Nine Acres Primary School

Articulate, Passionate, Persuasive & Positively influencing the world around us.

Nine Acres Primary School History Curriculum

History INTENT:

At our school, we aim to inspire pupils to become curious, knowledgeable and reflective historians. Through the study of history, children will develop an understanding of Britain's past and the wider world, gaining a sense of how people, events and societies have shaped the world we live in today.

Our history curriculum is designed to ignite children's curiosity about the past and help them develop a chronological understanding of key periods, events and civilisations. Pupils will learn to ask and answer historical questions, analyse a range of evidence and understand that interpretations of the past can differ.

We intend for children to develop a strong sense of identity and belonging by exploring the experiences of diverse people and communities throughout history. Through engaging and meaningful learning experiences, pupils will gain respect for different cultures, appreciate the achievements and challenges of past societies, and understand how the past influences the present.

By the time they leave our school, children will have acquired the knowledge, vocabulary and disciplinary skills needed to think critically, communicate effectively and approach the world with curiosity, empathy and an informed understanding of history.



Nine Acres Primary School – Curriculum Overview: History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What is my own life history? What is my family's history?		How has transport changed?	How has the way we communicate changed?		How have holidays changed?
Year 1	**Kings, Queens and Castles** Where did kings and queens live through time?		**Toys** How have toys changed over the last 50 years? (6)		**The Great Fire of London** How did the Great Fire change London?	**Local:** Prehistoric history on the IOW (Dinosaurs)
Year 2	**Technology** How has technology changed over the last 50 years?				**Healthcare** How did Florence Nightingale and Edith Cavell help to improve hospitals?	**Local:** Carisbrooke Castle
Year 3	**Stone age to Iron Age** How did daily life change in Britain from the Stone Age to the Iron Age?				**Ancient Egyptians** What were the greatest achievements of Ancient Egypt?	
Year 4	**Ancient Greece** What were the greatest achievements of the Ancient Greeks?				**The Romans** How did the Roman Empire impact Britain?	
Year 5	**Anglo - Saxons and Vikings** How did England change during the settlement of the Anglo-Saxons?	**The Ancient Maya** What differences were there between the Maya Civilisation and England during the 10th and 11th Centuries?				
Year 6	**WW2 + Windrush** How was my region affected by World War 2?	**Crime and punishment** How has crime and punishment changed in Britain through time?				

Nine Acres Primary School – Vocabulary Progression EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**All About Me** What is my own life history? What is my family's history? time, changes, yesterday, today, tomorrow, week, month, year, order		**Around the World** How has transport changed? time, changes, first, next, then, before, after, history, vehicles	**Superheroes** How has the way we communicate changed? time, changes, first, next, then, before, after		**Island Life** How have holidays changed? time, changes, before, after, now, today,

Medium Term Plan – EYFS Autumn 1 All About Me

- Introduce routines: visual timetable, reminders of structure throughout the day.
- Discuss human life cycle, growth, and how they have changed already.
- Sharing "All About Me" scrapbook gives sense of own life story
- What is my own life history? What is my family's history?
- What do they want to be when they grow up – show an interest in different occupations
- Look at pictures of Nine Acres in the past. Discuss what has changed.
- Visit from a grandparent to talk about their childhoods.
- Children to make comparisons.
- Homes in the past and how they have changed.

Medium Term Plan – EYFS Spring 1 Around the World

- **Comment on images of historical vehicles. How has transport changed?**

- **Explore Ernest Shackleton expedition**

Medium Term Plan – EYFS Spring 2 Superheroes

- **When sending an email to the superheroes, discuss change in technology.**
- **What could people have done to communicate before?**
- **Show examples if needed. How has the way we communicate changed?**

Medium Term Plan – EYFS Summer 2 Island Life

- **Look at seaside holidays in the past and compare how they were different.**
- **Look at what people wore on the beach 100 years ago. How have holidays changed?**
- **To discuss and reflect upon the change in their personal lives since their time in EYFS as preparation for their move to Year 1.**



Nine Acres Primary School – Vocabulary Progression Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Where did kings and queens live through time?** king, queen, reign, monarch, coronation, moat, drawbridge, battlements, attack, defend, protect, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Elizabeth II, sceptre, regal, Battle of Hastings, William the Conqueror, chronology		**How have toys changed over the last 50 years?** purpose, development, materials, change, continuity, similarities, differences. chronology		**How did the Great Fire change London?** Lord Mayor, fire hook, diary, Samuel Pepys, Christopher Wren, St Paul's Cathedral, history, historian, significant, before, after, past, present, chronology	**Prehistoric history on the IOW (**Dinosaurs) history, historian, archaeologist, significant

Nine Acres Primary School

Articulate, Passionate, Persuasive & Positively influencing the world around us.

Medium Term Plan – Year 1 Autumn 1

Where did kings and queens live through time?					
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**
Key question: How can we find out about the past?	**Key question:** Why did monarchs build castles?	**Key question:** Who were the kings and queens of the past?	**Key question:** Who was Queen Victoria, and where did she live?	**Key question:** Who was the first Queen Elizabeth?	**Key question:** Why do we remember King William I?
Historical Skill: Evidence and Interpretation	**Historical Skill:** Cause and Consequence	**Historical Skill:** Chronology	**Historical Skill:** Evidence and Interpretation	**Historical Skill:** Similarity and Difference	**Historical Skill:** Historical Significance
Substantive concepts to build on: Monarchy	**Substantive concepts to build on:** Empire, Monarchy	**Substantive concepts to build on:** Monarchy	**Substantive concepts to build on:** Monarchy, Empire	**Substantive concepts to build on:** Monarchy	**Substantive concepts to build on:** Monarchy, Empire

Nine Acres Primary School

Articulate, Passionate, Persuasive & Positively influencing the world around us.

Medium Term Plan – Year 1 Spring 1

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Key question: How can we find out about the past?	**Key question:** What are our toys like now?	**Key question:** What was my favourite toy when I was a baby?	**Key question:** What were our parents toys like and how do we know?	**Key question:** What were our grandparents toys like and how do we know?	**Key question:** **Final Response** - How have children's toys changed since our grandparents were little?
Learning objective: Evidence and Interpretation	**Learning objective:** Historical Significance	**Learning objective:** Change and continuity	**Learning objective:** Chronology	**Learning objective:** Chronology	**Learning objective:** Similarity and difference
Substantive concepts to build on: trade, industry	**Substantive concepts to build on:** trade, civilisation	**Substantive concepts to build on:** trade, civilization, industry	**Substantive concepts to build on:** trade, civilization, industry	**Success criteria:** civilization, industry	**Success criteria:** civilization, industry

Nine Acres Primary School

Articulate, Passionate, Persuasive & Positively influencing the world around us.

Medium Term Plan – Year 1 Summer 1

What happened to London during the fire of 1666?

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Key question: What was London like in 1666?	**Key question:** What happened on 2nd September 1666?	**Key question:** How did the fire spread, and how do we know?	**Key question:** What was left of London?	**Key question:** How was London rebuilt?	**Key question:** How did the fire impact the future?
Historical Skill: Evidence and Interpretation	**Historical Skill:** Cause and Consequence	**Historical Skill:** Historical Significance	**Historical Skill:** Evidence and Interpretation	**Historical Skill:** Similarity & Difference	**Historical Skill:** Chronology & Historical Significance
Substantive concepts build on: Civilisation	**Substantive concepts build on:** Civilisation	**Substantive concepts build on:** Civilisation and Monarchy	**Substantive concepts build on:** Civilisation and Monarchy	**Substantive concepts build on:** Civilisation and Monarchy	**Substantive concepts build on:** Civilisation and Monarchy

Medium Term Plan – Year 1 Summer 2

Prehistoric history on the IOW (Dinosaurs)

1.) How do we know that dinosaurs lived on the IoW?	2.) Who was Mary Anning and what was she significant?	3.) Where were dinosaur remains found on the IoW and how did it impact the island?
Historical skill: Evidence and interpretation	Historical skill: Significance	Historical skill: Significance
Substantive concepts to build on: evidence, change, chronology	Substantive concepts to build on: evidence, change, cause and consequence	Substantive concepts to build on: evidence, change, cause and consequence

Nine Acres Primary School – Vocabulary Progression Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	**How has technology changed over the last 50 years?** Technology, electric/electricity, online, gaming, internet, interactive, change, continuity, similarities, differences history, historian, archaeologist, significant, before, after, past, present, chronology				**How did Florence Nightingale and Edith Cavell help to improve hospitals?** history, historian, significant, before, after, past, present, chronology	**<u>Local:</u>** **Carisbrooke Castle** history, historian, significant, before, chronology

Medium Term Plan – Year 2 Autumn 1

How has technology changed our lives over the last 60 years?

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Key question:	**Key question:**	**Key question:**	**Key question:**	**Key question:**
How can we find out about the past?	How has technology changed how we write?	How has technology changed how we talk?	How has technology changed the way we are entertained?	Who are the important inventors in the history of technology?
Historical Skill: Evidence and Interpretation	**Historical Skill:** Historical Significance	**Historical Skill:** Change and Continuity	**Historical Skill:** Chronology	**Historical Skill:** Cause and Consequence
Substantive concepts build on: trade, industry	**Substantive concepts build on:** trade	**Substantive concepts build on:** trade, industry	**Substantive concepts build on:** trade, industry	**Substantive concepts build on:** industry

Nine Acres Primary School

Articulate, Passionate, Persuasive & Positively influencing the world around us.

Medium Term Plan – Year 2 Summer 1

How did Florence Nightingale and Edith Cavell help to improve hospitals?					
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**
Key question: How can we find out about the past?	**Key question:** Who was Florence Nightingale, and why was she important?	**Key question:** Who was Edith Cavell, and why was she important?	**Key question:** When did Florence and Edith become significant?	**Key question:** Why did Florence and Edith act the way they did?	**Key question:** How has the past been represented?
Historical Skill: Evidence and Interpretation	**Historical Skill:** Historical Significance	**Historical Skill:** Historical Significance	**Historical Skill:** Chronology	**Historical Skill:** Cause and Consequence	**Historical Skill:** Similarity and Difference
Substantive concepts to build on: Industry	**Substantive concepts to build on:** Industry, Empire	**Substantive concepts to build on:** Industry, Empire	**Substantive concepts to build on:** Industry	**Substantive concepts to build on:** Industry	**Substantive concepts to build on:** Industry

Medium Term Plan – Year 2 Summer 2

Carisbrooke Castle

1.) What are the main events in the history of Carisbrooke Castle?	2.) How has Carisbrooke Castle changed over the centuries?	3.) What were the parts and functions of the castle and what is the castle used for today?
Historical skill: Chronology	Historical skill: Change and continuity	Historical skill: Significance
Substantive concepts to build on: evidence, chronology	Substantive concepts to build on: evidence, change	Substantive concepts to build on: evidence, change, cause and consequence

Nine Acres Primary School – Vocabulary Progression Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**How did daily life change in Britain from the Stone Age to the Iron Age?** archaeologist, historian, artefacts, continuity, change, significant, chronology, agriculture, alloy, beaker, burial, construct, ditch, domestication, excavation, granary, migrate, mine, ore, palisade, preserve, remains, settlement				**What were the greatest achievements of Ancient Egypt?** bronze, chamber, chariot, Egyptologist, empire, era, expand, hieroglyphs, invade, monarchy, navy, obelisk, polytheistic, prepare, preserve, pyramid, scribe, temple, trade	

Medium Term Plan – Year 3 Autumn 1

How did daily life change in Britain from the Stone Age to the Iron Age?

1. Chronology of pre-history	2.) What was life like in the Palaeolithic era?	3.) What was life like in the Mesolithic era and how did it change from the Palaeolithic?	4.) What was life like in the Neolithic era and how did it change from the Mesolithic?	5.) Who were the beaker people and why were they significant?	6.) What was life like in the Bronze age and how does it compare to the Mesolithic?	7.) How did the Bronze age move into the Iron age?
Historical skill: Chronology, evidence and interpretation	Historical skill: evidence and interpretation	Historical skill: evidence and interpretation, change and continuity, similarities and differences	Historical skill: evidence and interpretation, change and continuity, similarities and differences	Historical skill: evidence and interpretation, significance	Historical skill: evidence and interpretation, change and continuity, similarities and differences	Historical skill: evidence and interpretation, change and continuity, similarities and differences
Substantive concepts to build on: • Migration • Settlement • Trade • Civilisation	Substantive concepts to build on: • Settlement • Trade • Civilisation	Substantive concepts to build on: • Migration • Settlement • Trade • Civilisation	Substantive concepts to build on: • Migration • Settlement • Trade • Civilisation	Substantive concepts to build on: • Migration • Settlement • Trade • Civilisation	Substantive concepts to build on: • Migration • Settlement • Trade • Civilisation	Substantive concepts to build on: • Migration • Settlement • Trade • Civilisation

Medium Term Plan – Year 3 Summer

What were the greatest achievements of Ancient Egypt?

How did Early Egypt begin and what was it like there?			How did Ancient Egypt change during the Old Kingdom?			What changes took place from the Old Kingdom up to the end of the Egyptian Empire?			
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**	**Lesson 7**	**Lesson 8**	**Lesson 9**	**Lesson 10**
Key Question: What is the chronology of Ancient Egypt?	**Key Question:** What was life like in early Egypt?	**Key Question:** Did the Ancient Egyptians write anything down?	**Key Question:** Who were the Egyptian gods?	**Key Question:** What did the Ancient Egyptians believe about the afterlife?	**Key Question:** How were the pyramids built?	**Key Question:** What were the consequences of invasion on the Old Kingdom of Ancient Egypt?	**Key Question:** What were the successes of the New Kingdom?	**Key Question:** Who was Ramses II?	**Key Question:** How did the Egyptian Empire end?
Historical Skill: Chronology	**Historical Skill:** Evidence and Interpretation	**Historical Skill:** Evidence and Interpretation	**Historical Skill:** Historical significance	**Historical Skill:** Cause and consequence	**Historical Skill:** Evidence and Interpretation	**Historical Skill:** Cause and consequence	**Historical Skill:** Similarity and difference	**Historical Skill:** Historical significance	**Historical Skill:** Cause and consequence
Substantive concepts build on: civilisation, trade and settlement			**Substantive concepts build on:** civilisation, trade, settlement and empire			**Substantive concepts build on:** civilisation, trade, settlement, empire, monarchy and rebellion			

Nine Acres Primary School – Vocabulary Progression Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	**What were the greatest achievements of the Ancient Greeks?** civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious				**How did the Roman Empire impact Britain?** conquer, defences, emperor, empire, fleet, fort, governor, infantry, kingdom, legion, military alliance, occupation, outnumber, peninsula, pillage, revolt, settlement, tactic	

Medium Term Plan – Year 4 Autumn 1

1.) What can excavations tell us about early Greece?	2.) Who were the Minoans and Myceneans?	3.) What was life like in Athens and Sparta?	4.) How did the city-states overcome the Persian invasion?	5.) How did King Philip II grow the Macedon Empire?	6.) Who was Alexander the Great and what made him a significant leader?
Historical skill: Chronology, evidence and interpretation	Historical skill: evidence and interpretation	Historical skill: similarities and differences	Historical skill: cause and consequence	Historical skill: chronology	Historical skill: significance
Substantive concepts to build on: • Settlement • Trade • Civilisation	Substantive concepts to build on: • Settlement • Trade • Civilisation	Substantive concepts to build on: • Settlement • Trade • Civilisation	Substantive concepts to build on: • Empire • Monarchy	Substantive concepts to build on: • Empire • Monarchy	Substantive concepts to build on: • Empire • Monarchy

Nine Acres Primary School

Articulate, Passionate, Persuasive & Positively influencing the world around us.

Medium Term Plan – Year 4 Summer 1

How did the Roman Empire impact Britain?

How did early Rome grow to become the Roman Empire?			How did the Britons resist occupation?			How did the Roman Empire maintain control over Britain?		What was Roman life like in all nine regions of England?
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**	**Lesson 7**	**Lesson 8**	**Lesson 9**
Key question: What do we know about early Rome and how do we know this?	**Key question:** Who was in charge of the Roman Empire?	**Key question:** How powerful was the Roman army?	**Key question:** What events led up to Emperor Claudius invading Britain?	**Key question:** How did the Roman settlements compare to the Celtic villages?	**Key question:** Who was Boudicca and why did she take revenge on the Romans?	**Key question:** How did the Romans protect their land and how do we know this?	**Key question:** What happened in the final years of the Roman Empire?	**Key question:** What was life like in the different regions of England during the Roman era?
Historical Skill: Evidence and Interpretation	**Historical Skill:** Chronology	**Historical Skill:** Historical Significance	**Historical Skill:** Chronology	**Historical Skill:** Similarity and Difference	**Historical Skill:** Cause and Consequence	**Historical Skill:** Evidence and Interpretation	**Historical Skill:** Change and Continuity	**Historical Skill:** Evidence and Interpretation
Substantive concepts build on: civilisation, settlement, empire, monarchy			**Substantive concepts build on:** civilisation, trade, settlement, rebellion			**Substantive concepts build on:** civilisation, settlement, empire, monarchy		

Nine Acres Primary School – Vocabulary Progression Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	**How did England change during the settlement of the Anglo-Saxons?** aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, migration, monk, native, pagan, pillage, priory, raid, rebellion, rebel, Scandinavia, settlement, status, tribe	**What differences were there between the Maya Civilisation and England during the 10th and 11th Centuries?** historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajaw, comparing, kingdom, abandoned, obsidian, annexe, hostile, invade, trade, port				

Nine Acres Primary School

Articulate, Passionate, Persuasive & Positively influencing the world around us.

Medium Term Plan – Year 5 Autumn 1

What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century?

How did the Maya rule in the Classic period?				How was the Maya region like England leading up to the 10th century?			How do the shifting powers compare between the Maya region and Anglo-Saxon England?	
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**	**Lesson 7**	**Lesson 8**	**Lesson 9**
Key question: Where and when did the Maya live?	**Key question:** What made the Maya civilisation so successful?	**Key question:** How do we know about the Maya?	**Key question:** How were the Maya ruled?	**Key question:** How was Anglo-Saxon England ruled?	**Key question:** What do we know about the Maya City States and the Anglo-Saxon Kingdoms?	**Key question:** How do the leaders of the Maya and the Anglo-Saxons compare?	**Key question:** How did the abandonment of the Southern Maya lowlands help the Northern city-states to thrive?	**Key question:** Who was involved in the struggle for power in England from the 8th to the 10th century?
Historical Skill: Chronology	**Historical Skill:** Historical Significance	**Historical Skill:** Evidence and Interpretation	**Historical Skill:** Similarity and Difference	**Historical Skill:** Historical Significance	**Historical Skill:** Evidence and Interpretation	**Historical Skill:** Similarity and Difference	**Historical Skill:** Historical Significance	**Historical Skill:** Cause and Consequence
Substantive concepts build on: civilisation, settlement, empire				**Substantive concepts build on:** empire, monarchy			**Substantive concepts build on:** civilisation, trade, settlement, empire	
Cumulative Quiz: Q1 – Q4	**Cumulative Quiz:** Q5 – Q7	**Cumulative Quiz:** Q8 – Q10	**Cumulative Quiz:** Q11 – Q13	**Cumulative Quiz:** Q14 – Q16	**Cumulative Quiz:** Q17 – Q19	**Cumulative Quiz:** Q20 – Q22	**Cumulative Quiz:** Q23 – Q25	**Cumulative Quiz:** Q26 – Q28

Nine Acres Primary School

Articulate, Passionate, Persuasive & Positively influencing the world around us.

Medium Term Plan – Year 5 Autumn 2

What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century?

How did the Maya rule in the Classic period?				How was the Maya region like England leading up to the 10th century?			How do the shifting powers compare between the Maya region and Anglo-Saxon England?	
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**	**Lesson 7**	**Lesson 8**	**Lesson 9**
Key question: Where and when did the Maya live?	**Key question:** What made the Maya civilisation so successful?	**Key question:** How do we know about the Maya?	**Key question:** How were the Maya ruled?	**Key question:** How was Anglo-Saxon England ruled?	**Key question:** What do we know about the Maya City States and the Anglo-Saxon Kingdoms?	**Key question:** How do the leaders of the Maya and the Anglo-Saxons compare?	**Key question:** How did the abandonment of the Southern Maya lowlands help the Northern city-states to thrive?	**Key question:** Who was involved in the struggle for power in England from the 8th to the 10th century?
Historical Skill: Chronology	**Historical Skill:** Historical Significance	**Historical Skill:** Evidence and Interpretation	**Historical Skill:** Similarity and Difference	**Historical Skill:** Historical Significance	**Historical Skill:** Evidence and Interpretation	**Historical Skill:** Similarity and Difference	**Historical Skill:** Historical Significance	**Historical Skill:** Cause and Consequence
Substantive concepts build on: civilisation, settlement, empire				**Substantive concepts build on:** empire, monarchy			**Substantive concepts build on:** civilisation, trade, settlement, empire	
Cumulative Quiz: Q1 – Q4	**Cumulative Quiz:** Q5 – Q7	**Cumulative Quiz:** Q8 – Q10	**Cumulative Quiz:** Q11 – Q13	**Cumulative Quiz:** Q14 – Q16	**Cumulative Quiz:** Q17 – Q19	**Cumulative Quiz:** Q20 – Q22	**Cumulative Quiz:** Q23 – Q25	**Cumulative Quiz:** Q26 – Q28

Nine Acres Primary School

Articulate, Passionate, Persuasive & Positively influencing the world around us.

Nine Acres Primary School – Vocabulary Progression Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	**How was my region affected by World War 2?** republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, Nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilisation, squadron	**How has crime and punishment changed in Britain through time?** crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation				

Medium Term Plan – Year 6 Autumn 1

1. How did the Second World War begin?	2.) How did Britain react to the outbreak of WW2?	3.) How were the lives of civilians changed during WW2?	4.) How did Britain's Home Front cope when under attack +RAF and its role	5.) How did the Second World War impact the Isle of Wight?	6.) What major victories led to Britain winning the war?
Historical skill: chronology, cause and consequence, evidence and interpretation	Historical skill: evidence and interpretation	Historical skill: change and continuity	Historical skill: similarities and differences	Historical skill: evidence and interpretation	Historical skill: significance
Substantive concepts to build on: • Power • Empire • Monarchy • Civilisation • Conflict and disaster	Substantive concepts to build on: • Power • Empire • Monarchy • Conflict and disaster	Substantive concepts to build on: • Power • Empire • Monarchy • Conflict and disaster	Substantive concepts to build on: • Power • Empire • Monarchy • Conflict and disaster	Substantive concepts to build on: • Power • Empire • Monarchy • Civilisation Conflict and disaster	Substantive concepts to build on: • Power • Empire • Monarchy • Civilisation Conflict and disaster

Medium Term Plan – Year 6 Autumn 2

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Key Question: What is crime and punishment?	**Key Question:** What was crime and punishment like in Roman Britain?	**Key Question:** What was crime and punishment like in the Anglo-Saxon period?	**Key Question:** What was crime and punishment like in the Tudor period?	**Key Question:** What was crime and punishment like in the Stuart period?	**Key Question:** What was crime and punishment like in the Victorian period?	**Key Question:** How did the police force develop through the 20th century?	**Key Question:** What are crime and punishment like today compared with the past?
Historical Skill: Chronology	**Historical Skill:** Historical significance	**Historical Skill:** Evidence and Interpretation	**Historical Skill:** Change and continuity	**Historical Skill:** Evidence and Interpretation	**Historical Skill:** Evidence and Interpretation	**Historical Skill:** Change and continuity	**Historical Skill:** Similarity and difference
Substantive concepts build on: empire, monarchy, rebellion			**Substantive concepts build on:** empire, monarchy, rebellion, civilisation			**Substantive concepts build on:** empire, monarchy, rebellion, civilisation	