



## Stanburn Curriculum Coverage Medium Term Plan



# HISTORY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS			<b>Understanding the World</b> <b>ELG - Past and Present</b>			
	<i>Pupils will learn to:</i> <ul style="list-style-type: none"><li>- Talk about the lives of the people around them and their roles in society.</li><li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul> <i>Pupils will:</i> <ul style="list-style-type: none"><li>- Recognise differences between the past and the present.</li></ul> <i>Pupils will:</i> <ul style="list-style-type: none"><li>- Discuss personal differences when presenting their 'All About Me' books.</li></ul> <i>Pupils will:</i> <ul style="list-style-type: none"><li>- Ask questions to find out more.</li></ul> <i>Pupils will:</i> <ul style="list-style-type: none"><li>- Ask questions about their peers after looking at their 'All About Me' books.</li></ul>	<i>Pupils will:</i> <ul style="list-style-type: none"><li>- Talk about the lives of the people around us.</li></ul> <i>Pupils will:</i> <ul style="list-style-type: none"><li>- Share and discuss their family and school staff through looking a photographs.</li></ul> <i>Pupils will:</i> <ul style="list-style-type: none"><li>- Compare and contrast figures from the past.</li></ul> <i>Pupils will:</i> <ul style="list-style-type: none"><li>- Discuss and learn about famous astronauts e.g. Neil Armstrong and Tim Peake.</li></ul>	<i>Pupils will:</i> <ul style="list-style-type: none"><li>- Identify some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</li></ul> <i>Pupils will:</i> <ul style="list-style-type: none"><li>- Find similarities and differences between toys and transport.</li></ul> <i>Pupils will:</i> <ul style="list-style-type: none"><li>- Comment on images of familiar situations in the past.</li></ul> <i>Pupils will:</i> <ul style="list-style-type: none"><li>- Use images of toys and transport from the past and now.</li></ul>	<i>Pupils will:</i> <ul style="list-style-type: none"><li>- Recall facts about the past through settings, characters and events encountered in books read in class and storytelling.</li></ul> <i>Pupils will:</i> <ul style="list-style-type: none"><li>- Investigate everyday life in the past, through reading the story, 'Dogger' by Shirley Hughes.</li></ul>	<i>Pupils will:</i> <ul style="list-style-type: none"><li>- Compare and contrast simple units of time e.g. seconds and minutes, through completing second and minute challenges.</li></ul> <i>Pupils will:</i> <ul style="list-style-type: none"><li>- Sort photos of themselves into chronological order using: baby, toddler, childhood photos.</li></ul>	<i>Pupils will:</i> <ul style="list-style-type: none"><li>- Examine evidence and draw conclusions through taking part in mystery artefact investigations.</li></ul> <i>Pupils will:</i> <ul style="list-style-type: none"><li>- To record findings.</li><li>- Following mystery artefact investigation pupils will complete drawings, write sentences and participate in verbal debates.</li></ul>



**Stanburn Curriculum Coverage Medium Term Plan**

**HISTORY**





## Stanburn Curriculum Coverage Medium Term Plan



# HISTORY

YR1	<p><b>Topic Question:</b> <b>What was life like for our grandparents?</b></p> <ol style="list-style-type: none"><li>1. What is a family tree?</li><li>2. What did my grandparents play with?</li><li>3. How was school different for my grandparents?</li><li>4. How did my grandparents travel around?</li><li>5. What were houses like for our grandparents?</li><li>6. What did shops look like before?</li><li>7. What did our grandparents wear in the past?</li><li>8. What was life like for my grandparents? (<i>planning/recap session</i>)</li><li>9. What was life like for my grandparents? (<i>structured write – answer the question with image prompts</i>)</li></ol>		<p><b>Topic Question:</b> <b>Why do we remember Mary Anning?</b></p> <ol style="list-style-type: none"><li>1. Who was the Dinosaur Lady? (hook into topic with the book 'Dinosaur Lady')</li><li>2. Why do we remember Mary Anning?</li><li>3. What were the ups and downs of Mary Anning's life?</li><li>4. What was Mary like and what made her so special?</li><li>5. What did others think of Mary?</li><li>6. How do we know that Mary really did do all these clever things?</li><li>7. What could we do to make Mary Anning more famous?</li><li>8. Why do we remember Mary Anning (<i>recap/planning lesson</i>)</li><li>9. Why do we remember Mary Anning? (<i>structured write – answer the question with image prompts</i>)</li></ol>	
YR2	<p><b>Topic Question:</b> <b>Why did the Great Fire burn down so many houses?</b></p> <ol style="list-style-type: none"><li>1. What was Stuart London like?</li><li>2. How can we work out why the Great Fire started?</li><li>3. Why did the Great Fire burn down so many buildings?</li><li>4. Could more have been done to</li></ol>		<p><b>Topic Question:</b> <b>Why are Florence, Mary and Edith still remembered today?</b></p> <ol style="list-style-type: none"><li>1. What makes a person significant?</li><li>2. Why is Florence still remembered today</li><li>3. How do we know so much about Florence Nightingale when she lived so long ago?</li></ol>	



## Stanburn Curriculum Coverage Medium Term Plan



# HISTORY

	<p>stop the fire?</p> <ol style="list-style-type: none"><li>5. How did people manage to live through the Great Fire?</li><li>6. How did they rebuild London?</li><li>7. Why did the Great fire burn down so many houses? (<i>planning lesson</i>)</li><li>8. What did we learn about the GFOL from our trip to Headstone Manor?</li><li>9. Why did the Great Fire burn down so many houses? (<i>structured write - explanation</i>)</li></ol>		<ol style="list-style-type: none"><li>4. How can we work out why Mary Seacole is famous?</li><li>5. What was Mary's greatest achievement and how do we know?</li><li>6. Why is Edith Cavell still remembered today?</li><li>7. What are the similarities and differences between Mary, Florence and Edith?</li><li>8. Why are Florence, Mary and Edith still remembered today? (<i>planning lesson</i>)</li><li>9. Why are Florence, Mary and Edith still remembered today? (<i>structured write - biography</i>)</li></ol>	
YR3	<p><b>Topic Question:</b> <b>Stone Age to Iron Age: How does life in the Stone Age, Bronze Age and Iron Age differ?</b></p> <ol style="list-style-type: none"><li>1. When was the Stone Age, Bronze Age and Iron Age?</li><li>2. Was Stone Age man simply a hunter and gatherer, concerned only with survival?</li><li>3. How much did life change when man learned how to farm?</li><li>4. What can we learn about life in the Stone Age from a study of Skara Brae?</li></ol>		<p><b>Topic Question:</b> <b>What did the Ancient Egyptians believe about the afterlife?</b></p> <ol style="list-style-type: none"><li>1. What were the achievements of the earliest civilizations? (overview of Ancient Sumer, Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China)</li><li>2. What can we quickly find out to add to what we already know about Ancient Egypt?</li><li>3. How can we discover what Ancient Egypt was like over 5,000 years ago?</li></ol>	



## Stanburn Curriculum Coverage Medium Term Plan



# HISTORY

	<ol style="list-style-type: none"><li>5. Why is it so difficult to work out why Stonehenge was built?</li><li>6. How should we remember the Bronze Age?</li><li>7. How much did life really change during the Iron Age and how can we possibly know?</li><li>8. How does life in the Stone Age, Bronze Age and Iron Age differ? <i>(planning lesson)</i></li><li>9. How does life in the Stone Age, Bronze Age and Iron Age differ? <i>(structured write – non chronological report)</i></li></ol>		<ol style="list-style-type: none"><li>4. What sources of evidence have survived and how were they discovered?</li><li>5. What does the evidence tell us about everyday life for men, women and children?</li><li>6. Why did the Ancient Egyptians believe about life after death and how do we know?</li><li>7. What did Ancient Egypt have in common with other civilizations from that time?</li><li>8. What did the Ancient Egyptians believe about the afterlife? <i>(planning lesson)</i></li><li>9. What did the Ancient Egyptians believe about the afterlife? <i>(structured write - explanation)</i></li></ol>	
YR4	<p><b>Topic Question:</b> <b>What is the legacy of the Ancient Greeks?</b></p> <ol style="list-style-type: none"><li>1. Who were the Greeks and how do we know so much about them?</li><li>2. What can we work out about everyday life in Ancient Athens?</li><li>3. Why was Athens so strong in the 5<sup>th</sup> and 6<sup>th</sup> centuries BC?</li><li>4. Would you rather live in Athens or Sparta?</li><li>5. What can we tell about the Greeks</li></ol>		<p><b>Topic Question:</b> <b>Why did the Romans invade Britain?</b></p> <ol style="list-style-type: none"><li>1. Why on Earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?</li><li>2. Did Claudius invade for the same reason as Caesar?</li><li>3. Why did Boudicca stand up to the Romans and what image do we have of her today?</li><li>4. How were the Romans able to</li></ol>	



## Stanburn Curriculum Coverage Medium Term Plan



# HISTORY

	<p>from the Olympics?</p> <p>6. How have the Ancient Greeks influenced us?</p> <p>7. What did the Ancient Greeks do for us?</p> <p>8. What is the legacy of the Ancient Greeks? <i>(planning lesson)</i></p> <p>9. What is the legacy of the Ancient Greeks? <i>(structured write – persuasive letter)</i></p>		<p>keep control over such a vast empire?</p> <p>5. How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived?</p> <p>6. How can we solve the mystery of why this great empire came to an end?</p> <p>7. How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</p> <p>8. Why did the Romans invade Britain? <i>(planning lesson)</i></p> <p>9. Why did the Romans invade Britain? <i>(structured write - explanation)</i></p>	
YR5	<p><b>Topic Question:</b></p> <p><b>What are the main changes that took place in Anglo Saxon England?</b></p> <p>1. Why did the Anglo Saxons invade?</p> <p>2. Where did they come from?</p> <p>3. How did the introduction of Christianity change people's lives?</p> <p>4. Why was Alfred able to defeat the Vikings at Edington?</p> <p>5. How great was Alfred the great?</p> <p>6. How effective was Anglo Saxon justice?</p>		<p><b>Topic Question:</b></p> <p><b>What was life like in early Islamic cities compared to Saxon Britain?</b></p> <p>1. When and where did Early Islamic Civilization begin?</p> <p>2. How was Islam able to spread so far so quickly?</p> <p>3. What can we learn from the capital Baghdad?</p> <p>4. What was so special about Baghdad in its golden age?</p> <p>5. Which of the early Islamic achievements has most effect on our lives today?</p>	



## Stanburn Curriculum Coverage Medium Term Plan



# HISTORY

	<ol style="list-style-type: none"><li>7. Were Saxon times really the dark ages?</li><li>8. What changes took place in Anglo Saxon England? (<i>planning lesson</i>)</li><li>9. What changes took place in Anglo Saxon England? (<i>structured write – explanation text</i>)</li></ol>		<ol style="list-style-type: none"><li>6. Which of the early Islamic achievements has most effect on our lives today?</li><li>7. What was daily life like for rich people in early Islamic cities?</li><li>8. What was life like in early Islamic cities compared to Saxon Britain? (<i>planning lesson</i>)</li><li>9. What was life like in early Islamic cities compared to Saxon Britain? (<i>structured write – informal letter</i>)</li></ol>	
YR6	<p><b>Topic Question:</b> <b>Were the Vikings raiders or settlers?</b></p> <ol style="list-style-type: none"><li>1. When did the Vikings live?</li><li>2. How did the Vikings get to England?</li><li>3. Why did the Vikings have such a bad reputation</li><li>4. How have recent excavations changed our view on the Vikings?</li><li>5. How did the Vikings try to take over the country and how close did they get?</li><li>6. Where did the Vikings settle?</li><li>7. How should we remember the Vikings?</li><li>8. Were the Viking raiders or settlers? (<i>planning lesson</i>)</li><li>9. Were the Vikings raiders or settlers? (<i>structured write –</i></li></ol>		<p><b>Topic Question:</b> <b>What was happening on the Home Front during WW2?</b></p> <ol style="list-style-type: none"><li>1. Why did Britain have to go to war in 1939?</li><li>2. Why was it necessary for children to be evacuated and what was evacuation really like?</li><li>3. How was Britain able to stand firm against the German threat?</li><li>4. How did people manage to carry on normal life during the war and how do we know?</li><li>5. How did WW2 affect our local area? (Stanburn Blast shelter visit)</li><li>6. Why is it so difficult to be sure what life on the Home Front was really like?</li><li>7. What was VE Day really like?</li></ol>	



## Stanburn Curriculum Coverage Medium Term Plan

### **HISTORY**

	<i>debate)</i>		8. What was happening on the Home Front during WW2? ( <i>planning lesson</i> ) 9. What was happening on the Home Front during WW2? ( <i>structure write – diary entry</i> )	
--	----------------	--	--	--