



	Week 1	Week 2	Week 3	Week 4	Week 5
History	<p><b>Objective:</b> I know about Edward the Confessor, how he died and who became King next.</p> <p><b>Success Criteria:</b>  <b>Support:</b> Begin to communicate about events and activities from the past using single words, signs or short phrases (S5) Identify old and new in familiar objects, features (S6) Listen to and respond to stories about people and events from the past (S7) Communicate about events and objects from the past using simple phrases (S7)  <b>Core:</b> Use common words, signs, symbols to indicate the passage of time (now/then, today, yesterday). Answer simple questions about historical stories and artefact (S8) Re-tells details of a historical story (S9) Communicate knowledge pictorially e.g. Storyboard (S10). Answers questions about a historical story. Use words, phrases which show a sense of the passing of time (S11).  <b>Extension:</b> Uses historical vocabulary e.g. Long ago, then, old, new, began, after, last, next. Describe an artefact. Begin to use historical vocabulary when explaining their ideas (S12) Show some knowledge of people studied. Show some knowledge of events studied. Identify some people from the past who are famous. Extract information from pictures (S13). Realise that the past can be divided into different periods (S14). Identifies significant events. Uses a range of sources for historical investigation (S15).                      LOtC: Use local areas to act out these scenes.                      SMSC: Consider how the people of Britain felt when Edward died.                      Using IT: Use the internet for research.  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Make a profile about Edward the Confessor including key dates and events of his reign.</li> <li>• Hold a class vote about who they would like to be King after Edward, have students talk to persuade the others that they should be King next.</li> </ul>	<p><b>Objective:</b> I know about the Battle of Stamford Bridge.</p> <p><b>Success Criteria:</b>  <b>Support:</b> Begin to communicate about events and activities from the past using single words, signs or short phrases (S5) Identify old and new in familiar objects, features (S6) Listen to and respond to stories about people and events from the past (S7) Communicate about events and objects from the past using simple phrases (S7)  <b>Core:</b> Use common words, signs, symbols to indicate the passage of time (now/then, today, yesterday). 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Using IT: Use the internet for research.  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Act out the battle of Stamford Bridge.</li> <li>• Use symbols to tell the story of the battle.</li> <li>• Complete a comprehension exercise about the events.</li> </ul>	<p><b>Objective:</b> I know the morning events of the Battle of Hastings.</p> <p><b>Success Criteria:</b>  <b>Support:</b> Begin to communicate about events and activities from the past using single words, signs or short phrases (S5) Identify old and new in familiar objects, features (S6) Listen to and respond to stories about people and events from the past (S7) Communicate about events and objects from the past using simple phrases (S7)  <b>Core:</b> Use common words, signs, symbols to indicate the passage of time (now/then, today, yesterday). 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SMSC: Consider if this was a fair battle when looking at the number of soldiers and weapons on each side.                      Using IT: Record students acting out these events using the iPad. Use the internet to research details of the battle.  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Act out the battle.</li> <li>• Create a cartoon storyboard.</li> </ul>	<p><b>Objective:</b> I know the afternoon events of the Battle of Hastings.</p> <p><b>Success Criteria:</b>  <b>Support:</b> Begin to communicate about events and activities from the past using single words, signs or short phrases (S5) Identify old and new in familiar objects, features (S6) Listen to and respond to stories about people and events from the past (S7) Communicate about events and objects from the past using simple phrases (S7)  <b>Core:</b> Use common words, signs, symbols to indicate the passage of time (now/then, today, yesterday). 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Use the internet to research details of the battle.  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Continue with the storyboard from last week</li> <li>• Sort military items from then and now</li> <li>• Use appropriate language to describe the battle.</li> </ul>	<p><b>Objective:</b> I know the events of the Conquest of England, who takes charge and the march to London.</p> <p><b>Success Criteria:</b>  <b>Support:</b> Begin to communicate about events and activities from the past using single words, signs or short phrases (S5) Identify old and new in familiar objects, features (S6) Listen to and respond to stories about people and events from the past (S7) Communicate about events and objects from the past using simple phrases (S7)  <b>Core:</b> Use common words, signs, symbols to indicate the passage of time (now/then, today, yesterday). 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SMSC: Did the leaders consider the welfare of their soldiers?                      Using IT: Use the internet for research.  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Create a newspaper article about these events</li> <li>• Illustrate the article.</li> </ul>
		<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>



**Mid Term Plan – Key Stage 3 Yr 7/8 – Past, Present & Future**

<p><b>Objective:</b> I know about the Harrying of the North.</p> <p><b>Success Criteria:</b>  <b>Support:</b> Begin to communicate about events and activities from the past using single words, signs or short phrases (S5) Identify old and new in familiar objects, features (S6) Listen to and respond to stories about people and events from the past (S7) Communicate about events and objects from the past using simple phrases (S7)  <b>Core:</b> Use common words, signs, symbols to indicate the passage of time (now/then, today, yesterday). Answer simple questions about historical stories and artefact (S8) Re-tells details of a historical story (S9) Communicate knowledge pictorially e.g. Storyboard (S10). Answers questions about a historical story. Use words, phrases which show a sense of the passing of time (S11).  <b>Extension:</b> Uses historical vocabulary e.g. Long ago, then, old, new, began, after, last, next. Describe an artefact. 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Use the internet to research details of the battle.  <b>Suggested Activities:</b> <ul style="list-style-type: none"> <li>Using the weapons you've made, act out the events.</li> </ul> </p>	<p><b>Objective:</b> I know the characteristics of a Crusader.</p> <p><b>Success Criteria:</b>  <b>Support:</b> Begin to communicate about events and activities from the past using single words, signs or short phrases (S5) Identify old and new in familiar objects, features (S6) Listen to and respond to stories about people and events from the past (S7) Communicate about events and objects from the past using simple phrases (S7)  <b>Core:</b> Use common words, signs, symbols to indicate the passage of time (now/then, today, yesterday). Answer simple questions about historical stories and artefact (S8) Re-tells details of a historical story (S9) Communicate knowledge pictorially e.g. Storyboard (S10). Answers questions about a historical story. 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Uses a range of sources for historical investigation (S15).  <b>LOtC:</b> Try on costumes and "armour" to spend some time as a crusader.  <b>SMSC:</b> What were the spiritual and religious reasons for people to go on a crusade?  <b>Using IT:</b> Using the iPad, record the student's reactions to wearing the armour, carrying the weapons and shield.  <b>Suggested Activities:</b> <ul style="list-style-type: none"> <li>Create a crusader profile</li> <li>Make a sensory profile of a crusader using materials with different textures, sound effects etc.</li> </ul> </p>	<p><b>Objective:</b> I know some facts about the first 5 crusades.</p> <p><b>Success Criteria:</b>  <b>Support:</b> Begin to communicate about events and activities from the past using single words, signs or short phrases (S5) Identify old and new in familiar objects, features (S6) Listen to and respond to stories about people and events from the past (S7) Communicate about events and objects from the past using simple phrases (S7)  <b>Core:</b> Use common words, signs, symbols to indicate the passage of time (now/then, today, yesterday). 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Uses a range of sources for historical investigation (S15).  <b>LOtC:</b> Practice marching like a crusader.  <b>SMSC:</b> What were the spiritual and religious reasons for people to go on a crusade?  <b>Using IT:</b> Use the iPad to record the students doing this.  <b>Suggested Activities:</b> <ul style="list-style-type: none"> <li>Think about the supplies you would need to go on a crusade and how you would pack it.</li> <li>Create a crusade timeline.</li> </ul> </p>	<p><b>Objective:</b> I know about the final set of crusades including the Children's crusade.</p> <p><b>Success Criteria:</b>  <b>Support:</b> Begin to communicate about events and activities from the past using single words, signs or short phrases (S5) Identify old and new in familiar objects, features (S6) Listen to and respond to stories about people and events from the past (S7) Communicate about events and objects from the past using simple phrases (S7)  <b>Core:</b> Use common words, signs, symbols to indicate the passage of time (now/then, today, yesterday). 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Uses a range of sources for historical investigation (S15).  <b>LOtC:</b> Practice marching like a crusader.  <b>SMSC:</b> Consider how you would feel being on a crusade.  <b>Using IT:</b> Use the internet for research.  <b>Suggested Activities:</b> <ul style="list-style-type: none"> <li>Write an informative paragraph with all the key facts about the crusades using appropriate historical language.</li> <li>Sequence illustrations in chronological order.</li> </ul> </p>	<p><b>Objective:</b> I can tell you what the Crusades did for us.</p> <p><b>Success Criteria:</b>  <b>Support:</b> Begin to communicate about events and activities from the past using single words, signs or short phrases (S5) Identify old and new in familiar objects, features (S6) Listen to and respond to stories about people and events from the past (S7) Communicate about events and objects from the past using simple phrases (S7)  <b>Core:</b> Use common words, signs, symbols to indicate the passage of time (now/then, today, yesterday). 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Uses a range of sources for historical investigation (S15).  <b>LOtC:</b>  <b>SMSC:</b> Did all the crusaders have the same reasons for going?  <b>Using IT:</b> Use the internet for research.  <b>Suggested Activities:</b> <ul style="list-style-type: none"> <li>Consider how history would be different if the crusades had not happened or ended with a different outcome – hold a class discussion.</li> <li>Were the crusades a worthwhile endeavor? Write statements for and against.</li> </ul> </p>
<p><b>Week 11</b></p>	<p><b>Week 12</b></p>	<p><b>Week 13</b></p>	<p><b>Week 14</b></p>	<p><b>Suggested Home Learning</b></p>



<p><b>Objective:</b> I can describe and explain the features of a Motte &amp; Bailey castle.</p> <p><b>Success Criteria:</b>  <b>Support:</b> Begin to communicate about events and activities from the past using single words, signs or short phrases (S5) Identify old and new in familiar objects, features (S6) Listen to and respond to stories about people and events from the past (S7) Communicate about events and objects from the past using simple phrases (S7)  <b>Core:</b> Use common words, signs, symbols to indicate the passage of time (now/then, today, yesterday). Answer simple questions about historical stories and artefact (S8) Re-tells details of a historical story (S9) Communicate knowledge pictorially e.g. Storyboard (S10). Answers questions about a historical story. Use words, phrases which show a sense of the passing of time (S11).  <b>Extension:</b> Uses historical vocabulary e.g. Long ago, then, old, new, began, after, last, next. Describe an artefact. 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Using IT:  <b>Suggested Activities:</b> <ul style="list-style-type: none"> <li>Build a scale model of a Motte and Bailey castle as a class</li> </ul> </p>	<p><b>Objective:</b> I know how castles developed over time.</p> <p><b>Success Criteria:</b>  <b>Support:</b> Begin to communicate about events and activities from the past using single words, signs or short phrases (S5) Identify old and new in familiar objects, features (S6) Listen to and respond to stories about people and events from the past (S7) Communicate about events and objects from the past using simple phrases (S7)  <b>Core:</b> Use common words, signs, symbols to indicate the passage of time (now/then, today, yesterday). Answer simple questions about historical stories and artefact (S8) Re-tells details of a historical story (S9) Communicate knowledge pictorially e.g. Storyboard (S10). Answers questions about a historical story. 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Using IT: Make a video tour of a castle.  <b>Suggested Activities:</b> <ul style="list-style-type: none"> <li>Sequence pictures/photos of castles from different time periods</li> <li>Choose one feature of a castle and study its development over time.</li> </ul> </p>	<p><b>Objective:</b> I can describe the events of the siege of Rochester Castle.</p> <p><b>Success Criteria:</b>  <b>Support:</b> Begin to communicate about events and activities from the past using single words, signs or short phrases (S5) Identify old and new in familiar objects, features (S6) Listen to and respond to stories about people and events from the past (S7) Communicate about events and objects from the past using simple phrases (S7)  <b>Core:</b> Use common words, signs, symbols to indicate the passage of time (now/then, today, yesterday). Answer simple questions about historical stories and artefact (S8) Re-tells details of a historical story (S9) Communicate knowledge pictorially e.g. Storyboard (S10). 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Using IT: Use the iPad to film a news bulletin about the siege of the castle.  <b>Suggested Activities:</b> <ul style="list-style-type: none"> <li>Write the script for a tv news bulletin as if you were broadcasting from the castle at the time of the siege.</li> <li>Order pictures of the events into chronological order.</li> </ul> </p>	<p><b>Objective:</b> I can tell you about the social hierarchy within a castle.</p> <p><b>Success Criteria:</b>  <b>Support:</b> Begin to communicate about events and activities from the past using single words, signs or short phrases (S5) Identify old and new in familiar objects, features (S6) Listen to and respond to stories about people and events from the past (S7) Communicate about events and objects from the past using simple phrases (S7)  <b>Core:</b> Use common words, signs, symbols to indicate the passage of time (now/then, today, yesterday). 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Using IT: Make a video documentary.  <b>Suggested Activities:</b> <ul style="list-style-type: none"> <li>Act out the roles of the different people and jobs that they had within a castle.</li> <li>Which would you choose to do?</li> </ul> </p>	<ul style="list-style-type: none"> <li>Visit local museums and historical sites.</li> <li><a href="http://horrible-histories.co.uk/">http://horrible-histories.co.uk/</a></li> <li>Visit any castle and have a guided tour.</li> <li>Use the local library to find out information about castles, the battle of Hastings and the events directly after.</li> <li>Within the Usborne Flap book series there is one all about the inside of castles</li> <li><a href="http://www.usborne.com/quicklinks/eng/catalogue/catalogue.aspx?loc=uk&amp;id=1703">http://www.usborne.com/quicklinks/eng/catalogue/catalogue.aspx?loc=uk&amp;id=1703</a></li> </ul>
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