CROSSGATES PRIMARY SCHOOL – HISTORY MEDIUM TERM PLAN

	Autumn	Spring	Summer	Blocks
Reception	**Autumn 1** **My Family** 1. To talk about events in my own life 2. To talk about my life and the life of people around me Link to Art – Marvellous Marks **Autumn 2** 1. To sequence the events of the story from morning (past) to night-time (present). 2. To understand how time changes from day to night and how that affects the star.	To talk about the journey to the Antarctic taken by Robert Scott and Ernest Shackleton. To talk about Chinese New Year and the story of The Great Race	**1. To explore how toys have changed over time**, comparing toys from the past with toys today, and talk about what is the same and what is different. **2.** To talk about the life of a significant person – Lonnie Johnson. **3.** To explain what a Whitsun celebration is. Toys – Past and Present Link to Yr 6 DT project - Automatas Key person – Lonnie Johnson Historical concepts - Invention, Civilisation and Legacy Celebrations - Whitsun Link to Littleborough Brass Band Historical Concepts - Civilisation and Legacy	Block 1 (2 year cycle)
Year 1	**Great Fire of London** Lesson Objectives: 1. To compare past and present London 2. To explain how people live now is different to how people lived in 1666. 3. To order the events of the Great Fire of London 4. To explain how we know about the Great Fire of London 5. To explain how London changed after the Great Fire of London Key Vocabulary:	**Royal Family** Key Person -Elizabeth I and Elizabeth II Historical concept - Monarchy and rulers Learning Objectives: 1. What is a monarch? Do we know any famous monarchs? 2. To know King Charles is our current King and William is next in line 3. Who was the ruler before King Charles (Queen Elizabeth) 4. Look at The Royal Family Tree – make a family tree of our own. 5. Other famous monarchs in history. Who was the very first King or Queen? 6.To think about what makes a good King or Queen.	Local History Local history study – Visit to the Co-op Key Person – The Rochdale Pioneers Historical Concept - Trade, Invention, and Legacy 1. To know Rochdale is the place where we live (and how it has changed over time) 2. To recognise difference between Rochdale in the past and today. 3. To learn what life was like for people long ago in Rochdale. 4.To know who the Rochdale Pioneers were (and that they helped people shop fairly). 5. To understand that the Co-op was a new idea (an invention) (Design a fair shop poster) 6. To analyse sources which teach us about Rochdale and why it is a positive place to live. (What makes us proud to live in Rochdale).	

	Rebuilt, bakery, diary, 17th Century, St.Paul's Cathedral Key Person – Samuel Pepys Key Place - London	Key Vocabulary: Ruler, monarch, British, Royal, throne	Key Vocabulary: Past, present, pioneer, shop, change	
Year 2/3 Cycle 1	Then and Now Stone Age vs Now Focus - Living Memory) Historical concepts: Civilisation and Invention Lesson Objectives: To chronologically order periods of time from the Stone age period to now. To understand how stone age people lived and how it's different to now (focus on houses, shelter, settlements and Skara Brae) To understand how stone age people lived and how it's different to now (focus on food, animals and art). To understand how the world's climate has changed from Stone age to now. (focus on how it was very cold then and how the ice melted and how it became warmer now) To understand how the physical geography of England has changed from Stone age to now. (focus on forests, land and seas and rivers) Key Vocabulary: Skara Brae, mammoth, cave painting, Neolithic, settlement	Ancient Egypt and the pyramids Significant people – focus Key person - Cleopatra Link to Art – Painting and Textures Historical concepts - Civilization, Legacy and Invention **Lesson Objectives:** 1. To recognise when The Egyptians ruled on a timeline. 2. To understand that The Pharaoh was a ruler. . 3. To research Cleopatra and why she was so significant during The Egyptian Period. 4. To locate The River Nile and begin to understand its significance (why people chose to settle near it). (Paintings of River Nile) 5. To recognise some of the key Gods that The Egyptians worshipped. 6. Make a treasure tomb KEY VOCABULARY: Artefact, archaeologist, pharaoh, tomb, pyramid	Ancient Greece Significant events – focus Athens vs Sparta Link to Art – Sculpture – Clay Tiles Historical Concepts - Civilisation and Empires Ancient Greece: 1. To know that Ancient Greece existed in the past and place it on a timeline. 2. Identify where Greece is located 3. Recognise key aspects of daily life in Ancient Greece (homes, food, clothing) 4. To know The Greek Gods and their myths and why people believed in them 5. To discover what happened at the Ancient Olympic Games 6. To retell the battle between Athens and Sparta **Key Vocabulary:** Ancient, temple, Gods, Olympics, Myth	Block 2 (2 year cycle)

	Key Place – Britain, Skara Brae			
Year 2/3 Cycle 2	**The Romans** 1. To understand what an "empire" is and locate The Roman Empire. (why they invaded Britain). 2. To describe and investigate The Roman Army. (Roman soldiers. Legions) 3. To recognise who Julius Ceasar was and examine how Julius Caesar changed the way Rome was ruled. 4. To explain Roman Life and begin to compare to life today: **Daily Life & Leisure:** Explore Roman baths, games, and food (e.g. making edible Roman roads). 5. To trace how the Romans connected their empire using roads, focusing on the local evidence at Blackstone Edge. *(famous excavated **Roman Bath House** ruins are just up the road in **Ribchester** (part of the wider regional Roman military network connecting Lancashire and Greater Manchester).* 6. To evaluate the long-term impact of the Roman Empire on life in Britain today **Key Vocabulary: empire, emperor, legion, centurion, hypocaust**	**The Anglo- Saxons** 1. Understand who the Anglo-Saxons were and why they invaded Britain. 2. Explore how the Anglo-Saxons fought and defended themselves when invading. 3. Discover what an Anglo-Saxon village was like and how people lived. 4. Examine historical artifacts to figure out how rich Saxons lived. (Loan box) 5. Create art using natural tones and animal symbols inspired by prehistoric cave paintings and Saxon patterns. **6.** Share Anglo-Saxon stories and retell a legend **1. Invader**A person or group who enters another country by force to take over its land.**2. Settlement**A place where people build homes and create a new community to live in.**3. Artefact** An object made or used by people in the past that helps archaeologists learn history.**4. Shield Wall**A battle tactic where warriors overlap their shields together to form a solid wall of defense.**5. Prehistoric**The time in human history before people began writing down records or stories.	**The Vikings** Key Person – Leif Erikson 1. Understand who the Vikings were and why they invaded Britain. 2. Identify the key parts of a Viking longship and explain why its design made Vikings such fast, dangerous sea-farers. 3. Find out how Viking rulers governed parts of England. 4. Explore how Leif Erikson sailed across the Atlantic Ocean to discover North America. 5. Compare everyday life in a Viking home to how we live today. (Loan Box) 6. Retell a Viking saga and celebrate our historical learning. **1. Invasion:** When an army or group enters another country by force to take over land or goods.**2. Trade:** Buying, selling, or swapping goods (like furs, amber, or food) between different people or countries.**3. Monarch:** A royal ruler of a kingdom or country, such as a King or Queen.**4. Longship:** A long, narrow wooden boat with oars and a sail used by Vikings for raiding and exploring.**5. Explorer:** A person who travels to unknown places to discover new lands, people, or routes.	
Year 4/5 Cycle 1	Stone Age Historical concepts - Civilization, Invention and Legacy	Ancient Egypt Key Person - Tutankhamun Historical concepts - Monarchy and Rulers and Civilisation	Ancient Greece Focus – Democracy Key Person - Homer	Block 3(2 year cycle)

	Stone Age Lesson Objectives: To understand what humans needed for survival in the Stone Age. To understand what Skara Brae was and why it was important To compare how the Bronze Age was different to the Stone Age To understand what Stone Henge can tell us about the past To compare and contrast how the Iron Age was different to the Stone and Bronze Age. Key Vocabulary: Pre-historic, Neolithic, Paleolithic, Domestication, Nomadic Key Place – Skara Brae, Stone Henge	Learning Objectives: 1. Know when the Ancient Egyptians lived in relation to other periods studied 2. To recognise the use of hieroglyphics by The Egyptians and its impact. 3. To understand the process of mummification as a ritual for The Egyptians and their belief of an afterlife. 4. To understand the significance of the pharaohs and pyramids **(Pyramid of Giza)** 5. To know why **The River Nile** was so important for the Civilisation. Compare and contrast to other important landmarks in history (Stonehenge. Skara Brae) 6.To research the life and death of Tutankhamun (Howard Carter's discovery – link to diary entry) Key Vocabulary: Afterlife, mummification, canopic jar, papyrus, hieroglyph,	Historical concepts - Monarchy and Rulers and Civilisation **Ancient Greece** 1. To place Ancient Greece accurately on a historical timeline. 2. To explain how Ancient Greek city-states were organised (including Athens and Sparta). 3. To understand the idea of democracy and how decisions were made in Athens. 4. To research the life of Alexander The Great and why he was a significant historical figure. (Why was he great?) 5. To investigate Greek achievements. (philosophy, theatre, maths, architecture) 6. To compare aspects of Ancient Greek life with modern Britain. (What have The Greeks done for us?). **Key Vocabulary:** Democracy City-state Philosopher Citizen Civilization	
Year 4/5 Cycle 2	**The Romans** 1. To investigate how The Romans changed life in Britain. (The Rise of The Roman Empire). 2. To describe and compare daily life as a Roman. (Roman Towns, entertainment. Gladiators, food, clothing)	**Anglo-Saxons and Scots** Historical concepts - Invasion and Civilization 1. Identify who the Scots were, where they came from, and how Britain was divided into different kingdoms.	**Vikings** **(Trip to York?)** Key Person – Harold Hadrada Historical concepts - Invasion, Monarchy and Rulers, Legacy	

	3. To analyse the causes, events, and consequences of Boudica's rebellion against the Roman Empire. 4. To identify how Roman culture influenced British art and examine Roman mosaics as a historical source. 5. To explore Roman art and recognise its importance during Roman times. 6. To evaluate the enduring legacy of the Roman Empire on modern Britain. **Key Vocabulary: civilisation, legacy, resistance, Romanisation, Tesserae**	2. Compare Anglo-Saxon and Scot civilisations, focusing on how they built homes and organized their societies (Saxon Hall vs. Gaelic Crannog) 3. Analyze military tactics and battle reasons between Anglo-Saxons, Scots, and Picts (e.g., The Battle of Dun Nechtain / Nechtansmere). 4. Evaluate how law, justice, and leadership functioned in Anglo-Saxon and Scot societies. 5. Evaluate why King Alfred earned the title "The Great" and how he defended Anglo-Saxon England. 6. Assess how Anglo-Saxon and Scot civilisations unified into early forms of England and Scotland. (Kenneth MacAlpin & Alfred the Great) **1. Burh:** A fortified Anglo-Saxon town or fort built by King Alfred to protect local people from enemy attacks.**2. Danelaw:** The area in northern and eastern England ruled by the Vikings after King Alfred signed a peace treaty with them.**3. Monarch:** A royal ruler of a country, such as a King or a Queen.**4. Earthworks:** Large banks or walls made of piled soil and stone built around a settlement for defense.**5. Decree:** An official order or rule given by a King or leader that everyone in the land must follow.	1. To revise who The Vikings were and Critically evaluate common myths about the Vikings 2. Analyze archaeological evidence from Jorvik (York) to understand Viking trade, craft, and urban culture. 3. Investigate how Viking religious beliefs shifted from pagan mythology to Christianity and examine its physical legacy. 4. Evaluate the life, ambition, and military prowess of King Harald Hardrada. 5. Analyze the events of the Battle of Stamford Bridge and why it marked the end of the Viking Age. 6. Identify the permanent impact of the Vikings on modern British language, place names, and culture. **1. Raid:** A sudden, fast attack on a place to steal goods, food, or treasure.**2. Treaty:** A written agreement signed by two leaders to stop fighting and agree on peace or borders.**3. Conquer:** To take control of a town, country, or piece of land by force in battle.**4. Mercenary:** A soldier who gets paid money to fight for a foreign king or army.**5. Myth:** A famous belief or story that people think is true, but is actually made up or exaggerated.	
Year 6	Mayans Mayans Key Person - Rigoberta Menchú Link to Sculpture Clay – Mayan Tile Historical concepts - Civilization, Monarchy and Rulers and Trade Lesson Objectives:	WW2 Local history study – Gracie Fields Theatre Key person – Alan Turing and Nancy Wake Link to Computing – History of Computers Historical concepts - Invasion, Legacy and Invention Learning Objectives: 1. Understand how WW2 started and order key events chronologically	**Local History** **Rochdale over time (Trip to Town Hall?)** **Key person – John Ellis, Joseph A.Sladen, Edgar Wood** **Historical concepts - Legacy,Trade** 1. To place key events in Rochdale's history on a chronological timeline (Industrial Revolution, Victorian Era, modern Britain).	Block 4 (1 year cycle)

	1. To order periods of time chronologically from Mayan era to now. 2. To locate where the Maya live? (Look at countries) What did the Mayan people believe in? (discuss religion and Mayan Gods) How are the Mayan people different to people now (focus on diet, counting, art) What difficulties did the Mayan people face? (focus on wars, environmental changes and Rigoberta Menchú) Why is the Chichen Itza important and what does it tell us? **Key Vocabulary:** **Civilisation, Heiroglyphs, Astronomy, Codex, City-state** Key Place – Chichen Itza - Mexico Key Person - Rigoberta Menchú Link to Sculpture Clay – Mayan Tile	2. To compare what life was like during WW2 to now 3. To understand what propaganda was and its impact 4. To know what The Blitz was and why children had to be evacuated. 5. Know why air raid shelters were used. 6. Compare and contrast women in history: Gracie Fields and Nancy Wake **Key Vocabulary:** **Blitz, allies, axes, propaganda, frontline, Anderson Shelters**	2. To explain why Rochdale grew during the Industrial Revolution (including the roll of mills, canals and industry). 3. To analyse how everyday life in Rochdale changed over time. (Using historical sources: photos, maps, records). (Life in Victorian Rochdale) 4. To study the significance of a local historical figure (Edgar Wood/ John Ellis) and explain their impact on Rochdale. 5. To compare Rochdale in the past with Rochdale today, identifying continuity and change. 6. To evaluate different local historical sources and explain how historians learn about the past from evidence. **Key Vocabulary:** **Heritage, Industrial Revolution, Architecture, Significance, Evidence.**	