

Reception	Aut 1: Do you want to be friends? Aut 2: Why do leaves go crispy?	Spr 1: What sound does it make? Spr 2: Are carrots orange?	Sum 1: Can I switch it on? Sum 2: Why do zebras have stripes?
Curriculum Content	See Reception MTP.		
Year 1	Unit 1 – Changes within living memory	Unit 2 – Dinosaur Planet	Unit 3 – Famous for more than five minutes
Number of Lessons	6 (Additional sessions include enrichment opportunities where appropriate)	6 (Additional sessions include enrichment opportunities where appropriate)	6 (Additional sessions include enrichment opportunities where appropriate)
Curriculum Content	<p>Lesson Question</p> <ul style="list-style-type: none"> How was everyday life different in the 1950's? <p>Knowledge</p> <ul style="list-style-type: none"> -How school was different to our school today -Daily routines in the 1950's -Family homes in the 50's – including items in the home and roles of family members. 	<p>Lesson Question</p> <ul style="list-style-type: none"> When did dinosaurs exist? <p>Knowledge</p> <ul style="list-style-type: none"> -When the prehistoric era was -How long ago dinosaurs existed -What the landscape looked like 	<p>Lesson Question</p> <ul style="list-style-type: none"> Who discovered 'The New World'? <p>Knowledge</p> <ul style="list-style-type: none"> -Who Christopher Columbus was - What he discovered - How he discovered it
	<p>Lesson Question</p> <ul style="list-style-type: none"> How was transport different for our grandparents? <p>Knowledge</p> <ul style="list-style-type: none"> - What the main methods of transport were -Developments in transport during this era such as first Mini Cooper, first section of motorway and first jet aeroplane to carry passengers. 	<p>Lesson Question</p> <ul style="list-style-type: none"> How do we know dinosaurs existed? <p>Knowledge</p> <ul style="list-style-type: none"> -What a fossil is -Who looks for fossils -What fossils tell us 	<p>Lesson Question</p> <ul style="list-style-type: none"> 'Many people in the 16th Century believed that a woman wasn't fit to rule' <p>How did Elizabeth I prove them wrong?</p> <p>Knowledge</p> <ul style="list-style-type: none"> - When Elizabeth I was Queen - The challenges she faced - Why she was an important monarch
	<p>Lesson Question</p> <ul style="list-style-type: none"> What toys would my grandparents have played with? <p>Knowledge</p> <ul style="list-style-type: none"> - The most popular toys in the 1950's - Compare toys of the 50's with toys of today - What would children receive for Christmas 	<p>Lesson Question</p> <ul style="list-style-type: none"> Who was Mary Anning? <p>Knowledge</p> <ul style="list-style-type: none"> -Key facts about the life of Mary Anning -What curiosities were and how she found them -Why Mary Anning is remembered today 	<p>Lesson Question</p> <ul style="list-style-type: none"> How does the experience of writing a book compare for William Shakespeare and Martin Waddel? <p>Knowledge</p> <ul style="list-style-type: none"> - About the life and times of William Shakespeare - About Shakespeare's world and how people wrote



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			<ul style="list-style-type: none"> - The names of some plays and where they were performed -The difference between writing in Shakespeare's era to modern era (Martin Waddel).
	<p>Lesson Question</p> <ul style="list-style-type: none"> • What was music like in the 1950's? <p>Knowledge</p> <ul style="list-style-type: none"> - Why music was so important - Popular genres such as rock and roll, swing, rhythm and blues and jazz. - How did people listen to music 	<p>Lesson Question</p> <ul style="list-style-type: none"> • How many types of dinosaur were there? <p>Knowledge</p> <ul style="list-style-type: none"> -There were around 700 different species of dinosaur -The names of some types of dinosaur and what they look like 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Why was Mozart referred to as a child prodigy? <p>Knowledge</p> <ul style="list-style-type: none"> - Who Mozart was - How his talent was discovered - Why his talent is so well known
	<p>Lesson Question</p> <ul style="list-style-type: none"> • What was invented in the 1950's? <p>Knowledge</p> <ul style="list-style-type: none"> - Important items invented within this era -First computer, hula hoop, pocket radio, video tape recorders, microwaves 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Are all dinosaurs the same? <p>Knowledge</p> <ul style="list-style-type: none"> -The three main ways of classifying dinosaurs -What a herbivore, omnivore and carnivore is -Other ways that dinosaurs can be classified e.g. flying 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Why is Mary Seacole considered to be a pioneer? <p>Knowledge</p> <ul style="list-style-type: none"> - The timeline of her life - About important medical developments - The different role of nurses in different periods.
	<p>Lesson Question</p> <ul style="list-style-type: none"> • How did Elizabeth II become queen? <p>Knowledge</p> <ul style="list-style-type: none"> - Why Elizabeth had to be Queen - What the coronation was -When it took place -Why it was a significant event in history 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What happened to the dinosaurs? <p>Knowledge</p> <ul style="list-style-type: none"> -What extinct means -The two main theories -Why we can't be sure what happened 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Who was the reigning monarch during the Victorian Era? <p>Knowledge</p> <ul style="list-style-type: none"> - Who Queen Victoria was - When she was Queen - Why her reign was significant in the history of the British Empire
Vocabulary	Decade, Era, Past, Present, Compare, Contrast, Significant, Change, Invention	Dinosaur, Carnivore, Herbivore, Omnivore, Extinct, Fossil, Excavate, Prehistoric, Predator, Prey	Pioneer, Significant, Development, Explorer, Inventor, Mathematician, Achievements, Compare, Contrast, Technologies
Coverage of National Curriculum	Changes within living memory with aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.	Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements.	The lives of significant individuals in the past who have contributed to national and international achievements. Events beyond living memory that are significant nationally or globally Significant historical events, people and places in their own locality



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<p>Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)</p>	<p>Prior Learning – Subject links - PSHE, Science, English, Music, British Values</p>	<p>Prior Learning – Subject links – Science</p>	<p>Prior Learning – Y1 AUT, UK Monarchs, Y1 SPR, significant individual in British history Subject Links – Geography, PSHE, British Values, English, Music, Science</p>
<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> • Similarity and difference • Continuity and change 	<ul style="list-style-type: none"> • Interaction and the environment • Evidence and contestability 	<ul style="list-style-type: none"> • Similarity and difference • Continuity and change • Power and authority
<p>Assessment Formative/Summative</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results Knowledge organiser quiz result</p>

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Year 2	Unit 1 - Famous for more than five minutes	Unit 2 – Magnificent Monarchs	Unit 3 – Prehistoric Britain
Number of Lessons	6 (Additional sessions include enrichment opportunities where appropriate)	6 (Additional sessions include enrichment opportunities where appropriate)	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)
Outcome			Essay title How was the prehistoric period different to life today?
Curriculum Content	<p>Lesson Question</p> <ul style="list-style-type: none"> Who flew the world’s first successful plane? <p>Knowledge</p> <ul style="list-style-type: none"> - What inventors are and sequence inventions over time - Who the Wright Brothers are and about their lives - About the Wright Brothers first successful flight 	<p>Lesson Question</p> <ul style="list-style-type: none"> What made Alfred the Great ‘great’? <p>Knowledge</p> <ul style="list-style-type: none"> - When Alfred the Great reigned -Key facts about his life -How he defeated the Viking Army 	<p>Lesson Question</p> <ul style="list-style-type: none"> How do we know about life millions of years ago? <p>Knowledge</p> <ul style="list-style-type: none"> - When the prehistoric period was - Who studies this period of history - What Prehistoric Britain was like
	<p>Lesson Question</p> <ul style="list-style-type: none"> Why is Rosa Parks considered ‘the first lady of civil rights’? <p>Knowledge</p> <ul style="list-style-type: none"> - Who Rosa Parks was - What the world was like when she lived - The story of the bus -How life changed following the bus 	<p>Lesson Question</p> <ul style="list-style-type: none"> Who did William the Conqueror defeat? <p>Knowledge</p> <ul style="list-style-type: none"> -Why William came to England -How he claimed the crown -When and where the Battle of Hastings took place. 	<p>Lesson Question</p> <ul style="list-style-type: none"> What was Earth like when dinosaurs existed? <p>Knowledge</p> <ul style="list-style-type: none"> - How long dinosaurs existed -The names of the three dinosaur periods in history – Triassic, Jurassic and cretaceous -Changes during these periods such as climate and seasons becoming more pronounced
	<p>Lesson Question</p> <ul style="list-style-type: none"> Who was Ernest Shackleton and where did he explore? <p>Knowledge</p> <ul style="list-style-type: none"> - The life and person of Shackleton - Why Ernest Shackleton was such a great and inspiring leader 	<p>Lesson Question</p> <ul style="list-style-type: none"> Why did Henry VIII have six wives? <p>Knowledge</p> <ul style="list-style-type: none"> - When the Tudor period of history was -Henry VIII’s six wives -The establishment of the Church of England 	<p>Lesson Question</p> <ul style="list-style-type: none"> Which animals lived in the Ice age? <p>Knowledge</p> <ul style="list-style-type: none"> - What the Ice Age was - Animals that lived in the Ice Age -Why some of these animals were important to people



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<p>- The importance of his exploration and the impact it has had on present day</p>	<p>Lesson Question</p> <ul style="list-style-type: none"> • What do Jesse Owens and Ellie Simmonds have in common? <p>Knowledge</p> <ul style="list-style-type: none"> - The significance of the 1936 Olympics - About the athlete Jesse Owens' achievements and challenges - How Jesse Owens and Ellie Simmonds overcame challenges 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Why was Elizabeth I a significant monarch? <p>Knowledge</p> <ul style="list-style-type: none"> -Why her reign was known as 'The Golden Age' -How did Elizabeth I try to make England fair? -Why did Elizabeth I never marry? 	<p>Lesson Question</p> <ul style="list-style-type: none"> • How did humans come to be on earth? <p>Knowledge</p> <ul style="list-style-type: none"> - How humans evolved - Where in the world the first humans evolved - When humans arrived in Britain
<p>Lesson Question</p> <ul style="list-style-type: none"> • Who were Ada Lovelace and Alan Turing? <p>Knowledge</p> <ul style="list-style-type: none"> - Placing key information on a timeline - Key facts and information about Ada Lovelace - Key facts and information about Alan Turing. 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Who was the first man on the moon? <p>Knowledge</p> <ul style="list-style-type: none"> - Key facts about Neil Armstrong's life - How and when they travelled to the moon - Why they travelled to the moon 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Who led the largest empire in history? <p>Knowledge</p> <ul style="list-style-type: none"> - When Queen Victoria reigned and for how long -How Britain changed whilst she was Queen -How she expanded the British Empire 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What was life like in the Stone age? <p>Knowledge</p> <ul style="list-style-type: none"> - How life is different now to in the stone age - How humans hunted in the stone age -What life was like in a stone age settlement
<p>Lesson Question</p> <ul style="list-style-type: none"> • Who was the first man on the moon? <p>Knowledge</p> <ul style="list-style-type: none"> - Key facts about Neil Armstrong's life - How and when they travelled to the moon - Why they travelled to the moon 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Who is the reigning monarch today? <p>Knowledge</p> <ul style="list-style-type: none"> - When and how Queen Elizabeth II became Queen -What the commonwealth is and why it is important -What roles the Queen has in the UK 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What are some of the things that changed throughout Prehistoric Britain? <p>Knowledge</p> <ul style="list-style-type: none"> - The dates of the Bronze and Iron Age and why they are referred to by those names - Some of the most significant Bronze Age societies such as Ancient Egypt, Mesopotamia and the Shang Dynasty. -How the Iron Age ended linked to the spread of Roman culture. 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What are some of the things that changed throughout Prehistoric Britain? <p>Knowledge</p> <ul style="list-style-type: none"> - The dates of the Bronze and Iron Age and why they are referred to by those names - Some of the most significant Bronze Age societies such as Ancient Egypt, Mesopotamia and the Shang Dynasty. -How the Iron Age ended linked to the spread of Roman culture.
<p>Vocabulary</p>	<p>Significant, Inventor, Civil Rights, Activist, Explorer, Expedition, Athlete, Achievement, Mathematician, Astronaut, Pilot, Commander</p>	<p>Absolute power, AD (Anno Domini), Feudal system, government, head of state, hierarchy, monarch, parliament, reign, sovereign,</p>	<p>Period, Existed, Archaeologists, Palaeontologists, Settlement, Hunter, Gatherer, Evolved</p>



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<p>Coverage of National Curriculum</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Events beyond living memory that are significant nationally or globally Significant historical events, people and places in their own locality</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality</p>	<p>Events beyond living memory that are significant nationally or globally</p>
<p>Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)</p>	<p>Prior Learning – Y1 SUM, transport Subject Links - Science, PSHE, Geography, PE, British Values</p>	<p>Prior Learning – Y1 AUT Queen Elizabeth II, Y1SUM – Queen Elizabeth I, Queen Victoria Subject Links - British Values, RE, Geography,</p>	<p>Prior Learning – Subject Links – Science, Geography</p>
<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> • Similarity and difference • Continuity and change • Power and authority • Identity 	<ul style="list-style-type: none"> • Similarity and difference • Continuity and change • Power and authority • Political and social developments 	<ul style="list-style-type: none"> • Interaction and the environment • Similarity and difference • Continuity and change • Evidence and contestability
<p>Assessment Formative/Summative</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>

Year 3	Unit 1 - Prehistoric Britain	Unit 2 – Shang Dynasty	Unit 3 – Ancient Greece
Number of Lessons	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)
Outcome (Essay Title)	What do we know about the Prehistoric period?	What do we know about life in the Shang Dynasty?	How did the Ancient Greeks leave their mark on the world?
Curriculum Content	<p>Lesson Question</p> <ul style="list-style-type: none"> How do we know about life in Prehistoric Britain? <p>Knowledge</p> <ul style="list-style-type: none"> -What the Cambrian Explosion was -How humans evolved -What fossils are and how they inform us about the past 	<p>Lesson Question</p> <ul style="list-style-type: none"> How do we know about the Shang Dynasty? <p>Knowledge</p> <ul style="list-style-type: none"> - When the Shang Dynasty existed - Where the Shang Dynasty was - The different things people left behind 	<p>Lesson Question</p> <ul style="list-style-type: none"> How was Greece organised? <p>Knowledge</p> <ul style="list-style-type: none"> - Where Ancient Greece was -The different city states that existed in Ancient Greece -How the different states were governed and ruled
	<p>Lesson Question</p> <ul style="list-style-type: none"> Which animals lived during the Ice Age? <p>Knowledge</p> <ul style="list-style-type: none"> - What an Ice Age is and when it took place - Names and features of animals that lived during the Ice Age - The importance of hunting 	<p>Lesson Question</p> <ul style="list-style-type: none"> How did the Shang Dynasty begin? <p>Knowledge</p> <ul style="list-style-type: none"> - Who the first leader of the Shang Dynasty was - How the Shang Dynasty was so successful 	<p>Lesson Question</p> <ul style="list-style-type: none"> What was the Golden Age of Ancient Greece? <p>Knowledge</p> <ul style="list-style-type: none"> - The cultural achievements of Greece - The Olympic Games - The birth of democracy
	<p>Lesson Question</p> <ul style="list-style-type: none"> What were the different periods in the Stone Age? <p>Knowledge</p> <ul style="list-style-type: none"> - The Palaeolithic Era – key changes and how humans lived/behaved - The Mesolithic Era – key changes and how humans lived/behaved 	<p>Lesson Question</p> <ul style="list-style-type: none"> What was life like for people in the Shang Dynasty? <p>Knowledge</p> <ul style="list-style-type: none"> - What people ate -What people did for work - How life was different for the rich and the poor 	<p>Lesson Question</p> <ul style="list-style-type: none"> What did the Greeks believe? <p>Knowledge</p> <ul style="list-style-type: none"> - The major Greek Gods -How Athens got its name -What Greeks believe happened when people died



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<p>-The Neolithic Era– key changes and how humans lived/behaved</p>	<p>Lesson Question</p> <ul style="list-style-type: none"> • What was life like in a Stone Age settlement? <p>Knowledge</p> <ul style="list-style-type: none"> - What caused the end of nomadic living - The discovery of Skara Brae and what it tells us - The mystery of Stonehenge 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What did the Shang people believe? <p>Knowledge</p> <ul style="list-style-type: none"> -The religions of the Shang people - The importance of ancestors to the Shang people - What the ‘Mandate of Heaven’ is 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Who were the Ancient Greek Philosophers? <p>Knowledge</p> <ul style="list-style-type: none"> - How Socrates became the ‘father of Western philosophy’ - Why Plato built an Academy - What Aristotle believed and who he taught
	<p>Lesson Question</p> <ul style="list-style-type: none"> • How did the Bronze Age change how people lived? <p>Knowledge</p> <ul style="list-style-type: none"> - The discovery of metal - The Beaker People and their influence on Britain - The Burton Hoard 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Who was General Fu Hao? <p>Knowledge</p> <ul style="list-style-type: none"> - The role that Fu Hao played in the Shang Dynasty -What we can learn from a tomb 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Who won the Peloponnesian Wars? <p>Knowledge</p> <ul style="list-style-type: none"> - The difference between Athens and Sparta - The Spartans elite army - How Athens tried to defend itself
	<p>Lesson Question</p> <p>Who were the Celts, and what was life like for them?</p> <p>Knowledge</p> <ul style="list-style-type: none"> - How life had changed since The Stone Age - The reasons behind the people of Britain attacking each other - Celtic lifestyle – including homes and jobs -How Celtic life compares to life today 	<p>Lesson Question</p> <p>How did the Shang Dynasty end?</p> <p>Knowledge</p> <ul style="list-style-type: none"> - The achievements of the Shang Dynasty -The role of King Zhou in the end of the Shang Dynasty 	<p>Lesson Question</p> <p>Why was Alexander so Great?</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Who Alexander the great was - Which countries he conquered -How he conquered them so successfully -The legacy he left behind
<p>Vocabulary</p>	<p>Homo sapiens, The Ice Age, Palaeolithic Era, Mesolithic Era, Neolithic Era, Neanderthals, Extinct, Torc, Bronze, Iron</p>	<p>Archaeologist, Artefacts, Bronze, Cowrie shells, Dynasty, Emperor, General, Jade, Oracle bones, Yellow River</p>	<p>Hellas/Hellenes, Polis, BCE, Golden Age, Pythagoras, Socrates, Plato, Aristotle, Alexander the Great, Agora</p>



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<p>Coverage of National Curriculum</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilisations appeared and a depth study of The Shang Dynasty of Ancient China.</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>
<p>Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)</p>	<p>Prior Learning – Y1 SPR – Dinosaurs in prehistoric Britain, Y2 SUM Prehistoric Britain Subject Links – Science, Geography</p>	<p>Prior Learning – Y2 SUM Geography Contrasting Locality (China), Y2 SUM Prehistoric Britain, Y3 AUT – How we know about the past Subject Links – Geography, PSHE</p>	<p>Prior Learning - Empire Building - Y3 SPR Shang Dynasty Subject Links – PSHE, PE, RE</p>
<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> • Interaction and the environment • Similarity and difference • Continuity and change • Evidence and contestability 	<ul style="list-style-type: none"> • Continuity and change • Evidence and contestability • Power and legitimacy 	<ul style="list-style-type: none"> • Cause and consequence • Significance • Power and legitimacy • Political and social development
<p>Assessment Formative/Summative</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>

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Year 4	Unit 1 - Roman Britain	Unit 2 - Anglo-Saxons and Scots	Unit 3 - Vikings
Number of Lessons	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)
Outcome (Essay Title)	"The Romans changed the world forever." How far do you agree with this statement?	How did the Anglo Saxons and Scots change life in Britain?	How did the Vikings change Britain?
Curriculum Content	<p>Lesson Question</p> <ul style="list-style-type: none"> How did the Roman Empire become so powerful? <p>Knowledge</p> <ul style="list-style-type: none"> - How Rome began - How Rome became a Republic -The Punic Wars -Julius Caesar and dictatorship 	<p>Lesson Question</p> <ul style="list-style-type: none"> How do we know about the Anglo-Saxons and Scots? <p>Knowledge</p> <ul style="list-style-type: none"> -Who Gildas was -Who Bede was -The importance of the Anglo-Saxon Chronicle 	<p>Lesson Question</p> <ul style="list-style-type: none"> Why did the Vikings raid and invade Britain? <p>Knowledge</p> <ul style="list-style-type: none"> - Where the Vikings came from -What life was life in the Viking homelands -What Britain had to offer to invaders -How the Vikings settled in Britain
	<p>Lesson Question</p> <ul style="list-style-type: none"> How did the Romans invade Britain? <p>Knowledge</p> <ul style="list-style-type: none"> - What life in Britain was like in 43CE - The difference between the Roman and Celtic armies - How the Romans built up new towns and cities 	<p>Lesson Question</p> <ul style="list-style-type: none"> Who invaded Britain after the Romans left? <p>Knowledge</p> <ul style="list-style-type: none"> -The Scots invasion from Ireland -The Picts invasions from the north -The Angles, Saxons and Jutes 	<p>Lesson Question</p> <ul style="list-style-type: none"> What happened at Lindisfarne in 793? <p>Knowledge</p> <ul style="list-style-type: none"> - Why Lindisfarne was such an important island -Who lived on Lindisfarne -How the Vikings found and attacked the island -How we know about the attacks
	<p>Lesson Question</p> <ul style="list-style-type: none"> Why did Boudicca lead a revolt against the Romans? <p>Knowledge</p> <ul style="list-style-type: none"> -The Iceni tribe under Prasutagus -What happened when Prasutagus died -How Boudicca defeated the Romans in several battles 	<p>Lesson Question</p> <ul style="list-style-type: none"> What was life like for the Anglo-Saxons? <p>Knowledge</p> <ul style="list-style-type: none"> - What Anglo-Saxons ate -What Anglo-Saxon villages looked like -The jobs Anglo-Saxons did -How Anglo-Saxon society was organised 	<p>Lesson Question</p> <ul style="list-style-type: none"> Why did Alfred sign a treaty with Guthrum? <p>Knowledge</p> <ul style="list-style-type: none"> - The Anglo-Saxon King Alfred - The Great Heathen Army -The Viking warrior Guthrum -How Guthrum became Æthelstan



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	<p>Lesson Question</p> <ul style="list-style-type: none"> • What was the Romanisation of Britain? <p>Knowledge</p> <ul style="list-style-type: none"> - Roman towns, cities and buildings -Roman roads -Government and taxes -Roman plumbing and sewage 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What did the Anglo-Saxons believe? <p>Knowledge</p> <ul style="list-style-type: none"> - The pagan beliefs of the Anglo-Saxons -The importance of Norse mythology -How Augustine reintroduced Christianity to England 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Were the Vikings the first Europeans to discover the Americas? <p>Knowledge</p> <ul style="list-style-type: none"> - The Irish priest Brendan -The Viking explorer Bjarni Herjolfsson -The Viking explorer Leif Erikson -The Italian explorer Christopher Columbus
	<p>Lesson Question</p> <ul style="list-style-type: none"> • What did the Romans believe? <p>Knowledge</p> <ul style="list-style-type: none"> - Paganism in Britain -Roman Gods -The Emperor -Constantine’s dream -Christianity in Britain 	<p>Lesson Question</p> <ul style="list-style-type: none"> • What was the heptarchy? <p>Knowledge</p> <ul style="list-style-type: none"> - About the seven kingdoms of England - The Kings Offa and Egbert -Why Offa built a dyke. 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Who were the Norse Gods? <p>Knowledge</p> <ul style="list-style-type: none"> - The similarities between the Norse and Anglo-Saxon Gods - The story of Odin’s eye - The death of Baldur
	<p>Lesson Question</p> <ul style="list-style-type: none"> • How did the Roman Empire fall? <p>Knowledge</p> <ul style="list-style-type: none"> - The collapse of the Roman Empire -How the empire has become too big to support itself - The Vandals, Huns, Visigoths and Goths 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Why did the Anglo-Saxons build burhs? <p>Knowledge</p> <ul style="list-style-type: none"> - Who the Danes were -Why Alfred was ‘Great’ -What a Burh was, and why they were built 	<p>Lesson Question</p> <ul style="list-style-type: none"> • Did King Cnut try to stop the tide from coming in? <p>Knowledge</p> <ul style="list-style-type: none"> - How Cnut became King - Cnuts religious beliefs and activities -The different explanations for Cnut trying to stop the tide.
<p>Vocabulary</p>	<p>Amphitheatre, Aqueduct, Barbarian, Centurion, Citizen, Client King, Culture, Dictator, Emperor, Empire, Government, Impact, Latin, Legion, Oppidum, Paganism, Rebellion, Taxes, Toga, Villa</p>	<p>Anglo-Saxons, Picts, Celtic, Britons, Paganism, Christianity, Heptarchy, Kingdom, Shire</p>	<p>Vikings, Danelaw, Raid, Danegeld, Longship, Pagan, Monotheist, Polytheist, Saga, Valhalla, Asgard</p>



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<p>Coverage of National Curriculum</p>	<p>The Roman Empire and its impact on Britain</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>
<p>Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)</p>	<p>Prior Learning – Y2 SUM – Prehistoric Britain – end of the iron age related to the Roman Invasion Empire Building – Y3 SUM Ancient Greece, Y3 SPR Shang Dynasty Previous conflict Y3 SUM Peloponnesian wars Subject Links – PSHE, Geography, RE</p>	<p>Prior Learning – Y3 AUT Bronze age Previous conflict Y3 SUM Peloponnesian wars, Y4 AUT Romans Subject Links – Geography, PSHE, RE</p>	<p>Prior Learning – Y3 AUT Bronze age , Previous conflict Y3 SUM Peloponnesian wars, Y4 AUT Romans, Y4 SPR Anglo-Saxons, Subject Links – Geography, RE, Science</p>
<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> • Change and continuity • Significance • Cause and consequence 	<ul style="list-style-type: none"> • Continuity and change • Evidence and contestability 	<ul style="list-style-type: none"> • Cause and consequence • Power and authority • Interaction and the environment
<p>Assessment Formative/Summative</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>

Year 5	Unit 1 - Benin Kingdom	Unit 2 – Medieval Monarchs	Unit 3 – Middle East
Number of Lessons	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)
Outcome (Essay Title)	“The artistic culture was the Benin Kingdom’s greatest achievement.” How far do you agree with this statement?	Who was the greatest medieval monarch?	What would it take for peace in the Middle East to be achieved?
Curriculum Content: Knowledge	<p>Lesson Question How did the Benin Kingdom begin?</p> <p>Knowledge -How the dynasty of the Obas began -Ewuare the Great -Reasons why Benin grew into a successful empire</p>	<p>Lesson Question In 1066, who was the rightful heir to the throne?</p> <p>Knowledge - The events leading up to and during the Battle of Hastings - The different claims to the throne - The importance of the Domesday book</p>	<p>Lesson Question How was the Kingdom of Israel established?</p> <p>Knowledge -The Sumerians and Mesopotamians form the world’s first civilisations - Hebrew exodus from Egypt (led by Moses) -The biblical account of the early Kingdom of Israel</p>
	<p>Lesson Question What was life like for the Edo people in the Benin Kingdom?</p> <p>Knowledge - How the Obas ruled - What guilds are - How religion involved gods and magic</p>	<p>Lesson Question Who was responsible for the death of Thomas Becket?</p> <p>Knowledge - The conflict between the King and Church -The events leading up to Becket’s death</p>	<p>Lesson Question Why is the Middle East important to different religions?</p> <p>Knowledge -Why Israel and Jerusalem are important for Jews -Why Jerusalem and Mecca are important for Muslims -Why Jerusalem is important for Christians</p>



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<p>Lesson Question How were trade links established and what goods were traded?</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Which Europeans Benin started trading with - What goods were traded -What manila bracelets were and what the Edo people used them for 	<p>Lesson Question Who was the worse King: Richard or John?</p> <p>Knowledge</p> <ul style="list-style-type: none"> -The qualities of a good Medieval King - The main events of King Richard's life -The main events of King John's life 	<p>Lesson Question What was the Ottoman Empire?</p> <p>Knowledge</p> <ul style="list-style-type: none"> -Where the Ottoman Empire was -How the Ottoman Empire began -The success of the Ottoman Empire
<p>Lesson Question What led to the Civil War in the 1700s?</p> <p>Knowledge</p> <ul style="list-style-type: none"> - What the Golden Age was - Why the Kingdom went into decline in the 1600s -What Oba Akenzua and son Eresonyen did to kick-start the Benin renewal 	<p>Lesson Question In what ways was Edward I a 'great and terrible King'?</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Edward I's accomplishments -His conquest of Wales and wars with Scotland 	<p>Lesson Question What events led to the Arab-Israeli War in 1948?</p> <p>Knowledge</p> <ul style="list-style-type: none"> -Antisemitism across Europe -The Zionist movement and Balfour agreement -Jewish immigration to Palestine
<p>Lesson Question What was the Transatlantic Slave Trade?</p> <p>Knowledge</p> <ul style="list-style-type: none"> -The route of the Transatlantic slave trade - Examples of goods traded -What the 'Middle Passage' was -How Britain was involved 	<p>Lesson Question Why did Henry VIII initiate the English reformation?</p> <p>Knowledge</p> <ul style="list-style-type: none"> - The changes in Europe around religion in this period -The factors influencing Henry's desire to break with Rome 	<p>Lesson Question Why did Israel and Arab nations fight wars, and how did it change who controlled the region?</p> <p>Knowledge</p> <ul style="list-style-type: none"> -The Arab-Israeli war of 1948 -The Six-Day War -The changing geography of the area
<p>Lesson Question Why did the British colonise Benin and what impact did this have?</p> <p>Knowledge</p> <ul style="list-style-type: none"> -Why Britain wanted a closer relationship with the Kingdom of Benin - What happened in the conflict of 1897 -The Benin Punitive Expedition -When Benin became an independent country 	<p>Lesson Question Was Elizabeth 'weak and feeble'?</p> <p>Knowledge</p> <ul style="list-style-type: none"> -Elizabeth's defeat of the Spanish Armada -The context when she inherited the throne 	<p>Lesson Question Where does the Israeli-Palestinian Conflict stand now?</p> <p>Knowledge</p> <ul style="list-style-type: none"> -The First and Second intifadas -The Oslo Accords and attempts at peace -Continuing conflict and tension in the religion



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<p>Vocabulary</p>	<p>Oba, Ogisos, Empire, Guild, Animism, Voodoo, Cowrie shells, Civil War, Moat, Colonisation</p>	<p>Monarch, Government, Democracy, Crusades, Domesday Book, Magna Carta, Feudal system, Feudalism, Baron, Knights, Peasant</p>	<p>Gaza Strip, Nakba, Palestinian National Authority (PNA), Intifada, Palestinian Liberation Organisation (PLO), Zionism, Hamas, Israel, Palestine, West Bank</p>
<p>Coverage of National Curriculum</p>	<p>A non-European society that provides contrast with British history.</p>	<p>A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>A non-European society that provides contrast with British history.</p>
<p>Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)</p>	<p>Prior Learning – Previous conflict Y3 SUM Peloponnesian wars, Y4 AUT Romans, Y4 SPR Anglo-Saxons, Y4 SUM Vikings Subject Links – RE, Geography, PSHE</p>	<p>Prior Learning – Y1SUM – Queen Elizabeth I, Queen Victoria, Y2 SPR Monarchs through history Subject Links – English, British Values, PSHE, RE, Geography</p>	<p>Prior Learning - Empire Building – Y4 AUT Roman Britain, Y3 SUM Ancient Greece, Y3 SPR Shang Dynasty Previous conflict Y3 SUM Peloponnesian wars, Y4 AUT Romans, Y4 SPR Anglo-Saxons, Y4 SUM Vikings, Y5 AUT Benin Civil war Subject Links – Geography, PSHE, RE</p>
<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> • Change and continuity • Diversity • Perspective 	<ul style="list-style-type: none"> • Power and authority • Political and social developments • Change and continuity 	<ul style="list-style-type: none"> • Continuity and change • Evidence and contestability • Power and legitimacy • Perspective • Cause and consequences
<p>Assessment Formative/Summative</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>

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Year 6	Unit 1 - Industrial Revolution	Unit 2 – Civil Rights	Unit 3 – Twentieth Century Conflict
Number of Lessons	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)	6 (Additional lessons include, planning and writing the essay as well as enrichment opportunities where appropriate)
Outcome (Essay Title)	“The most important changes in Britain between 1750-1900 were political.” To what extent do you agree with this statement?	“Civil disobedience was more important than legal decisions during the civil rights movement.” Do you agree?	“The outbreak of World War II was inevitable.” To what extent do you agree with this statement?
Curriculum Content: Knowledge	<p>Lesson Question</p> <ul style="list-style-type: none"> What were the key features of Victorian Society? <p>Knowledge</p> <ul style="list-style-type: none"> -What were the key dates in the period -The nature of the class system -Population grew massively through this period 	<p>Lesson Question</p> <ul style="list-style-type: none"> What was the United States of America like in the 1950’s? <p>Knowledge</p> <ul style="list-style-type: none"> -How equal American society was -About the Age of Consensus -About the middle class of America 	<p>Lesson Question</p> <ul style="list-style-type: none"> Why did the First World War begin? <p>Knowledge</p> <ul style="list-style-type: none"> - About the unification of Germany -The international treaties that existed between different countries -The assassination of Archduke Franz Ferdinand
	<p>Lesson Question</p> <ul style="list-style-type: none"> How did living conditions change during the Industrial Revolution? <p>Knowledge</p> <ul style="list-style-type: none"> -How did housing change as people moved to cities -What caused the pollution that emerged in the Industrial Revolution -How were people’s lives and health accepted 	<p>Lesson Question</p> <ul style="list-style-type: none"> Why did Oliver Brown take the Board of Education to the Supreme Court? <p>Knowledge</p> <ul style="list-style-type: none"> -What Jim Crow Laws were -What the Declaration of Independence and the Constitution of America guaranteed -How schools were segregated -How civil rights campaigners challenged this 	<p>Lesson Question</p> <ul style="list-style-type: none"> Why were so many lives lost on the Western Front? <p>Knowledge</p> <ul style="list-style-type: none"> - The new weaponry of the First World War -Trench warfare and the conditions in the trenches -The major battles of WW1
	<p>Lesson Question</p> <ul style="list-style-type: none"> How did working conditions change during the Industrial Revolution? <p>Knowledge</p> <ul style="list-style-type: none"> -What types of jobs did people do 	<p>Lesson Question</p> <ul style="list-style-type: none"> Why didn’t Rosa Parks give up her seat on the bus? <p>Knowledge</p> <ul style="list-style-type: none"> -About Rosa Parks’ role in the NAACP -What nonviolent civil disobedience is 	<p>Lesson Question</p> <ul style="list-style-type: none"> Was the Treaty of Versailles fair? <p>Knowledge</p> <ul style="list-style-type: none"> - The aims of the Treaty of Versailles -The leaders who wrote the terms of the treaty -The main terms of the treaty



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<p>-What were the factory conditions like in this period -What laws were passed in this period to improve working conditions</p>	<p>-What the Montgomery bus boycott was</p>	<p>-The objections of Germany</p>
<p>Lesson Question</p> <ul style="list-style-type: none"> What inventions revolutionised the lives of British people? <p>Knowledge</p> <p>-How invention supported the developments in textile production -The impact of the steam engine on the railways</p>	<p>Lesson Question</p> <ul style="list-style-type: none"> What was Martin Luther King's dream? <p>Knowledge</p> <p>-Who Martin Luther King Jr was -About the March on Washington -About Martin Luther King's famous I Have A Dream Speech</p>	<p>Lesson Question</p> <ul style="list-style-type: none"> How did Hitler rise to power in the 1930's? <p>Knowledge</p> <p>-The success of Hitler's book 'Mein Kampf' -The global economic disaster in 1929 -Hitler's talents as an orator</p>
<p>Lesson Question</p> <ul style="list-style-type: none"> How did the Industrial revolution change the lives of people in Birmingham? <p>Knowledge</p> <p>-The importance of Birmingham's canal network -How the economic boom impacted population -The impact of immigration as a result of job opportunities and the passing of the Municipal Charter to address the impact</p>	<p>Lesson Question</p> <ul style="list-style-type: none"> Why did 3200 people march from Selma to Montgomery? <p>Knowledge</p> <p>-The ongoing discrimination following desegregation -Police brutality against black protestors and activists -The influence of the media on the general public</p>	<p>Lesson Question</p> <ul style="list-style-type: none"> What was life like in Nazi Germany? <p>Knowledge</p> <p>-The control of schools and domestic life -The role of boys, girls, men and women -The establishment of youth groups</p>
<p>Lesson Question</p> <ul style="list-style-type: none"> What political changes took place during the industrial revolution? <p>Knowledge</p> <p>-Why people felt that Parliament was not serving them -The achievements of the Great Reform Act -The weakness of the Act.</p>	<p>Lesson Question</p> <ul style="list-style-type: none"> What is the Black Lives Matter movement and why is it needed? <p>Knowledge</p> <p>-The state of race relations in the USA today -The causes and consequences of the Ferguson protests</p>	<p>Lesson Question</p> <ul style="list-style-type: none"> Was the Second World War inevitable? <p>Knowledge</p> <p>-Hitler's foreign policy and actions -Britain and France's policy of appeasement -Hitler's annexation of Czechoslovakia and Austria-Hungary -Germany's invasion of Poland</p>



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<p>Vocabulary</p>	<p>Industry, Industrial Revolution, Population, Economy, Agriculture, Poverty, Mass Production, Era, Sanitation, Child Labour</p>	<p>Boycott, Civil Rights, Civil Disobedience, Integration, Jim Crow Laws, Ku Klux Klan, Segregation, Separate But Equal, NAACP, Nonviolence</p>	<p>WW1 - Blockade, Bolsheviks, Mobilisation, Schlieffen Plan, Trench Warfare, Propaganda, Rationing, Western Front, Reparations</p> <p>WW2- Appeasement, Atomic Bomb, Blitzkrieg, The Holocaust, Lebensraum, Luftwaffe, Nazi Party, Propaganda, Soviet Union, Third Reich</p>
<p>Coverage of National Curriculum</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge.</p>	<p>A study of an aspect or theme in global history.</p>	<p>A study of an aspect or themes in British history that extends pupils' chronological knowledge.</p>
<p>Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)</p>	<p>Prior Learning - Y2 AUT Reign of Queen Victoria Subject Links – PSHE, British Values, Science, Geography</p>	<p>Prior Learning - Y2 SPR Rosa Parks Subject Links - PSHE, British Values, English</p>	<p>Prior Learning – previous conflict Y3 SUM Peloponnesian wars, Y4 AUT Romans, Y4 SPR Anglo-Saxons, Y4 SUM Vikings, Y5 AUT Benin Civil war, Y5 SUM Middle East Arab-Israeli war 1948 Subject Links – English, PSHE, British Values</p>
<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> • Change and continuity • Perspective • Cause and consequence 	<ul style="list-style-type: none"> • Social and political attitudes • Revolution • Identity 	<ul style="list-style-type: none"> • Similarity and difference • Power and legitimacy • Cause and consequence • Political and social development
<p>Assessment Formative/Summative</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>	<p>Lesson outcomes (Green/pink highlighters) Retrieval quiz results End of unit essay content Knowledge organiser quiz result</p>