



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. 	- 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 and what was it like?	To understand why children worked in Tudor times and what working conditions were like.	<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. - I can create questions to identify the working conditions of Tudor children. 	- 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 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
Three: What jobs did children have in Victorian England and what were they like?	To understand the types of jobs Victorian children had and their working conditions.	<ul style="list-style-type: none"> - 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 Victorian children experienced. 	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<ul style="list-style-type: none"> - primary source - secondary source - trapper - hurrier/hurrying - gin - textile mills - bird scarer - domestic servant - working conditions 	Have ready: Presentation: Agree or disagree. Link: Kapow Primary timeline Presentation: Victorian children 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.	<ul style="list-style-type: none"> - I can identify how Lord Shaftesbury changed the lives of children. - I can evaluate the impact of his work. - I can explain which of his achievements was the most important. 	<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"> - bill - Factory Acts - government - historically significant - Parliament - poverty - ragged schools - reform 	Watch: Teacher video: Historical significance Have ready: Presentation: Gimme five. Link: Kapow Primary timeline Presentation:

					<p>Key questions</p> <p>Presentation: Lord Shaftesbury Link: BBC 2 - Lord Shaftesbury and Ragged Schools.</p> <p>Print in advance: Activity: The significance of Lord Shaftesbury</p> <p>Activity: The significance of Lord Shaftesbury</p>
<p>Five:</p> <p>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:</p> <p>Teacher video: Change and continuity.</p> <p>Have ready: Presentation: Explain the answer.</p> <p>Presentation: Leisure time through history</p> <p>Link: Kapow Primary timeline</p> <p>Presentation: Comparing leisure activities Interactive presentation: The Tudors and Victorians compared Interactive presentation: Why have fairgrounds changed?</p> <p>Link: National Archives - Tudor Entertainment - Source five.</p> <p>Print in advance: Activity: Comparing leisure time Activity: Tudor leisure time Activity: Victorian leisure time Activity: Modern leisure activities</p>
<p>Six:</p> <p>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. 	<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.</p> <p>Presentation: Diseases</p> <p>Presentation: Plague</p>

		<p>- I can explain why some treatments worked and others did not.</p>			<p>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> <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? <p>Skills catcher (Optional) Knowledge catcher (Optional)</p>					



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
<p>One:</p> <p>Fair ruler or tyrant? What was Henry VIII really like?</p>	<p>To interpret the character of Henry VIII using portraits and written sources.</p>	<ul style="list-style-type: none"> - I can extract information from different sources. - I can identify bias in some sources. - I can explain my interpretation of Henry VIII using 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"> - Battle of Bosworth - bias - caricature - creator - fair - Henry VII - Henry VIII - monarch - portrait - primary source - propaganda - ruler 	<p>Watch</p> <p>Teacher video: Extracting evidence from Tudor portraits Have ready Presentation: Key vocabulary. Presentation: Tyrant or fair ruler? Link: Kapow Primary timeline. Print in advance Resource: Henry VIII sources (one between two). Activity: Evaluating Henry VIII sources (one each). Activity: Evaluating Henry VIII sources: support version (see Adaptive teaching). Answer sheet: Evaluating Henry VIII sources (one teacher copy). Resource: Knowledge organiser</p>
<p>Two:</p> <p>Why did Henry VIII have so many wives?</p>	<p>To explore why Henry VIII had many wives using secondary sources.</p>	<ul style="list-style-type: none"> - I can make deductions about Henry VIII's wives. - I can use evidence to support my deductions. - I can evaluate Henry VIII's marriage requirements in the context of the Tudor times. 	<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"> - Anne Boleyn - Anne of Cleves - Catherine of Aragon - heir - Jane Seymour - Katherine Howard - Katherine Parr - secondary source 	<p>Watch</p> <p>Pupil video: The six wives Have ready Presentation: 3, 2, 1. Presentation: Tudor marriage. Presentation: A royal marriage. Whiteboards and pens (one between two). Print in advance Resource: The six</p>

					wives (one per group of six). Activity: A royal marriage (one each). Activity: A royal marriage: support version (see Adaptive teaching).
Three: Why was Ann Boleyn executed?	To make deductions about power and punishment using a range of sources.	<ul style="list-style-type: none"> - I can extract information about Henry VIII and Anne Boleyn from sources. - I can discuss Henry VIII's absolute power. - I can make connections between power, crime and punishment in Tudor England. 	- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<ul style="list-style-type: none"> - absolute power - Acts - Church of England - democracy - execution - parish - parliament - reform - state - Thomas Cromwell - treason 	<p>Have ready</p> <p>Presentation: The Tudor family tree.</p> <p>Presentation: Clues.</p> <p>Presentation: Henry's absolute power. Presentation: Discussion roles.</p> <p>Presentation: Making a deduction.</p> <p>Presentation: High five.</p> <p>Print in advance</p> <p>Resource: Clues (one per group of four).</p> <p>Resource: Sources (one between two).</p> <p>Activity: Making deductions (one each). Activity: Making deductions: support version (see Adaptive teaching).</p> <p>Answer sheet: Making deductions (one teacher copy).</p>
Four: How did Queen Elizabeth I use a royal progress?	To explore the use of propaganda by a Tudor monarch.	<ul style="list-style-type: none"> - I can describe why royal progresses are considered propaganda. - I can investigate the reliability of primary sources. - I can write an eyewitness account of Elizabeth I's royal progress using primary sources. 	- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<ul style="list-style-type: none"> - accurate - audience - litter - perspective - propaganda - purpose - Queen Elizabeth I - reliable - royal progress - royal court - sovereign 	<p>Watch</p> <p>Teacher video: Testing the reliability of evidence</p> <p>Teacher video: Tudor royal progresses</p> <p>Have ready</p> <p>Presentation: In the spotlight.</p> <p>Presentation: Tudor London.</p> <p>Presentation: Worcester royal progress.</p> <p>Presentation: Writing prompts.</p> <p>Presentation: Royal portraits and progresses.</p> <p>Print in advance</p> <p>Resource: Worcester</p>

					Progress records (one between two). Resource: Example eyewitness account (one Teacher copy).
Five: What can inventories tell us about life in Tudor times?	To make deductions about people in Tudor England using inventories.	<ul style="list-style-type: none"> - I can describe what an inventory is. - I can interpret the wealth of a Tudor person using an inventory. - I can use evidence to support my interpretations. 	- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<ul style="list-style-type: none"> - inventory - luxury - merchant - occupation - pewter - poorer - possessions - society - wealth - wealthier - well-off - will 	<p>Watch</p> <p>Teacher video: Tudor inventories</p> <p>Have ready</p> <p>Presentation: Gimme five! Presentation: A Tudor inventory.</p> <p>6 coloured pencils per child (support – see Adaptive teaching).</p> <p>Scissors (optional – see Main event).</p> <p>Print in advance</p> <p>Resource: Richard Lyllly's inventory (support - see Adaptive teaching).</p> <p>Resource: Tudor inventories (one between two).</p> <p>Activity: True or false statements (one between two).</p>
Six: What did John Blanke have in his inventory?	To create an inventory for a person from the Tudor times.	<ul style="list-style-type: none"> - I can explain how inventories are useful to historians. - I can suggest the items John Blanke would have possessed using historical sources. - I can use my knowledge of inventories to create an inventory for John Blanke. - 	- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<ul style="list-style-type: none"> - John Blanke - migration - tournament - royal trumpeter - value 	<p>Watch</p> <p>Pupil video: John Blanke</p> <p>Have ready</p> <p>Presentation: Sort it out.</p> <p>Presentation: The Westminster Court Rolls. The Resource: Tudor inventories from Lesson 5: What can inventories tell us about Tudor times? (support – see Adaptive teaching).</p> <p>Print in advance</p> <p>Activity: John Blanke's inventory (one each). Activity: John Blanke's inventory: support version (see Adaptive teaching). Answer sheet: John Blanke's</p>

					inventory (one teacher copy).
<p>Assessment:</p> <ol style="list-style-type: none"> 1. Who was the first Tudor monarch? 2. How did Henry VIII and Elizabeth I use portraits? 3. What image did Henry VIII want his portraits to show? 4. What did Henry VIII want most from a wife? 5. Absolute power is... 6. What was a 'royal progress'? 7. Why did Elizabeth hold 'royal progresses'? 8. What records do historians use to learn about Elizabeth's trip Worcester? 9. What is an 'inventory'? 10. What do historians use inventories for? <p>Skills catcher (Optional) Knowledge catcher (Optional)</p>					



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



Learning Objective	Success Criteria	National Curriculum Links	Vocabulary
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<p>One:</p> <p>Who were the Greeks and when did they live?</p>	<p>To understand where and when the ancient Greeks lived.</p>	<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. 	<p>- Ancient Greece- a study of Greek life and achievements and their influence on the western world.</p>	<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 	<p>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 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>
<p>Two:</p> <p>What did the Greeks believe?</p>	<p>To understand the importance of the Greek gods.</p>	<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. 	<p>- Ancient Greece- a study of Greek life and achievements and their influence on the western world.</p>	<ul style="list-style-type: none"> - Mount Olympus - Zeus - Hera - Aphrodite - Poseidon - Demeter - Athena - Apollo 	<p>Watch: Pupil video: Greek gods and goddesses Have ready: Presentation: Brain dump (see Recap and recall).</p>

				<ul style="list-style-type: none"> - Artemis - Ares - Hephaestus - Hermes - Dionysus 	<p>Flipchart or large sheets of paper (see Attention grabber). Presentation: 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 – 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. - I can explain which city-state I would live in and why. 	<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 - Landlocked - Assembly - lyre 	<p>Watch: Teacher video: Similarities and differences between Athens and Sparta Pupil video: Athens and Sparta Have ready: Presentation: Quizmaster. Presentation: Greece's city-states (see Attention grabber). Presentation: Athens and Sparta (see Main event). Access to a device (one between two). Link: BBC Bitesize -</p>

					<p>The Ancient Greeks at war.</p> <p>Print in advance: Activity: Comparing Athens and Sparta (one each). Activity: Comparing Athens and Sparta (support – see Adaptive teaching). Activity: Comparing Athens and Sparta (one each). Activity: Comparing Athens and Sparta support.</p>
<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. - I can explain the significance of ancient Greek philosophers. 	<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 - Socratic method - ethics - logic 	<p>Watch:</p> <p>Pupil video: The Greek philosophers Have ready: Link: BBC Bitesize - What did the Ancient Greeks discover?. Presentation: Noughts and crosses</p>

					<p>(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).</p> <p>Glue sticks and scissors (one between three).</p> <p>Laptops or tablets (one between three – see Main event).</p> <p>Print in advance: 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. - I can select the most significant legacies and explain my reasoning. 	<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>Have ready:</p> <p>Presentation: Anagrams (see Recap and recall).</p> <p>Presentation: What did the Greeks do for us? (see Attention grabber, Main event and Wrapping up).</p> <p>Link: Kapow Primary timeline (see Recap and recall.)</p> <p>Whiteboards and marker pens (one between two).</p> <p>Colouring pencils (one set between two).</p> <p>Link: BBC bitesize - How did the Greeks change the world?</p> <p>Print in advance:</p> <p>Activity: Greek alphabet (one between two).</p> <p>Activity: Greek</p>

					legacy stamps (one between two).
<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 is... 9. What were some of the great philosophers' achievements? 10. How was democracy in ancient Athens different to democracy in modern Britain? <p>Skills catcher (Optional) Knowledge catcher (Optional)</p>					