

History Progression: Medium Term Planning

Curriculum Driver: History Year 1/2 A

Lens: discovery: hygiene, wellbeing, science

Florence and the Disease

Question: Knowledge? How does good hygiene stop infection and disease? Debatable: Should we worry about getting dirty? Conceptual: Who is alive now that will be very famous in the future?

Text/s Daisy Saves The Day Shirley Hughes (Victorian) Oliver Twist & Other Great Dickens Stories Marcia Williams Vlad and the Florence Nightingale Adventure
Kate Cunninghame Picture Book of Florence Nightingale, A (Picture Book Biography) by David Adler,

LO	To investigate and interpret the past	To build an overview of world history	To understand chronology	To communicate historically
Term	Florence and the Disease Spring	Florence and the Disease Spring Animal, Vegetable or mineral Autumn	Florence and the Disease Spring	Florence and the Disease Spring . BVs
Key Knowledge	<p>Know that historians use artefacts, paintings and writing to discover more about the past. Know how to use books and given websites to discover more about the past. To ask question and answer questions about the past.</p> <ul style="list-style-type: none"> When was Florence Nightingale alive? What was life like, who ruled? (Victorian Britain) How did she discover the importance of hygiene? Why do remember Florence Nightingale? How did Florence change nursing and is it relevant today? 	<ul style="list-style-type: none"> Know Key places in the life of Florence Nightingale: Florence / Italy London / England. Scutari / Turkey Know about Florence's hard work and dedication to her studies and nursing Know that nursing in Victorian times was basic and conditions for soldiers in hospital were particularly horrendous. Know that poor hygiene enabled disease to spread and increased infection. Know that Florence discovered the importance of hygiene and drove high standards as the foundation for modern nursing. Know that Florence took patient well-being as seriously as medical care. 	<ul style="list-style-type: none"> Know how to recount events from their childhood and school life. Use the language of time: past, present, older Know how to order nurses and medicines on a timeline. Understand that Florence Nightingale lived in Victorian times and make some comparisons between life then and now. 	<ul style="list-style-type: none"> Discuss that we have had different kings and queens. Know that Queen Victoria was the monarch during most of the life of Florence Nightingale Compare the lives of Queen Victoria and Queen Elizabeth Can discuss the importance of good hygiene and infection control in the context of Florence Nightingale nursing the soldiers and reducing the spread of Coronavirus.
Interesting Knowledge		<ul style="list-style-type: none"> Know that Florence used maths data to prove that infection control saved lives. Florence nightingale was fluent in English, French, German, and Italian. 	<ul style="list-style-type: none"> Know that medicine and treatments are an ongoing discovery and that will continue to change over time. 	

Curriculum Driver: History Year 1 B

Lens: discovery: the diary of Samuel Peeps and the changing landscape of London

London's Burning

Question: Knowledge - Why do we have fire engines? Conceptual - Why did the fire spread so quickly? Debatable - Is it right to have fireworks?

Text/s	Toby and the Great Fire of London and Paddington's Adventures in London and Three Little Pigs			
LO	To investigate and interpret the past	To build an overview of world history	To understand chronology	To communicate historically
Term	London's Burning- Autumn (It's Alive Summer)	London's Burning- Autumn It's Alive Summer	London's Burning- Autumn It's Alive Summer	London's Burning- Autumn BVs
Key Knowledge	<p>Know that that historians use artefacts, paintings and writing to discover more about the past. Know how to use books and given websites to discover more about the past. To ask questions to find out more about the past:</p> <ul style="list-style-type: none"> • When was the Great fire of London? What was life like during the time • of the great fire (Tudor influences in Stuart times/disease), who ruled?) • Why was the fire of London great? • How do we know about the great fire of London? • How did the great fire of London change London? 	<ul style="list-style-type: none"> • Know that the Great Fire of London happened in 1666 and describe the key historical discoveries including: Where? When? How? • Suggest why the fire was 'great'. • Know that the materials and design of Tudor buildings were highly combustible. • Know that Samuel Pepys was alive during the Great Fire and that the diary he wrote has helped us to understand more about life during that time. • To know that London is the capital City of Britain and place London and England in the context of the UK and Europe. 	<ul style="list-style-type: none"> • Know how to recount events from their childhood and school life. • Know how to order toys and houses on a simple timeline., • To understand how the Great fire changed London making links between the past and today. 	<ul style="list-style-type: none"> • Describe what a king or queen is. • Discuss some similarities and differences about Charles II. king during the Great Fire of London, and Queen Elizabeth as our reigning monarch.
Interesting Knowledge		<ul style="list-style-type: none"> • Consider if we definitely know that the Great Fire killed 6 people as is believed. 	<ul style="list-style-type: none"> • Know that electronic games are a more recent invention. 	

Curriculum Driver: History Year 2 / 3 B
 Lens: Discovery: government, military, strategy

The Emperor's New Land

Question: Knowledge: What is the difference between a kingdom and an empire? Debatable: Is it right to spend large amounts of money to protect and restore the Roman walls of Chester? Conceptual: Why didn't Julius Caesar conquer Britain?

Text/S	The Emperor's New Clothes	Escape from Pompeii	Boudicca's Rebellion (online)	My Life as a Roman Slave (Bug Club)
LO	To investigate and interpret the past	To build an overview of world history	To understand chronology	To communicate historically
Key Knowledge	<p>Know that archaeologists find evidence to discover more about the past</p> <p>Know how to use a variety of primary (architecture and artefacts) and secondary (written accounts and illustrations) sources to discover about the Romans and Roman Britain.</p> <p>Know how to ask relevant questions to discover more about the past. Why didn't Julius Caesar conquer Britain? Why did Romans have Emperors?</p> <p>Know how the Roman discoveries influenced life in Britain; travel, wildlife, written language and coins.</p> <p>Know that Emperor Claudius conquered Britain despite his physical disabilities and being perceived as weak.</p>	<p>Know that the Roman invasion changed tribal life in Britain.</p> <p>Know that the Romans also conquered countries in Europe and the Middle East.</p> <p>Know how the Roman Empire was successful in gaining new lands.</p> <p>Know that civilisation developed during the Roman Era through trade, roads and settlements.</p> <p>Know that Boudica led significant a rebellion against the Romans with many successes before being defeated.</p>	<p>Know how to use BC/BCE and AD/ACE to record time before and after the modern era.</p> <p>To know how to use concrete representations of years: Thousands, Hundreds, Tens and Ones.</p> <p>Know how to place key Roman events on a timeline using dates in chronological order.</p>	<p>Know how to write a historical recount of Boudicca's rebellion.</p> <p>Know how to use a mixture of historical facts and imaginative description in a historical story.</p> <p>Know how to count to 100 in Roman numerals.</p>

Interesting Knowledge	<ul style="list-style-type: none"> • Know that there are different theories of Boudicca's death. • Know that if tribal leaders followed Roman ways, they would befriend them but if they rebelled, they would battle to try and defeat them. 	•		
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Curriculum Driver: History Year 2 / 3 A
 Lens: Discovery: **mining, materials and making**

Tunnels

Knowledge: Why are there ancient tunnels under the Great Orme? Conceptual: Why was the Bronze Age shorter than the Stone Age?
 Debatable: Have we discovered all the materials we will need?

Text	The Tunnel Anthony Browne	The Wizard of Oz L. Frank Baum / The Secrets of Stone Henge Mick Manning		Stig of the Dump Clive King (class reader)
LO	To investigate and interpret the past	To build an overview of world history	To understand chronology	To communicate historically
Term	Tunnel's Autumn	Tunnel's Autumn	Tunnel's Autumn	Tunnel's Autumn BVs

Key Knowledge	<p>Know that archaeologists find evidence to discover more about ancient times. Know how to use books and websites to discover more about the past. Know how to ask relevant questions to discover more about the past. Why was bronze important? How was it made? Where did they find bronze?</p>	<p>Know that Britain was made up of tribes with no countries. Know how the discovery of metals influenced the tools, clothes and homes of the Bronze Age. Know how better implements, tools and weapons made bronze improved life for Bronze Age humans. Know that The Great Orme Copper Mine is the largest example of a Bronze Age Mine in the world. Know that civilisation developed during the Bronze Age through farming, settlements, work,</p>	<p>Know that BC and BCE are used to record time before the modern calendar. To know how to use concrete representations of years: Thousands, Hundreds, Tens and Ones. Know how to place key events on a timeline using dates in chronological order.</p> <ul style="list-style-type: none"> Order the discovery of Bronze throughout the world on a timeline. 	<p>know how to write a factual report about The Bronze Age Know how to use a mixture of historical facts and imaginative description in a historical story.</p>
Interesting Knowledge	<ul style="list-style-type: none"> Explore and reason about the purpose of Stone Henge know that the Great Orme Copper mines and Stone Henge are important historical evidence. 	<ul style="list-style-type: none"> Have a simple understanding of how the discovery of smelting improved metal work in Bronze Age Britain. Know about the properties of Bronze 		

Curriculum Driver: History Year 3/4 Cycle A

Lens: Discovery: a time of inventions

Back in Time

Question: Knowledge: Which countries did Queen Victoria reign over? Debatable: Which was the most important British invention of the Victorian times? Conceptual: How did the Victorians influence the wider world?

Text/s	Street Child by Berlie Doherty! The Little Match Stick Girl by Hans Christian Anderson			
Term	Victorians (Back in time)	Australia (Survivors) /Victorians (Back in time)	Victorians (Back in time)	Victorians-(Back in time)
LO	To investigate and interpret the past	To build an overview of world history	To understand chronology	To communicate historically

Key Knowledge	<p>Know how to use a variety of primary (architecture, photographs, artefacts, diaries or letters) and secondary (textbooks, websites and illustrations) sources to discover more about the Victorians.</p> <p>Know how to ask relevant questions to discover more about the past: When was the Victorian period and what was life like? Who ruled? Why did they have a queen? Why were there so many British inventions in the Victorian period? What were the greatest discoveries of this time? How did the Victorians influence the future of inventions and industry?</p>	<ul style="list-style-type: none"> • Know that perspective and opinion can affect the way that accounts are recorded. • To understand the improvements in the lives of children by the end of the Victorian times. • Know how the discovery of Victorian inventions influenced the technology of today, such as photography, telephones, electric light bulbs and cars. • Understand the Victorian's global contribution to advances in communication and travel. 	<ul style="list-style-type: none"> • Know how to use BC/BCE and AD/ACE to record time before and after the modern era. • Know how to create a timeline based on the technological and medical advances of the Victorian Era. • Know how to ask and answer questions using chronological timelines. 	<ul style="list-style-type: none"> • know how to write a historical recount of a Victorian event • Know how to use a mixture of historical facts and imaginative description in a historical story. • Know how to use a range of historical vocabulary accurately: social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs and attitudes. • To explain the difference between a kingdom and empire • To understand the difference in a line of succession and historical acquisition of king or queen status.
	<p>Know how to consider perspective, context and origins of a source to determine the reliability: extremely, very, somewhat, rarely, not very.</p>	<ul style="list-style-type: none"> • Know how a basic lack of sanitation contributed to deadly diseases in Victorian times. • Know about local mining at Chatterley Whitfield and its influence on the constructions of the Biddulph Valley branch line. 	<ul style="list-style-type: none"> • Know that Queen Victoria succeeded William IV but was not his daughter. Know that Queen Victoria was succeeded by Edward VII. 	

Curriculum Driver: History Year 3 / 4 B

Lens: Discovery: **Power and Religion**

The Terrible Tudors

Question: Knowledge: Why did Henry the eight marry six times? Debatable: Should you be able to choose your religion? Conceptual: Is a king or queen powerful?

Text/S	The Prince and the Pauper	The Time-Travelling Cat and the Tudor Treasure	National Trust: The Secret Diary of Thomas Snoop, Tudor Boy Spy (The Secret Diary Series) (The Secret Diary Series, 3)
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Term	The Terrible Tudors	The Terrible Tudors	The Terrible Tudors	The Terrible Tudors
LO	To investigate and interpret the past	To build an overview of world history	To understand chronology	To communicate historically
Key Knowledge	<p>Know how we discover about the past using a variety of primary (architecture and artefacts) and secondary (written accounts and illustrations) sources to discover about the Tudors and Tudor Britain.</p> <p>Know how to consider perspective, context and origins of a source to determine the reliability: extremely, very, somewhat, rarely, not very.</p> <p>Know how to ask relevant questions to discover more about the past: When was the Tudor period and what was life like, who ruled? Why did Henry marry six times and why were some of his wives from other countries? What did Henry VIII discover about being a king? Did Henry change the power of the monarchy and has that lasted? Know how the Tudors influenced religion in Britain. To understand the reasons for Henry's marriages including a line of succession and allegiances with other countries.</p> <p>Know features of Tudor houses and clothing.</p>	<ul style="list-style-type: none"> • Know that Britain was comprised of England and Wales • Know about Britain's relationship with France (100-year war). • Know about Britain's relationship with Spain (religion, battle of Armada). • Know that the Tudor Britain was a time of discovery and pirates 	<ul style="list-style-type: none"> • Know how to use BC/BCE and AD/ACE to record time before and after the modern era. • Know how to place key Tudor events and monarchs on a timeline using dates in chronological order. • Know how to ask and answer questions using chronological timelines. 	<ul style="list-style-type: none"> • know how to write a historical recount of a Tudor event (armada, beheading of Ann Boleyn?) • Know how to use a mixture of historical facts and imaginative description in a historical story. • Understand how Roman numerals are used to order monarchs. • Know how to use a range of historical vocabulary accurately: social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs and attitudes.
Interesting Knowledge	<ul style="list-style-type: none"> • Know that Catherine of Aragon was married to Henry's brother first. • Know facts about each of Henry VIII's wives. • Name the monarchs of the Tudor Times 	<ul style="list-style-type: none"> • Consider if Sir Frances Drake, Sir Walter Raleigh were heroes, villains or both (pirates / explorers)? 		