



# St Mark's C of E Primary School: Medium Term Planning

## History: Cycle B Autumn Term

### KS1

**Unit Focus:** Houses and Homes

**Rationale:** Children have learned about their local area within Reception (and Year 1 for those children in Year 2). This unit will build on children's knowledge of the area and distinguish between older and newer homes. This will then be developed through the year with links to buildings in the Great Fire of London and Castles as homes.

**NC Objectives:** Changes within living History

### BIG QUESTION – How have homes changed in the past 150 years?

	<b>Learning Objective</b> What is being learned rather than what is being done	<b>Resources</b> Any links to resources.	<b>End-point knowledge</b> What knowledge should children have gained by the end of the lesson? This will be the focus of retrieval activities and monitoring.
1	<b>LO: To know where we live and why it is called the Black Country</b>	OS maps, Google maps, KSmith has the OS Maps Also on Teams in History folder  <a href="#">BBC - Black Country Uncovered - What and where is the Black Country?</a>	<b>Vocabulary: houses, homes, Black Country,</b> <ul style="list-style-type: none"> <li>• Be able to name areas of the Black Country - Pensnett, Dudley, Wolverhampton, Walsall and Sandwell</li> <li>• Locate school on an OS map and local streets to the school. (These maybe the names of streets children live on)</li> <li>• The Black Country gained its name due to the smoke from the many thousands of ironworking foundries about 150 years ago.</li> <li>• Children define a home as the place (building) that a person lives in, including sleeping.</li> </ul>
2	<b>LO: To identify what homes are like today.</b>	<a href="#">959 Top "Houses And Homes" Teaching Resources curated for you (twinkl.co.uk)</a>  <a href="#">Home - BBC Bitesize</a>	<b>Vocabulary: bungalow, detached, semi-detached, flat, apartment, caravan, homes.</b> <ul style="list-style-type: none"> <li>• Name bungalow, detached, semi-detached, flat, apartment and caravan.</li> <li>• Recognise different features of homes – living room, bathrooms, bedrooms, kitchen</li> <li>• Recognise differences between different homes, gardens, number of bathrooms, number of rooms.</li> </ul>

3	<b>LO: Explore homes built a long time ago and identify their features.</b>	<a href="#">Comparing Modern Day with Victorian Homes KS1 PowerPoint (twinkl.co.uk)</a>	<b>Vocabulary: Victorian, home, servants, attic,</b> <ul style="list-style-type: none"> <li>• The Victorian era was named after Queen Victoria.</li> <li>• Victorian houses had chimneys – they used fires to heat their homes.</li> <li>• Streets were very narrow.</li> <li>• Houses were built near to each other and sometimes called back to back houses.</li> <li>• Some larger Victorian houses had rooms in the attic for servants.</li> </ul>
4	<b>LO: To know what the inside of a Victorian house was like.</b>	<a href="#">What were houses like 100 years ago? - BBC Bitesize Comparing Victorian and Modern Day Homes Worksheets - Twinkl</a>  <a href="#">What Was Life Like? Episode 10: Victorians   Meet Victorian Cook Mrs Crocombe - YouTube</a>  <a href="#">Inside Victorian Houses and Homes (primaryhomeworkhelp.co.uk)</a>	<b>Vocabulary: Victorian, fireplace, Tin Bath, Toilet, Parlour, range</b> <ul style="list-style-type: none"> <li>• Know that there was no central heating or hot water.</li> <li>• Poorer families would have had to share water to wash (baths)</li> <li>• Poorer families toilets were outside in the gardens.</li> <li>• Richer families may have had flushing toilets, gas lighting and an inside bathroom.</li> <li>• Richer families would have had servants to help run the family home.</li> </ul>
5	<b>LO: To identify and explore objects in a Victorian home.</b>	Some Victorian objects in History boxes in Nightingale class.	<b>Vocabulary: Victorian, fireplace, tin Bath, toilet, parlour, range</b> <ul style="list-style-type: none"> <li>• Know what is meant by Victorian home</li> <li>• Be able to name different Victorian household objects</li> <li>• Know that Victorian homes had no electricity.</li> <li>• Know that indoor plumbing wasn't in all Victorian houses.</li> </ul>
6	<b>LO: To compare and contrast homes today and from the past</b>	<a href="#">Victorian homelife - BBC Bitesize</a>	<b>Vocabulary: Victorian, modern, compare</b>  Chn should: <ul style="list-style-type: none"> <li>• Know that Victorian homes and modern homes differ in size, rooms and types.</li> </ul>

			<ul style="list-style-type: none"><li>• Understand that modern houses have changed because of inventions (electricity, indoor plumbing, heating)</li><li>• Contrast kitchens, living rooms, bathrooms and bedrooms</li></ul>
--	--	--	--

**Unit Focus: Stone Age**

**Rationale:** This unit was covered during our interim period of the curriculum. Children start the year with a Stone Age focus as this will allow them to work chronologically across the year when studying different time periods. This is also true for other KS2 work focused on other ancient civilisations. The focus on archaeology prepares children for future discussions in their Egypt unit in Spring Term, during which archaeology will be a significant focus.

**NC Objectives:** changes in Britain from the Stone Age to the Iron Age  
Britain's settlement by Anglo-Saxons

**Big Question – How did life change for people during the Stone Age?**

	<b>Learning Objective</b> What is being learned rather than what is being done	<b>Resources</b> Any links to resources.	<b>End-point knowledge</b> What knowledge should children have gained by the end of the lesson? This will be the focus of retrieval activities and monitoring.
1	<b>LO: To understand why Great Britain is an island</b>	CB booklet on teams Session 1	<b>Vocabulary: Great Britain, Stone Age, island, Ice Age</b> <ul style="list-style-type: none"> <li>• Britain is the name given to the island which comprises of England, Scotland and Wales.</li> <li>• Thousands of years ago, Britain and Ireland were connected to Europe by a huge sheet of ice. This era is called the Ice Age.</li> <li>• At the end of the last Ice Age, a freshwater lake was created between Europe and Britain, close to the coast of modern Denmark.</li> <li>• Overflow from this lake created a channel out to the Atlantic Ocean. This channel filled in with sea water.</li> <li>• As the ice sheets melted, the water from the ice flowed into the seas. This caused sea water levels to rise, flooding low-lying parts of land.</li> <li>• This caused Britain to become cut off from the rest of Europe – an area of land now surrounded by water.</li> </ul>
2	<b>LO: To know what and when the Stone Age was.</b>	CB booklets on teams Stone Age Session 3 <a href="#">How did Stone Age hunter-gatherers live? - BBC Bitesize</a>	<b>Vocabulary: Stone Age, Great Britain, period, primitive, Palaeolithic, Mesolithic, Neolithic.</b>

			<ul style="list-style-type: none"> <li>• The Stone Age refers to a period of time when people lived primitive lives and did not have tools or technology to make life particularly comfortable.</li> <li>• The Stone Age lasted roughly eight thousand years, from 10,000 BCE to 2, 300BCE.</li> <li>• The Stone Age is split into three smaller eras: Palaeolithic, Mesolithic and Neolithic.</li> </ul>
3	<p><b>LO: To know why the Stone Age people moved around</b></p> <p><b>(Focus on the Palaeolithic and Mesolithic time of the Stone Age)</b></p>	<p>CB booklets Session 4</p>	<p><b>Vocabulary: Palaeolithic, Mesolithic, Neolithic, Stone Age, Early Stone Age, Middle Stone Age, Nomads, tribe.</b></p> <ul style="list-style-type: none"> <li>• The Palaeolithic era was the Early Stone Age. The Mesolithic era was The Middle Stone Age.</li> <li>• People at this time were hunter-gatherers: they had to catch or find everything that they ate.</li> <li>• People were nomads – they moved around in search of animals to hunt.</li> <li>• People would have lived in small tribes that were formed by families.</li> <li>• People would have taken shelter in caves.</li> </ul>
4	<p><b>LO: To know what enabled Stone Age man to settle</b></p> <p><b>(Focus on the Neolithic time of the Stone Age but look at others times too)</b></p>	<p>CB booklets Session 5</p> <p><a href="#">Who were the first farmers? - BBC Bitesize</a></p>	<p><b>Vocabulary: Palaeolithic, Mesolithic, Neolithic, Stone Age, Early Stone Age, Middle Stone Age, nomads, tribe.</b></p> <ul style="list-style-type: none"> <li>• The Neolithic era was the New Stone Age.</li> <li>• People learned to grow rather than hunt their food.</li> <li>• People learned to look after livestock rather than hunt wild animals.</li> <li>• Due to this, people set up farms and permanent homes.</li> </ul>
5	<p><b>LO: To understand what evidence of the Stone Age is available</b></p>	<p>CB booklet Session 6, 7, 8</p> <p>Speak to Baggott if more is needed- has a degree in Archaeology</p>	<p><b>Vocabulary: Stone Age, archaeology, archaeologists, evidence, Neolithic,</b></p> <ul style="list-style-type: none"> <li>• The Stone Age was such a long time ago that it can limit the types of evidence that we have available to us.</li> <li>• There was no formal writing at this time, so there are no written sources for us.</li> <li>• Archaeology looks at physical evidence of the past: houses, tools, furniture, artwork and bodies.</li> <li>• Archaeologists use this evidence to suggest what life might have been like during the Neolithic period.</li> <li>• Often the archaeology is incomplete because the stones have been taken and used for other things later in time.</li> </ul>

6	<p><b>LO: To understand what archaeology can tell us about the life at the end of the Stone Age</b></p> <p><b>(Focus on the Neolithic time of the Stone Age)</b></p>	CB Booklet on teams Session 7 & 9	<p><b>Vocabulary: Skara Brae, Neolithic, Orkney, Scotland, Farmers,</b></p> <ul style="list-style-type: none"><li>• Skara Brae is an unusually well-preserved Neolithic village in Orkney. It was discovered in 1850.</li><li>• It was a community of farmers.</li><li>• The layout of the houses is very similar, including a fire put, bed, dresser and grinding stone.</li><li>• The houses are joined by covered passageways.</li><li>• One house has bodies buried underneath it.</li></ul>
---	--	-----------------------------------	--

**Unit Focus: The Blitz**

**Rationale:** Children have learnt about different countries in Europe through Geography lessons giving children a knowledge of the location of many WW2 counties. This unit focuses on a modern history event that is relevant to our local area, with Birmingham, the Black Country and Coventry being bombed heavily as industrial areas. This also links to the longitudinal local history study that runs throughout the school and focuses on the industrial history of the area.

**NC Objectives:** Events beyond 1066

**BIG Question – How did the Blitz affect England and the Black Country?**

	<b>Learning Objective</b> What is being learned rather than what is being done	<b>Resources</b> Any links to resources.	<b>End-point knowledge</b> What knowledge should children have gained by the end of the lesson? This will be the focus of retrieval activities and monitoring.
1	<b>LO: To know what and when World War II was</b>	CB Booklets – Home Front	<b>Vocabulary: Adolf Hitler, Munich Agreement, Winston Churchill, Nazi, war, Europe,</b> <ul style="list-style-type: none"> <li>• WWII happened between 1939 and 1945</li> <li>• Europe was split into two forces, Axis Powers and Allies.</li> <li>• Countries beyond Europe eventually joined – Japan and USA making it a “World War”</li> <li>• The Leader of Germany was called Adolf Hitler and the Leader of UK was Winston Churchill - Neville Chamberlain was Prime Minister at the start of the War but was replaced with Winston Churchill.</li> <li>• Adolf Hitler had certain beliefs about the world, including a belief that there was superior race. People who followed his beliefs were called Nazis. They wanted Germany to have more space for their people to live, which is why they were invading other countries.</li> <li>• Some historians believe that Neville Chamberlain signed the Munich Agreement to give Britain time to secretly get resources ready for war, but other historians do not agree with this.</li> <li>• War was officially declared 3<sup>rd</sup> September 1939</li> </ul>
2	<b>LO: To know where and which countries were involved in WWII</b>	<a href="#">Geography of World War Two - BBC Teach</a>	<b>Vocabulary: Europe, France, Germany, Great Britain, neutral, conscripted</b> <ul style="list-style-type: none"> <li>• The main countries involved were Germany, UK, France, Poland, Italy, Japan, USA, Australia, New Zealand Belgium, Canada China, India, and Soviet Union</li> </ul>

			<ul style="list-style-type: none"> <li>• Japan and America joined on 7<sup>th</sup> December 1941. The Japanese bombed a naval base called Pearl Harbour, hoping to destroy most of the American warships. As a result, America joined the war on the side of the Allies.</li> <li>• Where all countries listed above are on World map.</li> <li>• A lot of the fighting took place on mainland Europe, especially in France, Belgium and Russia.</li> <li>• 14 countries remained neutral they included Sweden, Switzerland, Spain, Portugal, Ireland, Turkey, Yemen, Saudi Arabia and Afghanistan</li> <li>• In Britain, men could volunteer to fight. Eventually, they could also be conscripted.</li> </ul>
3	<p><b>LO: TO understand what The Blitz was</b></p>	<p><a href="#">Rationing in the UK - BBC Teach</a></p> <p>CB booklet Home Front lesson 5</p> <p><a href="#">WW2: What would you have done when the Blitz bombs fell? - BBC Teach</a></p>	<p><b>Vocabulary: Blitz, Luftwaffe, Anderson shelter, Morrison shelter, blackout</b></p> <ul style="list-style-type: none"> <li>• The Blitz first started on 7<sup>th</sup> September 1940</li> <li>• Major cities were bombed - London, Liverpool, Birmingham, Coventry, Manchester and Southampton</li> <li>• 43,000 people were killed, 51,000 and 2.25million were made homeless.</li> <li>• There were over 120 raids with 30,000 tons of explosives dropped.</li> <li>• Germany wanted to destroy as many industrial areas like factories and ports.</li> <li>• Anderson and Morrison shelters were built to help protect people during bombings.</li> <li>• London was bombed every day and night, bar one, for 11 weeks. One third of London was destroyed.</li> </ul>
4	<p><b>LO: To understand what life was like during the Blitz</b></p>	<p><a href="#">Rationing in the UK - BBC Teach</a></p> <p>CB booklet Home Front lesson 5</p> <p><a href="#">WW2: What would you have done when the Blitz bombs fell? - BBC Teach</a></p> <p>CB booklet session 8</p> <p><a href="#">Primary History KS2: WW2 Clips. An air-raid in progress - BBC Teach</a></p>	<p><b>Vocabulary: conscription, exempted, Home Front, civilians, air raid, rationing, Ministry of Food, coupons,</b></p> <ul style="list-style-type: none"> <li>• The UK government ordered blackouts to stop German bombers knowing where they were.</li> <li>• Hitler wanted to cause as much damage to the British people in the hope they were give into defeat, the opposite happened.</li> <li>• Air Raid Precaution wardens patrolled the streets during a blackout and to ensure that no light was visible.</li> <li>• Families were separated with children being in evacuated.</li> <li>• Food and clothing were rationed and hard to get hold of because of shops being bombed.</li> <li>• Conscription was compulsory enrolment for service in a country's armed forces.</li> <li>• Roles of women changed during this time. Taking on male jobs during WWII.</li> </ul>

5	<p><b>LO: To know why children were evacuated</b></p>	<p>CB booklet session 6 Home Front</p> <p>CB booklet session 7 Home Front</p> <p><a href="#">World War 2 Evacuation - BBC Teach</a></p> <p><a href="#">Evacuation PowerPoint   Children's Daily Life in World War 2 (twinkl.co.uk)</a></p>	<p><b>Vocabulary: evacuate, evacuation, identity, jute, billeting officer, host families</b></p> <ul style="list-style-type: none"> <li>• 3.5 million children were evacuated from cities to the country side</li> <li>• Mothers with young children, pregnant women, disabled people, and teachers were also evacuated.</li> <li>• Some children were evacuated to Canada, South Africa, Australia, New Zealand, and the United States.</li> <li>• There were positive and negatives for children being evacuated.</li> </ul>
6	<p><b>LO: To know and understand how WWII impacted Pensnett and the Black Country.</b></p>	<p><a href="#">Dudley revealed as a top Nazi bombing target   Dudley News</a></p> <p><a href="#">Hitler's top bombing target was in.. Dudley - Mirror Online</a></p> <p><a href="#">BBC - WW2 People's War - Black Country Category</a></p> <p><a href="#">Dudley in the past (historywebsite.co.uk)</a></p>	<p><b>Vocabulary: Dudley, WWII, Luftwaffe.</b></p> <ul style="list-style-type: none"> <li>• Dudley was a target for the Nazis as they believed it had factories hidden in underground tunnels.</li> <li>• Dudley was bombed during WW2</li> <li>• Dudley had 358 air raid alerts during the WW2 with only a few bombs actually dropped on Dudley.</li> <li>• Pensnett has a war memorial to remember those who died during WW2 (This is an opportunity for children to visit.)</li> </ul>