

Medium Term Plan – History – Year 4 – Local History Study

Teachers must use in conjunction with History Progression document (Prior Knowledge and Skills).



Lesson	National Curriculum links	Objective	Substantive knowledge	Disciplinary knowledge	Specific Vocabulary	Activities and resources
1/6	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	To know key facts about the history of Monkmoor.	<p>I can use historical sources to answer questions about the past.</p> <p>I can explain where Monkmoor is within Shrewsbury.</p> <p>I can explain how Monkmoor started and why it is there.</p>	Location of the area where the school is and the history of it. It was an area of land granted to Shrewsbury Abbey in 1087.	Monkmoor, Shrewsbury, River Severn, connection, development	<p>Research and create a poster (in pairs) about the history of Monkmoor.</p> <p>iPads, websites. https://shrewsburylocalhistory.org.uk/street-names/monkmoor</p>
2/6	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of	To know about the historical names of streets in Shrewsbury.	<p>I can name some historical streets in Shrewsbury.</p> <p>I can explain the history behind some of the street names.</p> <p>I can identify the location of the streets on a map.</p>	Understand the names of the streets and why are named that	Fish Street, Milk Street, Butcher Row, Bage Way, Telford Way, Crowmere Road	Maps, iPads, blank maps of Shrewsbury to locate the street names

	historical terms. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.					
3/6	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	To know key information about Charles Darwin	I can explain who Charles Darwin was. I can explain the importance of Darwin's work. I understand the link between Charles Darwin and Shrewsbury.	Charles Darwin and the Theory of Evolution. He was born and educated in Shrewsbury	Evolution, finches, Galapagos, HMS Beagle	Create a factfile about Charles Darwin
4/6	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Construct informed	To know about the life of Wilfred Owen.	I can explain who Wilfred Owen was. I can explain what he is famous for. I can begin to understand his poems.	Wilfred Owen lived on Monkmoor Road (69). He was born in Oswestry. He was a famous poet during WW1, who was killed one week before	Poetry, Armistice,	To create a war poem in the style of Wilfred Owen (pairs or individual).

	responses that involve thoughtful selection and organisation of relevant historical information.			the Armistice.		
5/6	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	To know about the life of Eric Lock.	<p>I can explain who Eric Lock was.</p> <p>I can explain the importance of Lock's work in the Battle of Britain.</p> <p>I can explain the importance of the Battle of Britain on WW2.</p>	Eric Lock was the most successful pilot in the Battle of Britain. He was born in Bayston Hill, Shrewsbury.	Spitfire, dogfight, hurricane, scramble, Luftwaffe, RAF, RADAR	<p>https://www.raf100schools.org.uk/resource/49/eric-lock</p> <p>https://www.raf100schools.org.uk/resource/38/the-battle-of-britain</p> <p>Write a diary entry from the viewpoint of Eric Lock after a day during the Battle of Britain</p>
6/6	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Construct informed responses that involve thoughtful selection	To know about the importance of Attingham Park during the World Wars.	<p>I can use a range of sources to research information.</p> <p>I can make notes.</p> <p>I can explain the importance of a local heritage site.</p>	Attingham Park was used as an airfield during WW2 (RAF Atcham), it was also set up as a hospital in October 1914 for wounded soldiers.	RAF Atcham, diversity, hospital	Chn to debate which was more important: a hospital for wounded soldiers or an airfield? Split the class into two groups and each side needs to put their case forward for why their use of Attingham is more important.

	<i>and organisation of relevant historical information.</i>					
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