



**Mid Term Plan – Key Stage 3 Yr 9 – Past, Present & Future**

History

	Week 1	Week 2	Week 3	Week 4	Week 5
	<p><b>Objective:</b> I know about the reign of Henry VII.</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: Would the countryside look different in the 1500s compared with now?                      SMSC: Would Henry VII be relieved that he had a son to succeed him on the throne?                      Using IT: Use the internet for research.  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• What was England like in 1509 when Henry VII died. Research food and drink, King and parliament, the known world, clothing, transport, furniture, religion, communication and homes.</li> </ul>	<p><b>Objective:</b> I know about the reign of Henry VIII and his 6 wives.</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: Use the internet for research  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Study paintings from the era.</li> <li>• Chronologically order profiles of Henry's wives.</li> <li>• Hold a discussion about which wife he was best suited to.</li> </ul>	<p><b>Objective:</b> I know how Henry VIII led the English Reformation.</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: Would the English people support their King after he changed their Church and how they worship? Was Henry right to change the Church for his own reasons?                      Using IT: Use the internet for research.  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Create a timeline of the reformation.</li> <li>• Study the dissolution of the monasteries</li> <li>• Define the terms reformation and dissolution.</li> </ul>	<p><b>Objective:</b> I know about the reign of Edward VI.</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>• Design an obituary for Edward.</li> <li>• Research his childhood.</li> <li>• Study portraits of him, can you compare and contrast him to yourselves?</li> </ul>	<p><b>Objective:</b> I know about the reign of Jane Grey.</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:  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• How long did she reign?</li> <li>• What relation was she to Edward?</li> <li>• Why did Edward choose her?</li> <li>• What happened to her?</li> </ul>



## Churchill Park School

### Mid Term Plan – Key Stage 3 Yr 9 – Past, Present & Future

	Week 6	Week 7	Week 8	Week 9	Week 10
	<p><b>Objective:</b> I know about the reign of Mary I (aka Bloody Mary) and her counter reformation.</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 eg. 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 eg. Long ago, then, old, new, began, after, last, next. Describe an artefact. 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Using IT: Use the internet for research  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Create a bar graph to show the number of people who were burned to death for religious reasons.</li> <li>• Write an account of how Mary earned her nickname</li> <li>• Write a brief history of Mary's reign from a Catholic and Protestant point of view.</li> </ul>	<p><b>Objective:</b> I know about the reign of Elizabeth I.</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>• Order portraits of Elizabeth throughout her life</li> <li>• Study Elizabethan fashion, compare and contrast to modern fashion</li> <li>• Study her relationship with Mary Queen of Scots, what happened?</li> <li>• Trying writing a coded message as if you were imprisoned</li> </ul>	<p><b>Objective:</b> I know about the reign of James I.</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>• Compare bible's before and after the reign of James I</li> <li>• Research the Divine Right of Kings</li> <li>• Research James's relationship with his parliament</li> <li>• Remember, remember the fifth of November</li> </ul>	<p><b>Objective:</b> I know about the reign of Charles I.</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>• Research the Civil War, the Roundheads vs the Cavaliers</li> <li>• What other key person played a role in sentencing King Charles to death? Write a profile</li> </ul>	<p><b>Objective:</b> I know about the reign of Charles II.</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 internet for research  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Why was Charles II called the Merry Monarch?</li> <li>• Research what people did for leisure and entertainment during his reign.</li> <li>• Study the plague, how it happened, how many people it affected, what were some of the weird and wonderful treatments people used?</li> <li>• Research the Great Fire of London, how did it start? Write the story as a storyboard.</li> <li>• Look at London before and after the fire</li> </ul>



Week 11	Week 12	Week 13	Week 14	Suggested Home Learning
<p><b>Objective:</b> I know about the reign of James II.</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 eg. 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 eg. Long ago, then, old, new, began, after, last, next. Describe an artefact. 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Using IT: Use the internet for research  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Research the Glorious Revolution, its causes and effects</li> <li>• Compare James II to his father, what are the similarities and differences?</li> </ul>	<p><b>Objective:</b> I know about the reign of Mary II.</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 eg. Storyboard (S10). 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Using IT: Use the internet for research  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Research the Bill of Rights</li> <li>• Why was this a turning point in our country's history?</li> <li>• How did Mary and William ensure they were joint rulers?</li> </ul>	<p><b>Objective:</b> I know about the reign of William III.</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 eg. Storyboard (S10). 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Using IT: Use the internet for research  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Research the Irish issues</li> <li>• Research the Scottish issues</li> </ul>	<p><b>Objective:</b> I know about the reign of Anne.</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 eg. Storyboard (S10). Answers questions about a historical story. 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Using IT: Use the internet for research  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Research the Act of Union, what did it mean for the country?</li> <li>• Study Queen Anne's life, did she have children?</li> <li>• Why did Anne become Queen after William?</li> </ul>	<p>Visit local libraries, museums and places of historical interest.                      Take photos or make sketches of historical buildings and artefacts.</p>