

PICKHURST ACADEMY

HISTORY MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

INTENT

Rising Stars History provides a history curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century. Its emphasis is not just on historical knowledge but also skills and concepts. It has the same challenging academic ambitions for all pupils. They all work from a shared starting point to answer the same key questions. The content provides pupils with a clear understanding of how people lived in the past and what they believed to be important. Within the units there are recurring themes such as settlement, migration and religion which builds a stronger web of knowledge to ensure it sticks. Engaging with challenging themes will enable pupils to connect with what is happening in the world around them. It will enable them to engage in debate about what is happening today and use the past to inform those opinions. Over the course of the scheme, pupils will develop an understanding of how we know about the past through a range of sources of evidence and with increasing confidence will consider their utility and reliability. Following the scheme will ensure pupils benefit from a curriculum that enriches their lives and broadens their cultural experiences. This will lead to a better understanding of culture and heritage and a desire to engage further with these areas.

Year 3

Term

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Autumn 1	Introduction to the Stone Age To identify what is important to know about the Stone Age.	Stone Age To define the Stone Age and its different periods.	Stone Age To use sources to identify distinctive features of two time periods.	Stone Age To explore the meaning of cave paintings during the Mesolithic period.	Stone Age To know about life in Neolithic times from investigating historical and archaeological sources.	Stone Age Big Finish To explain the extent of change and the level of progress during the Stone Age. (TV news report)
Spring 1	Bronze Age – Iron Age To discuss ideas on what makes an Age impressive.	Bronze Age – Iron Age To understand the importance of the improvements made by using bronze.	Bronze Age – Iron Age To use sources in order to find out more about Bronze Age life.	Bronze Age – Iron Age To reach a conclusion about the scale of the achievements made in the Iron Age.	Bronze Age – Iron Age To make a comparison between home life in the Bronze Age and the Iron Age.	Big Finish/Bronze/Iron Ages Day To reach an overall judgement comparing the bronze age to the iron age.
Summer 1	Local History To understand what makes a building special.	Local History To understand that there are diverse range of reasons why buildings are listed.	Local History To reach a decision on whether a building is worth saving.	Local History To plan a campaign for an 'at risk' building.	Local History To produce a campaign for an 'at risk' building.	Local History Big Finish To produce a creative response to our campaign buildings.

Year 4

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Ancient Egyptians - How much did the Ancient Egyptians achieve? To identify reasons why the Ancient Egyptians are considered a successful civilisation.	Ancient Egyptians - How much did the Ancient Egyptians achieve? To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life.	Ancient Egyptians - How much did the Ancient Egyptians achieve? To understand how different groups of people contributed to Ancient Egyptian achievements.	Ancient Egyptians - How much did the Ancient Egyptians achieve? To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids.	Ancient Egyptians - How much did the Ancient Egyptians achieve? To understand Ancient Egyptians beliefs about creation and the afterlife.	Ancient Egyptians - How much did the Ancient Egyptians achieve? To be able to identify the most important achievements of the Ancient Egyptians.
Spring 1	Roman Britain – What happened when the Romans came to Britain? To understand the reasons why the Romans wanted to invade and settle in	Roman Britain – What happened when the Romans came to Britain? To understand why the Romans were able to defeat the Celts.	Roman Britain – What happened when the Romans came to Britain? To be able to reach a valid conclusion about the life of a Roman soldier on	Roman Britain – What happened when the Romans came to Britain? To be able to reach a valid conclusion on whether Roman roads were a	Roman Britain – What happened when the Romans came to Britain? To use evidence to decide which of the Roman developments has	Roman Britain – What happened when the Romans came to Britain? To use evidence to re-enact experiences in the Roman army.

	Britain.		Hadrian's Wall.	positive development.	the greatest significance today.	
Summer 1	Crime and Punishment – How has Crime and Punishment changed over time? To understand how and why laws and punishments change over time.	Crime and Punishment – How has Crime and Punishment changed over time? To explain how attitudes towards crime have changed over time.	Crime and Punishment – How has Crime and Punishment changed over time? To understand how and why the police force has changed over time.	Crime and Punishment – How has Crime and Punishment changed over time? To understand that views on what is a punishment have changed over time.	Crime and Punishment – How has Crime and Punishment changed over time? To understand how and why attitudes towards the suffragettes have changed over time.	Crime and Punishment – How has Crime and Punishment changed over time? To share our knowledge about the changes in Crime and Punishment.
Year 5						
Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	The Anglo- Saxons To know who the Anglo-Saxons were, and why and when they chose to settle in England.	The Anglo- Saxons To discover how the Anglo-Saxons lived using archaeological evidence.	The Anglo- Saxons To explain why the Staffordshire Hoard was so significant.	The Anglo- Saxons To know about some of the key documents related to Anglo-Saxon times and their limitations.	The Anglo- Saxons To produce a valid argument about whether this period deserves to be called a 'Dark Age'.	The Anglo- Saxons To understand what can be discovered about the past from archaeological remains.
Spring 1	The Vikings To understand why there are differing accounts of what happened during the raid on Lindisfarne.	The Vikings To understand what the way of life was like for the Vikings in their homeland, and reach valid conclusions about why they wanted to leave.	The Vikings To know when, where and why the Vikings settled in Britain.	The Vikings To present a valid argument for whether King Alfred deserved the title 'Great'.	The Vikings To know what evidence we have about the Vikings, and to evaluate the quality of the evidence.	The Vikings To create a Viking saga reflecting what you know about the Vikings.
Summer 1	Journeys To know and understand why people undertake journeys.	Journeys To know and understand why Walter Raleigh and others made voyages of exploration in Tudor times.	Journeys To know and understand why the Irish 3rd class passengers travelled on the <i>Titanic</i>.	Journeys To know and understand why the Kindertransport took place.	Journeys To know and understand why people travelled on the <i>Empire Windrush</i>.	Journeys To know and understand why refugees risk their lives making journeys today.
Year 6						

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Maya Civilisation To use evidence to reach conclusions about the lives of the Maya in the past and the present.	Maya Civilisation To reach conclusions about the Maya by investigating their ancient cities, and to understand why the cities remained hidden for so long.	Maya Civilisation To know and understand why religion was important to the Maya.	Maya Civilisation To investigate Maya technology and culture. and reach a conclusion on how advanced Maya society was.	Maya Civilisation To be able to provide valid reasons why the Maya disappeared around 900 AD.	Maya Civilisation To reach a conclusion about whether the Maya are a significant society and should be remembered.
Spring 1	The Ancient Greeks To know the location and time period of Ancient Greece, and draw comparisons with other civilisations and present day	The Ancient Greeks To compare the lives led by the Spartans and the Athenians	The Ancient Greeks To understand the importance of the Olympic Games to the Ancient Greeks and to make a valid comparison with the modern Games	The Ancient Greeks To be able to find about aspects of Ancient Greek culture from a range of sources	The Ancient Greeks To understand the importance of religion and the gods to the Ancient Greek people	The Ancient Greeks To communicate my knowledge and understanding of the legacy of the Greeks
Summer 1	The Impact of War To use war memorials and war graves to reach decisions about the impact of the World Wars on our locality.	The Impact of War To use evidence to show how both the First and Second World War had an impact on the lives of the children in our locality	The Impact of War To know and understand how the World Wars impacted daily life	The Impact of War To be able to explain if it was more dangerous to live in our locality in the First or Second World War	The Impact of War To design a memorial that reflects the contribution made by people in the locality in both World Wars	The Impact of War To collect and present all our knowledge about the locality in wartime in an engaging and informative way