



Evercreech CofE Primary School

History Medium-Term Plan – Autumn

Unit of Work: To explain why the Second World War was a significant point in British history.

NC objective: Study a significant turning point in British history (the Battle of Britain) 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

Week	Learning Objectives	Resources
1	To understand what was Britain like in the 1930s. To understand when did World War 2 started and why.	
2	To learn about bombing raids on Britain (Blitz) To understand how people protected themselves.	Air raid sound (bbc schools Radio) Pictures of shelters Anderson and Morrison shelter images
3	To understand the need for evacuation To find out the experiences and feelings of evacuees from a wide range of sources	Pictures of evacuees Extracts from fiction books about evacuation (i.e. Goodnight Mr Tom, Letters from the Lighthouse Keeper etc.) Evacuation / Evacuee / Fiction / Non-fiction / Empathise
4	To understand the effect of war on everyday life To learn what rationing was and how it worked	Ration book Example of rations for the week BBC website showing rations and peoples views Rationing / Home Front
5	To understand the war affected children in different countries in different ways To learn who Anne Frank was and why she is famous	Anne Frank's Diary DVD of Anne Frank Extracts from the diary Websites about Anne Frank Concentration camp Jewish Annex

6	<p>To learn about the end of WW2</p> <p>To learn about how people celebrated the end of the war to make connections between WW2 and today (the UN)</p>	<p>Charter from United Nations</p> <p>Pictures from VE Day</p> <p>Agreement United Nations (UN) / NATO</p>
Trips and Enrichment	<p>November – Nothe Fort Trip / WWII Day.</p> <p>WWII – Rationing Cooking.</p> <p>SWH WWII resources and artefacts throughout autumn term.</p> <p>Fleet Air Arm trip</p>	



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History Medium-Term Plan – Spring

Unit of Work: Who were the Maya?

NC objective: Study a non-European society that provides contrasts with British history (circa AD 700-1000). Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. 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

Week	Learning Objectives	Resources
1	<p>To discover and explain who the Maya people were and when and where in the world they lived.</p> <p>[Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the Maya civilisation and understanding who they were and when and where they lived]</p>	<p>iPads</p> <p>Maya Intro PPT</p> <p>Timeline of previous areas studied (inc KS1)</p> <p>(Victorians, Tudors, WW2, WW1, Romans, Saxons, Vikings, Ancient Egypt, Ancient Greece, Maya)</p>
2	<p>To identify and use a range of evidence sources to help me understand more about the Maya civilisation.</p> <p>[Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by identifying and using sources of evidence to learn about the</p>	<p>Copan photographs, images produced via lithography and Youtube video of Camera Lucia.</p> <p>Frederick Calderwood</p> <p>Over time, some have come to criticize Catherwood's depictions as overly romanticized, disapproving of his decision to sometimes reposition items, objects and figures in his compositions for aesthetic purposes. No doubt, however, has been cast on the accuracy of his</p>

	<p>Maya cities and some of the people who explored and documented them]</p>	<p>portrayal of the buildings and pyramids, which have even been used in modern times by Mayanists in order to accurately restore the sites to their former glory. https://theculturetrip.com/central-america/articles/frederick-catherwood-drawing-life-into-maya-ruins/ John Lloyd Stephens https://www.ancient.eu/article/419/early-explorers-of-the-maya-civilization-john-lloyd/</p>
<p>3</p>	<p>To understand how the Maya number system works and explain what the Mayan writing system consists of, how words are constructed and what codices are.</p> <p>[Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how the Maya invented and used their calendars and number system]</p> <p>[Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system]</p>	
<p>4</p>	<p>To compare the achievements of the Maya and the Anglo-Saxons.</p> <p>[Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study]</p> <p>[Undertake an in-depth study of a non-European society that provides contrasts with British history - The Ancient Maya]</p>	
<p>5</p>	<p>To compare the Norman and Spanish invasions of Anglo-Saxon and Maya land.</p> <p>[Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance]</p> <p>[Undertake an in-depth study of a non-European society that provides contrasts with British history - The Ancient Maya]</p>	

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Trips and Enrichment	Mayan masks and artefacts	



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History Medium-Term Plan – Summer

Unit of Work: Who changed the world?

NC objective:

Week	Learning Objectives	Resources
1	To gain an understanding of key historical figures and later historical/contemporary counterparts	'People' Ppt – Gives a general overview of all figures that chn can further study in wks 2+3
2	To explain why X and Y were significant historical figures and describe their legacy	<p>iPads and R4L boxes to provide a range of sources.</p> <p>Potential candidates include:</p> <p>Elizabeth I and Elizabeth II, Christopher Columbus and Tim Peake, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell, WW2 Leaders and a contemporary Prime Minister, Charles Darwin and Professor Stephen Hawking</p>

3	Continued research (as week 2)	
4	Continued research (as week 3) and a final presentation including citations of sources and potential alternative interpretations	
5		
6		
Trips and Enrichment		