howard - Katherine Parr - heir - source - evidence 	Watch: Song: Henry VIII's wives Have ready: Presentation: Anne Boleyn gimme five. Interactive presentation: Henry VIII's wives Song: Henry VIII's wives Interactive presentation: Why did people get married in Tudor times? Marker pens. Whiteboards Box with a hole cut into the top into which the children can post their voting slips Print in advance: Activity: The wives Activity: Royal matchmaking Activity: Royal matchmaking Activity: Voting slips

<p>Four:</p> <p>What was a Royal Progress?</p>	<p>To extract evidence from primary sources about the Royal Progresses of Elizabeth I.</p>	<ul style="list-style-type: none"> - I can identify primary sources. - I can highlight evidence in a source. - I can make historical deductions from available evidence. 	<ul style="list-style-type: none"> - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> - Royal Progress - primary source - secondary source - propaganda - image - litter - evidence - historical deductions 	<p>Watch:</p> <p>Teacher video: The Worcester Royal Progress</p> <p>Have ready: Presentation: Quizmaster: Interactive presentation: Sequencing Tudor monarchs. Interactive presentation: The Royal Progress Presentation: Primary sources Whiteboards and pens Scissors Sticky notes Print in advance: Activity: Sequencing Tudor monarchs Activity: Worcester progress records Activity: Recording evidence Activity: Recording evidence Activity: Recording evidence</p>
<p>Five:</p> <p>What was a Royal Progress like?</p>	<p>To reconstruct a Royal Progress using a range of primary sources.</p>	<ul style="list-style-type: none"> - I can assess the reliability of primary sources. - I can select the relevant evidence required from sources. 	<ul style="list-style-type: none"> - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> - reliability - audience - purpose - accuracy - creator - interpretation - reconstruction 	<p>Watch:</p> <p>Teacher video: Testing the reliability of evidence.</p> <p>Have ready:</p>

		<ul style="list-style-type: none"> - I can recreate Elizabeth's entrance into Worcester. 			<p>The children's completed worksheets from the Activity: Recording evidence - from Lesson 4 (see Year 5, Were the Tudor monarchs great kings and queens?, Lesson 4: What was a Royal Progress?). Presentation: Elizabeth I Presentation: Reconstructing a Tudor Progress Print in advance: Activity: Elizabeth visits Worcester Activity: Elizabeth visits Worcester</p>
<p>Six: What can inventories tell us about life in Tudor times? (Part 1)</p>	<p>To make deductions about the people in Tudor England using inventories.</p>	<ul style="list-style-type: none"> - I can make deductions using inventories. - I can make a judgement as to whether a person was rich or poor. - I can use evidence to support my judgement. 	<ul style="list-style-type: none"> - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> - will - inventory - prediction - valuation - £ s d (pounds, shillings, pence) - merchant 	<p>Watch: Teacher video: Tudor inventories Have ready: Interactive presentation: Tudor inventories Interactive presentation: Worcestershire inventories Presentation: Cattelena of Almondsbury Whiteboards and pens Print in advance: Activity:</p>

					<p>Tudor inventories</p> <p>Activity: Using Tudor inventories</p> <p>Activity: Using Tudor inventories</p> <p>Activity: Inventory glossary.</p>
<p>Seven:</p> <p>What can inventories tell us about life in Tudor times? (Part 2)</p>	<p>To create a realistic inventory for a person living in Tudor times.</p>	<ul style="list-style-type: none"> - I can explain how inventories are useful to historians. - I can create a realistic inventory for a person. - I can explain why items were included in an inventory. 	<ul style="list-style-type: none"> - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> - pewter - John Blanke - Cattelena of Almondsbury - free - enslaved - tournament 	<p>Watch:</p> <p>Teacher video: Tudor inventories</p> <p>Have ready: Presentation: Noughts and crosses.</p> <p>Interactive presentation: Why do historians use inventories?</p> <p>Presentation: John Blanke Whiteboards and pens</p> <p>Link: 'BBC Bitesize - Africans and their lives in Tudor England' - scroll down to the video about John Blanke.</p> <p>Print in advance: Activity: John Blanke's inventory</p> <p>Activity: John Blanke's inventory</p> <p>Activity: John Blanke's inventory</p>

Assessment:

11. What is a primary source?
12. How did Henry VIII and Elizabeth I use portraits?
13. What image did Henry VIII want his portraits to show?
14. What did Henry VIII want most from a wife?
15. What was a 'royal progress'?
16. Why did Elizabeth hate royal progresses?
17. What records do historians use to learn about Elizabeth's trip to Worcester?
18. What is an inventory?
19. What do historians use inventories for?
20. What does this portrait tell you about Elizabeth I?



History - Year 4/5 - Medium Term Plan
Summer 2, Unit 3: What did the Greeks ever do for us?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Who were the Greeks and when did they live?	To understand where and when the ancient Greeks lived.	<ul style="list-style-type: none">- I can describe the features of Greece.- I can identify the key periods in the ancient Greek civilisation.- I can identify other events that happened at the same time as the ancient Greek civilisation.	<ul style="list-style-type: none">- Ancient Greece- a study of Greek life and achievements and their influence on the western world.	<ul style="list-style-type: none">- Greece- period- Mediterranean Sea- Aegean Sea- Ionian Sea- Minoan Civilisation- Mycenaean Period- Dark Ages- Archaic Period- Golden Period- Hellenistic Period	Watch: Teacher video: The features of ancient Greece Pupil video: The features of ancient Greece Have ready: Link: Kapow Primary timeline (see Recap and recall, Attention grabber and Main event). Flipchart or poster paper (see Attention grabber). Presentation: Greece (see Main event). Roll of backing paper, cut into sheets approximately

					<p>100cm by 50cm (one sheet between a group of three). Alternatively, children can glue pieces of A4 paper, until approximately 100cm in length. Rulers (one per group). Scissors (one per group). Coloured paper, card or tissue paper (a set of as many different colours as possible for each group). Glue sticks (one per group). Marker pens (one per group). Print in advance Activity: Ancient: Greece period sorting cards (cut-up, one per group of three.)</p>
Two: What did the Greeks believe?	To understand the importance of the Greek gods.	<ul style="list-style-type: none"> - I can make inferences about Greek gods from a primary source. - I can research a Greek god. - I can explain the importance of gods to the ancient Greeks. 	- Ancient Greece- a study of Greek life and achievements and their influence on the western world.	<ul style="list-style-type: none"> - Mount Olympus - Zeus - Hera - Aphrodite - Poseidon - Demeter - Athena - Apollo - Artemis - Ares - Hephaestus - Hermes - Dionysus 	<p>Watch: Pupil video: Greek gods and goddesses Have ready: Presentation: Brain dump (see Recap and recall). Flipchart or large sheets of paper (see Attention grabber). Presentation:</p>

					<p>Researching Greek gods and goddesses (see Main event and Wrapping up). Link: BBC Bitesize - Who were the Ancient Greek gods and heroes?. Laptops or tablets (optional, one between two's see Main event). Whiteboards and marker pens (one between two). Print in advance: Activity: Greek gods sources (cut up into jigsaw pieces - one Greek god between two). Activity: Greek god profile (one between two). Activity: Greek gods information (optional - one profile between two). Activity: Aphrodite profile.</p>
<p>Three: How was Ancient Greece governed?</p>	<p>To identify similarities and differences between Athens and Sparta.</p>	<ul style="list-style-type: none"> - I can explain how the city-states developed. - I can identify similarities and differences between Athens and Sparta. 	<ul style="list-style-type: none"> - Ancient Greece- a study of Greek life and achievements and their influence on the western world. 	<ul style="list-style-type: none"> - Democracy - Oligarchy - Location - city-state - government - Athens - Sparta 	<p>Watch: Teacher video: Similarities and differences between Athens and Sparta Pupil video:</p>

		<ul style="list-style-type: none"> - I can explain which city-state I would live in and why. 		<ul style="list-style-type: none"> - Landlocked - Assembly - Lyre 	<p>Athens and Sparta Have ready:</p> <p>Presentation: Quizmaster.</p> <p>Presentation: Greece's city-states (see Attention grabber).</p> <p>Presentation: Athens and Sparta (see Main event). Access to a device (one between two).</p> <p>Link: BBC Bitesize - The Ancient Greeks at war.</p> <p>Print in advance:</p> <p>Activity: Comparing Athens and Sparta (one each).</p> <p>Activity: Comparing Athens and Sparta (support s see Adaptive teaching).</p> <p>Activity: Comparing Athens and Sparta (one each).</p> <p>Activity: Comparing Athens and Sparta support.</p>
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<p>Four:</p> <p>Did the Ancient Greeks give us democracy?</p>	<p>To understand how Athenian democracy worked.</p>	<ul style="list-style-type: none"> - I can identify the different types of democracy. - I can compare democracy in Athens and modern Britain. - I can explain how Athenian democracy worked. 	<ul style="list-style-type: none"> - Ancient Greece- a study of Greek life and achievements and their influence on the western world. 	<ul style="list-style-type: none"> - democracy - direct democracy - representative democracy - constitutional monarchy - boule - assembly 	<p>Watch:</p> <p>Teacher video: Teaching democracy Pupil video: Athenian democracy Have ready: Presentation: Agree or disagree (See Recap and recall). Presentation: Athenian and British democracy (See Attention grabber, Main event and Wrapping up). Sticky notes (a set of eight for each group of four). Whiteboards and marker pens (one for each group of four). A large space, such as a hall, to carry out the debate. Print in advance: Activity: Debate planning. Activity: Debate planning (support).</p>
<p>Five:</p> <p>How do Greek philosophers influence us today?</p>	<p>To understand the importance of the ancient Greek philosophers.</p>	<ul style="list-style-type: none"> - I can explain what philosophy is. - I can participate in philosophical discussions. 	<ul style="list-style-type: none"> - Ancient Greece- a study of Greek life and achievements and their influence on the western world. 	<ul style="list-style-type: none"> - philosophy - Socrates - Plato - Pythagoras - Aristotle - formula 	<p>Watch:</p> <p>Pupil video: The Greek philosophers Have ready:</p>

		<ul style="list-style-type: none"> - I can explain the significance of ancient Greek philosophers. 		<ul style="list-style-type: none"> - Socratic method - ethics - logic 	<p>Link: BBC Bitesize - What did the Ancient Greeks discover?.</p> <p>Presentation: Noughts and crosses (see Recap and recall).</p> <p>Presentation: Greek philosophers (See Attention grabber, Main event and Wrapping up).</p> <p>Whiteboards and marker pens (one for each pair).</p> <p>Sheets of A4 coloured paper (one between three). Glue sticks and scissors (one between three).</p> <p>Laptops or tablets (one between three s see Main event).</p> <p>Print in advance:</p> <p>Activity: Ancient Greek philosophers (one between three).</p>
<p>Six:</p> <p>What did the Greeks do for us?</p>	<p>To identify and explain the achievements of the ancient Greeks.</p>	<ul style="list-style-type: none"> - I can identify the Greek letters that appear in the modern alphabet. - I can identify Greek legacies and explain their impact. 	<ul style="list-style-type: none"> - Ancient Greece- a study of Greek life and achievements and their influence on the western world. 	<ul style="list-style-type: none"> - legacy - achievement - impact - alphabetum 	<p>Watch:</p> <p>Teacher video: What did the Greeks do for us?</p>

		<p>- I can select the most significant legacies and explain my reasoning.</p>		<p>Have ready: Presentation: Anagrams (see Recap and recall). Presentation: What did the Greeks do for us? (see Attention grabber, Main event and Wrapping up). Link: Kapow Primary timeline (see Recap and recall.) Whiteboards and marker pens (one between two). Colouring pencils (one set between two). Link: BBC bitesize - How did the Greeks change the world? Print in advance: Activity: Greek alphabet (one between two). Activity: Greek legacy stamps (one between two).</p>
<p>Assessment:</p> <ol style="list-style-type: none"> 1. Which is not a time period in Ancient Greece? 2. How was Ancient Greece organised? 3. The Ancient Greeks believed in 4. To honour the Gods, the Ancient Greeks 5. How were Athens and Sparta different? 6. Ancient Athens was one of the first places to introduce 7. What were the three parts of Athenian democracy? 				

8. *Philosophy isk*

9. *What were some of the great philosophers' achievements?*

10. *How was democracy in ancient Athens different to democracy in modern Britain?*