

History Medium Term Plan

Autumn Term



History Intent Statement

Our history curriculum is designed to ignite curiosity and empower children to unpick the world around them. We believe history is not a static repository of facts to be memorised, but an active, inclusive process of inquiry. By thinking and acting as true historians, our pupils develop a deep understanding of the past and its impact on the present.

At the heart of our curriculum is hands-on, practical investigation. Children critically examine real-life artefacts and diverse sources to develop sophisticated interpretation skills. They learn that history is rarely black and white; it is a discipline of perspective where pupils are encouraged to debate, ask big questions, and accept that there is often no single "right or wrong" answer.

Our curriculum is consciously diverse and purposefully contextualised to our local area, allowing children to see how global narratives have shaped their own community. Underpinning all of this is a secure, deep understanding of chronology, enabling pupils to track cause and effect across eras.

Ultimately, we do not just fill children with knowledge. We nurture analytical, empathetic citizens equipped with the tools to question evidence, challenge assumptions, and understand their place in time.

Reception History Autumn Term

COMING SOON

Term	Autumn Term
Theme	Peek into the past
Prior knowled	
Taught Vocabul	History, now, past, photograph, then
Y1 Link	

Year 1 History Autumn Term

	How am I making History?					
Lesson	1	2	3	4	5	6
Key Question	What is my history?	How can I find out more about myself?	How are special events remembered?	What was it like for children in the past?	What have I learnt about childhood in the past?	How am I making history?
Objectives	Develop an understanding of personal chronology.	To learn more about my history.	To explore how we remember events.	To find out what childhood was like for our parents and grandparents.	To compare childhood now with childhood in the past.	To identify that some things change and some things stay the same.
Children Should	Order three photographs on a simple timeline. Use vocabulary such as past, present and memory. Discuss similarities and differences.	Talk about three memories. Place one memory on a timeline. Explain why memories such as an event or occasion are special.	Recall four events celebrated throughout the year. Know three ways in which I celebrate my birthday. Begin to recognise similarities and differences between how people celebrate events.	Ask questions about the past. Compare the past to today.	Think of one similarity between childhood now and childhood in the past. Think of one difference between childhood now and childhood in the past.	Use relevant vocabulary to describe what I have found out. Think of three ideas about myself to add to the time capsule. Discuss possible changes in the future.
Prior knowledge	In Reception, children talked about the past and present events in their own lives and the lives of their family members. They started to compare things from the past to now. Children used timelines to order daily routines.	What is a timeline? How do we read a timeline? What is the past? What is the present?	What is a timeline? How do we read a timeline? What is the past? What is the present?	What is a timeline? How do we read a timeline? Recap contextual special events	How long is living memory? What was childhood like for our parents/grandparents? What is a timeline? How do we read a timeline?	How is childhood in the past different from now? What is similar about your childhood and childhood in the past?
Taught Vocab	Past, present, memory, similar, different, timeline	Past, present, memory, similar, different, timeline	Significant, celebrate, celebration, remember, memory, event	Childhood, parent, grandparent, family, remember, living memory, past, present, now	Past, present, similar, different, living memory, change, lifetime	Time capsule, present, past, future
Contextual / Outdoor Learning			Remembrance Day St. Wilfred's Day Christmas, Eid (and other religions)	Interview 2 x visitors one from Britain and one from another culture and compare.		
NC	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.					

Year 2 History Autumn Term

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Year 3 History Autumn Term

	British history 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?						Remembrance
Lesson	1	2	3	4	5	6	Stand Alone
Key Question	How long ago did prehistoric man live?	What does Skara Brae tell us about life in the Stone Age?	Who was this Bronze Age man?	What was the impact of bronze in prehistoric Britain?	How did trade change lives in Iron Age Britain?	What changed between the Stone Age and the Iron Age?	Remembrance lesson: How can memorials help us remember?
Objective	To recognise the chronology and significance of prehistory.	To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.	To use archaeological evidence to investigate the Bronze Age.	To use deductions to explain how bronze transformed prehistoric life.	To understand the importance of trade during the Iron Age.	To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.	To investigate memorials connected to remembrance.
Children Should	Know that the prehistoric period began millions of years ago. Recognise that the Stone Age lasted for most of human history. Locate BC and AD on a timeline and explain how history is divided into periods.	Use evidence to make observations about Stone Age houses. Explain their observations. Explain the limitations of archaeological evidence.	Use evidence to make deductions about the life of a Bronze Age man. Ask their own questions about archaeological evidence. Evaluate the limitations of archaeological evidence.	Describe how bronze arrived in Britain. Explain how some aspects of life were changed by bronze. Identify similarities and differences between the Stone Age and the Bronze Age.	Explain how trade increased during the Iron Age. Identify which items were exchanged during the Iron Age. Explain why coins were introduced.	Use secondary sources to compare settlements. Identify changes and continuities between Neolithic and Stone Age settlements. Explain which prehistoric period I would prefer to have lived in.	Place World War 1 and World War 2 on a timeline. Know that memorials are linked to specific events in the past that really happened. Use different sources to develop my understanding of why there are memorials.
Prior knowledge	What is a timeline? What does ‘beyond living memory’ mean?	What is a historian? What does prehistoric mean? What does AD (CE) and BC (BCE) mean and how can they help us?	What does a historian do? Did people in the Stone Age all live in caves?	What is an artefact? How might an artefact help us to understand somebody’s life?	What was the differences between the Stone Age and Bronze Age? What was the impact of tools?	Which items were commonly traded in the Iron Age? Why? How did coins made trading easier?	What do you know about World War 1? Who was Walter Tull?
Taught Vocabulary	AD (Anno Domini), BC (BCE, CE), Mesolithic, Neolithic, Palaeolithic, period, prehistory, Stone Age	Archaeology, certainty, evidence, limitations, primary source, possibility, remains, secondary source, settlement, Skara Brae, source	Archaeology, artefact, claim, deduction, flint, grave goods, monument, source, Stonehenge	Bronze, copper, durable, duration, tin	Barter, durable, export, goods, import, Iron Age, trade	Change, continuity, hill fort, king or chief, reconstruction, secondary source	Historian, memorial, poppy, remembrance, source, World War 1, World War 2
Contextual / Outdoor	English Heritage Education Officer visit - artefacts	Pictures of Thornbrough Henge/ Devils Arrows in Boroughbridge – link to local area.					Mention Wilfred Owen, who lived on Borrage Lane
NC	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Changes in Britain from the Stone Age to the Iron Age.						A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Year 4 History Autumn Term

	How have children's lives changed?						
Lesson	1	2	3	4	5	6	Remembrance
Key Question	What do sources tell us about how children's lives have changed?	Why did Tudor children work and what was it like?	What were children's jobs like in Victorian England?	What was the Leeds Children's march and how did it change children's lives?	How and why has children's leisure time changed?	What were the diseases children caught and how were they treated?	How can we remember the children who were affected by war?
Objective	To identify the continuities and changes to children's lives using a range of sources.	To investigate why Tudor children worked and what working conditions were like.	To research and record the working conditions of Victorian children using reports and images.	To understand that the lives of children improved throughout the Victorian era.	To explore the changes in children's leisure time using a range of sources.	To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.	To infer the thoughts and feelings of evacuees using different sources.
Children Should	Make observations from sources. Make deductions from sources. Identify what has continued and changed in children's lives.	Identify the jobs Tudor children had. Discuss the reasons Tudor children needed to work. Create questions about the working conditions of Tudor children.	Describe the working conditions some Victorian children experienced. Record information from sources about Victorian children. Compare the working conditions Tudor and Victorian children experienced.	Explain what 'historically significant' means. Identify the changes Lord Shaftesbury made to improve the lives of children. Evaluate the impact of his work on the lives of children.	Use primary and secondary sources to identify children's leisure activities. Compare leisure activities from different periods. Explain the reasons for changing leisure activities.	Identify some historical diseases and their symptoms. Analyse how effective treatments for diseases were. Explain why some treatments worked and others did not.	Explain why children were evacuated during war. Describe what evacuation was like for some children. Make inferences about evacuation from photographs.
Prior knowledge	How were schools different in the past? How were toys different in the past?	How were schools different in the past? How did sources help us learn about children's lives in the past?	When were the Tudor/Victorian periods? Why did Tudor children work and what was it like?	What were children's jobs like in Victorian England? When were the Tudor/Victorian periods?	What were toys like in the past? What do sources tell us about how children's lives have changed? What is a source?	How did sources help us learn about children's lives in the Tudor/Victorian times?	What do you know about World War 1? Who was Walter Tull? How can memorials help us remember?
Taught Vocabulary	Continuity, deduction, observation, primary/secondary source, Tudor period, viewpoint	Apprentice, master, oath, poorer, wealthier, working conditions	Archivist, bird scarer, class, servant, gin, hurrier, textile mill, trapper, Victorian period	Bill, Factory Acts, parliament, poverty, ragged schools	Compare, leisure activities, modern, Modern period	Bacteria, cholera, disease, flu, infection, plague, smallpox, vaccination, virus	Evacuation, evacuee, host family, memorial, Operation Pied Piper, remembrance, World War 2
Contextual / Outdoor			Nidderdale Museum visit/visitor	Act out a march in school asking for certain rights.		Thackray Medical Museum – Leeds.	Lots of evacuees were sent to Grewelthorpe, they arrived in Leeds and travelled to Ripon by train.
NC	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.						A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Year 5 History Autumn Term

	British history 4: Were the Vikings raiders, traders or something else?						
Lesson	1	2	3	4	5	6	Remembrance
Key Question	When and why did the Vikings come to Britain?	Were the Vikings raiders, traders or something else?	Where were the Viking trading routes and why was trade important?	Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings?	What were the impacts of Viking raids and settlements on local communities in Britain?	What were the Vikings' achievements and how did they impact the world?	Who contributed to the war effort?
Objective	To explain when and why the Vikings came to Britain.	To evaluate ideas about the Vikings using sources.	To understand the importance of Viking trade and trading routes.	To compare different versions of Viking sagas.	To evaluate the impact of the Viking invasions and settlements using primary sources and case studies.	To evaluate achievements of the Vikings.	To recognise the contribution of wartime volunteers and soldiers by exploring different sources.
Children Should	Give reasons why the Vikings invaded Britain. Create a timeline using a scale to represent the time period. Categorise and sequence events relating to the Vikings and Anglo-Saxons.	Identify Viking stereotypes. Make inferences from sources. Explain why there are different ideas about the Vikings.	Recognise that Viking trade connected them to many other places. Identify goods that came from different Viking trading routes. Explain how these traded goods improved the lives of the Vikings.	Identify similarities and differences between sagas. Suggest why there are different versions of the same event. Create a saga to show my interpretation of the event.	Name some Viking settlements. Analyse primary sources. Explain the impact of Viking invasions and settlements.	Identify significant achievements of the Vikings. Explain why Viking achievements were important. Present my understanding of Viking achievements.	Find similarities between volunteers in the past and volunteers today. Understand what the British Empire was. Create an award certificate for a wartime volunteer using different sources.
Prior knowledge	When and why did the Romans invade and leave Britain? Who were the Anglo Saxons, and where did they come from? How did Christianity get to Britain?	When did the Vikings come to Britain? Why did they come? Who came before the Vikings? Where would you place the Vikings on a timeline?	What was traded and why during the Bronze and Iron age? What were Vikings actually like?	How did trade routes influence the Vikings? What did the Vikings trade?	What was a Viking saga? How were Viking sagas like Greek myths?	How did the Vikings impact Ripon?	What have we already learnt about Remembrance Day? (key themes of each year group so far)
Taught Vocabulary	Anglo-Saxons, explorer, invaders, raiders, settlers, traders, Vikings, chronology, timeline	balanced viewpoint, inference, Jorvik, primary source, secondary source, stereotype	Exchange, expansion, goods, navigate, trade route	Exploration, Leif Erikson, Norse, oral tradition, saga, Vinland	Ripon, -gate, community, cultural exchange, Dublin, impact, Jorvik, raids, settlement	Connections, creator, impact, innovator, historically significant, technology, traders	British Empire, colonise, colony, conscripted, war effort,
Contextual / Outcomes	Murton Park – Viking village RHATS visitor	Jorvik Viking Centre/ alternative		Link to Beowulf	Ripon – explore place names (local area walk). History of the Hornblower St. Wilfrid's crypt – Saxon but survivor of Viking era		
NC	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Understand how our knowledge of the past is constructed from a range of sources. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Viking raids and invasion resistance by Alfred the Great and Athelstan, first King of England. Further Viking invasions and Danegeld.						A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Year 6 History Autumn Term

	What can the census tell us about local areas?						
Lesson	1	2	3	4	5	6	Remembrance
Key Question	What is the census?	What can we learn about Victorian children from the census?	What does the census suggest about the jobs available in the 1800s?	Why did some women refuse to fill out the census in 1911?	What changed in the 1921 Census?	Who lived in our local area in the past?	How do people mark Remembrance?
Objective	To explore the purpose and creation of a census.	To create questions about Victorian children using a range of sources.	To explore the jobs available in the past using the census.	To make inferences about women's lives in the 1900s using the census.	To investigate how the census changed by following the life of Evelyn Dove.	To conduct an enquiry about my local area using the census.	To compare how people remember past events and people.
Children Should	Describe what a census is and what it is used for. Extract information from a census. Collect information for a class census.	Use a range of sources to build on my knowledge of Victorian child labour. Use sources to develop my questioning skills. Consider the limitations of Victorian censuses.	Extract information about jobs from the census. Compare the jobs available in the past and now. Infer the type of job a Victorian person may have done.	Describe what suffrage means. Extract information about women from different censuses of the same year. Use primary sources to make a visual timeline about women's suffrage in Britain.	Use the census to verify facts in a secondary source. Recognise that the census captures only a snapshot of a person's life. Identify the changes between the 1911 and 1921 census.	Choose an enquiry question. Plan my enquiry. Use the census to find answers to my enquiry question.	Describe different ways to mark remembrance. Identify similarities between the ways people remember. Choose which acts of remembrance will be in my exhibition.
Prior knowledge	What was Ripon like in the past? How do we know?	When was the Victorian era? What was life like for children during the Victorian era? What changed during the Victorian era?	What was life like for children during the Victorian era? What kinds of jobs were there during the Victorian era? How do we find out about the past?	What were jobs in the 1800s like? How do we find out about the past? What was life like for women in the past?	Why did some women refuse to fill out the census in 1911? What was life like for women in the past?	How lived in Ripon in the past? (Vikings , Saxons etc) What changed in the 1921 Census? What was life like for women in the past?	Who contributed to the war effort? How can we remember the children who were affected by war? What can we learn from a soldier's story?
Taught Vocabulary	census data, census return, condition, enumerator, enumeration books, head of household, inference, schedule, transcript	Carding, child labour, commissioner, flax, flax mill spinner, joiner, observation, reliable, shilling, William Dodd	Class, domestic servant, governess, middle class, Office for National Statistics (ONS), occupation, scholar, statistics, working class	Boycott, protest, suffrage, suffragette, suffragist, suffrage movement	Biography, secondary source, The National Archives, verify	Gazetteers, historical enquiry, local history	Cenotaph, memorial, monument, Remembrance Sunday
Contextual / Outcomes	Mary and Joseph travelled to Bethlehem for a census.						
NC	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. A local history study, such as: A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066); A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.					A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	

