



LEADERSHIP • ORGANISATION • RESILIENCE
INITIATIVE • COMMUNICATION • KINDNESS

HISTORY

MEDIUM TERM PLANS

*Inspiring curiosity. Understanding the past.
Shaping the future.*

FROM *Tiny Footsteps* TO **GIANT LEAPS**

LAUGHING & LEARNING ALL THE WAY



LEGACY

*Learning from the past
to shape the future.*



INVASIONS

*Understanding conflict
and its impact.*



HIERARCHY & POWER

*Exploring leadership,
authority and influence.*



SETTLEMENTS

*Investigating where people
live and why.*

OUR THREADS

Year 5 History medium term plans

Year 5	<u>War, Trenches and Survival</u> <u>WW1</u>	<u>Mountains, Myths and Ancient Greece</u> <u>Greeks</u>	<u>Trade, Travel and the Plague</u>
Prior Knowledge	• Can place periods of British history on a timeline. • Know that wars and invasions have changed Britain over time. • Understand that power and leadership can influence events. • Know that Dover has been important because of its location. • Can use historical evidence from different sources to answer questions about the past.	• Can compare different ancient civilisations. • Know that civilisations developed in different parts of the world. • Understand that geography can influence where people settle and how they live. • Know that societies are organised in different ways and people have different roles. • Can use artefacts and historical sources to learn about the past.	• Can place historical periods in chronological order. • Know that trade and travel have helped places grow and change. • Understand that people's beliefs and decisions have shaped history. • Know that historians use evidence to explain how life changed over time. • Can identify cause and consequence in historical events.
	How did World War I change Britain, and what was the impact on Dover? Covers: ✓ Chronology ✓ Cause and consequence ✓ Power and alliances ✓ Technology and innovation ✓ Diverse perspectives ✓ Local history and legacy	Why is Ancient Greece still important today? Covers: ✓ Chronology ✓ Ancient civilisations ✓ Power and democracy ✓ Daily life and beliefs ✓ Historical evidence ✓ Legacy and influence	How did The Black Death change Britain, and what was its impact on Dover? Covers: ✓ Chronology ✓ Cause and consequence ✓ Settlements and communities ✓ Power and hierarchy ✓ Beliefs and responses ✓ Legacy and evidence
Question 1	Why did World War I begin? WALT: understand the causes of World War I. Children: Explore: • Europe before 1914 • tensions between countries • assassination of Archduke Franz Ferdinand • rising conflict	Where does Ancient Greece fit in world history? WALT: place Ancient Greece within a historical timeline. Children: Explore: • when Ancient Greece existed • what was happening in Britain at the same time	Where does The Black Death fit in British history? WALT: place the Black Death within British history. Children: Sequence: Romans → Anglo-Saxons → Vikings → Tudors (<i>future</i>) → Black Death (<i>medieval Britain</i>) Explore: • when the plague happened

	Use: - timelines - maps - political cartoons Skills: ✓ Develops secure chronology ✓ Identifies cause and consequence ✓ Asks historical questions Vocabulary: alliance, empire, conflict, assassination, tension, war Children might say: <i>"Countries had alliances, so one conflict became a world war."</i>	- where Greece is on a map Compare: Ancient Egypt → Ancient Greece → Roman Empire Skills: ✓ Uses chronology securely ✓ Places civilisations in context ✓ Makes links between world history and Britain Vocabulary: civilisation, ancient, chronology, period, timeline, city-state Children might say: <i>"Ancient Greece came before the Romans ruled Britain."</i>	- what Britain was like in the 1300s - medieval England Skills: ✓ Uses chronology securely ✓ Places events in context ✓ Makes links across British history Vocabulary: chronology, medieval, century, period, timeline, plague Children might say: <i>"The Black Death happened in medieval Britain."</i>
Question 2	Why did Britain join the war? WALT: understand how alliances affected the outbreak of war. Children: Explore: - alliances - treaties - Britain's decision to join Use maps to follow key countries. Skills: ✓ Understands power and politics ✓ Uses evidence and interpretation Vocabulary: alliance, treaty, power, nations, declaration Children might say: <i>"Britain joined because countries had promised to support each other."</i>	How was Ancient Greece organised? WALT: understand Greek settlements and city-states. Children: Explore: - Athens - Sparta - trade - settlements - land and geography Compare with British settlements. Skills: ✓ Understands settlements ✓ Compares societies ✓ Uses geographical and historical evidence Vocabulary: city-state, settlement, trade, port, citizen, society Children might say: <i>"Greek city-states had their own rules and leaders."</i>	What caused the plague, and how did it spread? WALT: understand the causes and spread of the plague. Children: Explore: - rats and fleas - trade ships - ports - crowded towns - Europe to Britain Local link: Why ports such as: Dover were important routes for travel and trade. Skills: ✓ Identifies cause and consequence ✓ Uses maps and evidence ✓ Makes local links Vocabulary: disease, infection, trade, port, spread, symptoms

			Children might say: <i>"Disease spread quickly because people and goods travelled between countries."</i>
Question 3	What was life like on the Western Front? WALT: understand life in the trenches. Children: Explore: - trench warfare - conditions - food - letters home - daily routines Include voices from across the: British Empire Skills: ✓ Uses empathy ✓ Interprets sources ✓ Understands daily life in wartime Vocabulary: trenches, фронт, ration, soldier, frontline, conditions Children might say: "Life in the trenches was dangerous and uncomfortable."	Who had power in Ancient Greece? WALT: understand power and government in Ancient Greece. Children: Explore: - democracy in Athens - leadership - citizenship - who had power and who did not Compare with monarchy in Britain. Skills: ✓ Understands hierarchy and power ✓ Makes comparisons ✓ Uses historical concepts Vocabulary: democracy, citizen, government, vote, leader, hierarchy Children might say: "Not everyone was allowed to vote in Ancient Greece."	How did the plague change towns and villages? WALT: understand how the plague affected communities. Children: Explore: - empty villages - fewer workers - changes to farming - changes in towns Compare medieval settlements before and after the plague. Skills: ✓ Identifies change and continuity ✓ Understands impact on settlements Vocabulary: settlement, village, population, labour, farming, community Children might say: "Towns changed because many people became ill or died."
Question 4	How did the war affect people at home? WALT: understand how World War I changed everyday life. Children: Explore: - women's roles - factories - rationing - children - families Include women such as: Edith Cavell	What did Ancient Greeks believe? WALT: understand Greek religion, myths and beliefs. Children: Explore: - gods and goddesses - myths - temples - festivals - the Olympic Games Could include:	Who had power during the plague? WALT: understand hierarchy and power during the plague. Children: Explore: - kings - nobles - peasants - church leaders Discuss: - who made decisions

	Skills: ✓ Identifies social change ✓ Studies significant individuals ✓ Understands impact on communities Vocabulary: rationing, factory, nurse, workforce, community, sacrifice Children might say: "Women took on new jobs during the war."	Zeus Athena Skills: ✓ Understands beliefs and culture ✓ Uses interpretation and empathy Vocabulary: myth, temple, gods, goddess, religion, Olympics Children might say: "Ancient Greeks believed the gods could affect their lives."	• who had help • who worked the land Skills: ✓ Understands hierarchy and power ✓ Uses empathy and interpretation Vocabulary: hierarchy, peasant, noble, king, church, power Children might say: "Not everyone had the same choices during the plague."
Question 5	Why was Dover important during WW1? WALT: understand Dover's role during World War I. Children: Explore: • Dover as a port • troop movement • defence • hospitals • coastal protection Use: • photographs • maps • local memorials • oral histories Skills: ✓ Makes links to local history ✓ Uses historical evidence ✓ Identifies significance Vocabulary: port, defence, memorial, evacuation, channel, local history Children might say: "Dover was important because soldiers and supplies travelled through it."	What made Ancient Greece successful? WALT: understand Greek achievements and daily life. Children: Explore: • art • architecture • philosophy • medicine • inventions • warfare • homes and schools Skills: ✓ Identifies achievements ✓ Uses historical evidence ✓ Compares daily life Vocabulary: architecture, invention, philosophy, soldier, theatre, achievement Children might say: "Greek ideas still influence schools, sport and buildings today."	How did people respond to the plague? WALT: Understand beliefs and responses during the plague. Children: Explore: • religion • medicine • superstition • fear • isolation Use: • medieval drawings • written accounts • church records Skills: ✓ Uses historical sources ✓ Interprets beliefs and attitudes ✓ Asks historically valid questions Vocabulary: belief, superstition, prayer, medicine, source, evidence Children might say: "People did not fully understand how disease spread."

Question 6	How did WW1 change Britain and Dover? WALT: understand the legacy of World War I. Children: Explore: • remembrance • memorials • technological change • changing society • impact on families Compare past and present remembrance. Skills: ✓ Identifies change and continuity ✓ Evaluates significance ✓ Constructs informed responses How did World War I change Britain, and what was the impact on Dover? Vocabulary: alliance, trench warfare, empire, memorial, legacy, sacrifice, evidence, chronology Children might say: "World War I changed Britain because people's lives, jobs and communities were changed forever."	Why does Ancient Greece still matter today? WALT: understand the legacy of Ancient Greece. Children: Explore: • democracy • sport • art • language • architecture Local link: How ideas from Ancient Greece influenced buildings, education and culture in Britain—including museums and public buildings across: Kent and nearby cities. Skills: ✓ Identifies continuity and legacy ✓ Constructs informed responses ✓ Makes local, national and global connections Why is Ancient Greece still important today? Vocabulary: civilisation, democracy, citizen, mythology, architecture, Olympics, legacy, evidence Children might say: "Ancient Greece still matters because many of their ideas about sport, government and buildings are still used today."	How did the plague change Dover and Britain? WALT: understand the long-term impact of the plague. Children: Explore: • changing jobs • changes in wages • fewer workers • changing communities • local trade Local link: How plague outbreaks may have affected: Dover and Kent trade routes. Skills: ✓ Evaluates significance ✓ Identifies long-term change ✓ Constructs informed responses How did the plague change Britain, and what was its impact on Dover? Vocabulary: plague, disease, medieval, hierarchy, settlement, source, consequence, legacy Children might say: "The plague changed Britain because it affected towns, jobs and the way people lived."
Assessment	Enquiry Question: "How did World War I change Britain, and what was the impact on Dover?" Children will demonstrate understanding by: Explaining the causes of the war. Describing life on the Western Front and at home. Explaining Dover's role during the conflict.	Enquiry Question: <i>"Why is Ancient Greece still important today?"</i> Children will demonstrate understanding by: • Explaining key features of Greek civilisation. • Describing Greek achievements and beliefs. • Explaining the development of democracy. • Identifying examples of Greek influence today.	Enquiry Question: <i>"How did the Black Death change Britain, and what was its impact on Dover?"</i> Children will demonstrate understanding by: • Explaining how the plague spread. • Describing its impact on communities and settlements.

	Evaluating the war's long-term impact using evidence.	Supporting explanations with historical evidence.	- Explaining how people responded to the crisis. - Identifying long-term changes caused by the Black Death. - Using historical evidence to support conclusions.
End Point	By the end of this unit, children will understand the causes of World War I and how the conflict changed Britain and the wider world. They will know about life on the Western Front, the impact of war on people at home, and the role Dover played during the conflict. Children will be able to explain the significance of World War I and evaluate its long-term impact using historical evidence.	By the end of this unit, children will understand why Ancient Greece was an influential civilisation and why its achievements continue to shape the modern world. They will know about Greek city-states, democracy, beliefs and achievements, and will be able to explain the lasting legacy of Ancient Greece using historical evidence.	By the end of this unit, children will understand how the Black Death spread across Europe and Britain, the impact it had on communities, and how people responded to the crisis. They will know how the plague affected power, settlements and everyday life, including its impact on Dover. Children will be able to explain the long-term consequences of the Black Death using historical evidence.
Substantive Knowledge (What children need to remember)	Children will know: - World War I began in 1914 and ended in 1918. - A complex system of alliances contributed to the outbreak of war. - The assassination of Archduke Franz Ferdinand triggered the conflict. - Life in the trenches was challenging and dangerous. - The war changed the lives of soldiers, families, women and communities. - Women took on new roles during the war. - Dover was strategically important as a port, transport hub and defensive location. - Memorials and remembrance help us remember those affected by war. - World War I brought significant social and technological change.	Children will know: - Ancient Greece existed before the Roman Empire. - Greece was made up of independent city-states such as Athens and Sparta. - Geography influenced trade, settlement and daily life. - Athens developed one of the earliest forms of democracy. - Greek beliefs included a range of gods, goddesses and myths. - Ancient Greeks made significant achievements in architecture, philosophy, sport, mathematics and medicine. - The Olympic Games began in Ancient Greece. - Many Greek ideas still influence modern society.	Children will know: - The Black Death reached Britain in 1348 during the medieval period. - The disease spread through trade routes, ports and travel. - Ports such as Dover played an important role in the movement of people and goods. - The plague caused a dramatic decline in population. - Towns, villages and farming communities were significantly affected. - Power remained concentrated amongst kings, nobles and church leaders. - Medieval people often misunderstood the causes of disease. - The Black Death led to long-term social and economic changes.

			Labour shortages increased the value of workers.
Disciplinary Knowledge (Thinking like a historian)	Children will: - Use timelines and maps to place events in context. - Analyse photographs, letters, diaries and memorials as historical sources. - Investigate cause and consequence. - Explore different perspectives and experiences. - Evaluate significance and legacy. - Use historical vocabulary such as <i>alliance</i>, <i>conflict</i>, <i>trench warfare</i>, <i>sacrifice</i> and <i>legacy</i>. - Construct informed responses using historical evidence.	Children will: - Place Ancient Greece within a wider historical timeline. - Compare Greek civilisation with Britain and other civilisations studied. - Use artefacts, texts, artwork and archaeological evidence. - Investigate significance, continuity and legacy. - Explore different interpretations of the past. - Use historical vocabulary such as <i>civilisation</i>, <i>democracy</i>, <i>citizen</i>, <i>mythology</i> and <i>legacy</i>. - Construct historical explanations supported by evidence.	Children will: - Place the Black Death within British history. - Use maps, written accounts, church records and illustrations as evidence. - Investigate cause and consequence. - Explore different beliefs and responses. - Analyse changes in communities and society. - Use historical vocabulary such as <i>plague</i>, <i>medieval</i>, <i>consequence</i>, <i>hierarchy</i> and <i>legacy</i>. - Construct informed explanations using evidence.
Adaptive Teaching	Support - Visual timelines and maps. - Source analysis scaffolds. - Vocabulary mats and knowledge organisers. - Structured discussions and writing frames. - Adult-supported interpretation of sources. Challenge - Evaluate the causes of World War I. - Compare different experiences of the war. - Explain the significance of Dover's role. - Use multiple sources to support conclusions.	Support - Visual timelines and maps. - Vocabulary support and knowledge organisers. - Artefact and source analysis prompts. - Structured comparisons between societies. - Adult-guided discussions. Challenge - Evaluate the significance of democracy. - Compare Athens and Sparta. - Assess which Greek achievement has had the greatest impact. - Use multiple sources to justify conclusions.	Support - Visual timelines and maps. - Vocabulary mats and knowledge organisers. - Source analysis scaffolds. - Structured comparison activities. - Adult-guided discussion and retrieval tasks. Challenge - Evaluate the causes and consequences of the plague. - Compare medieval responses with modern understanding of disease. - Analyse the impact on Dover and Britain.

			• Use evidence from multiple sources to justify conclusions.
Assessment for Learning	Throughout the unit, teachers will assess understanding through questioning, source analysis, retrieval quizzes, discussions and written responses.	Throughout the unit, teachers will assess understanding through retrieval activities, discussions, source analysis, comparison tasks and written explanations.	Throughout the unit, teachers will assess understanding through questioning, source analysis, retrieval practice, discussions and written explanations.



HISTORY TIMELINE GRAPHICS

Whole School History Progression



EYFS

Me, My Family and Special Times



Stories from the Past



Toys and Everyday Life



People Who Help Us



YEAR 1



Animals, Ages and Adventure! (Dinosaurs)

Dover: Castles and Coastlines (Castles)



Queens and the United Kingdom (Famous Queens)



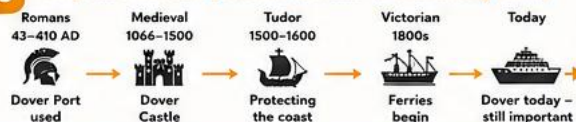
Why do people visit different places? (Seaside)



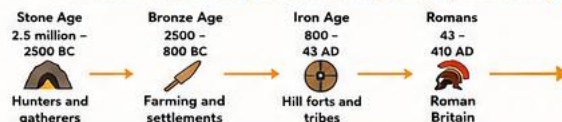
YEAR 2

YEAR 3

Why has Dover always been important? (Dover through time)



How does the Earth shape human life? (Stone Age to Iron Age)



Romans (Changing Landscapes)



YEAR 4

Anglo Saxons - Vikings (Vikings: Migration and Settlement)



Tudors, Trade and Towns (Tudors)



Life Along the Nile (Egypt)



YEAR 5

Who were the Ancient Greeks? (Ancient Greece)



Terror, Treason and Triumph (Stuarts)



Do we learn from the past? (Crime and Punishment)

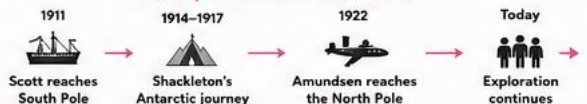


YEAR 6

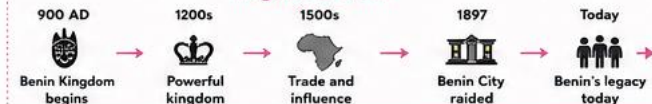
WW2



Ice, Exploration and Endurance



Kingdom of Benin



OUR AIM

To inspire curiosity, develop knowledge and understanding of the past and build a sense of identity, empathy and responsibility.



Curiosity



Knowledge



Empathy



Respect



Resilience



Communication

OUR HISTORY VALUES



THROUGHOUT OUR JOURNEY WE...

✓ Ask questions • Explore evidence • Make connections
Understand change • Share our ideas • Think historically