**History Medium-term Plan**

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|  | Autumn | | Spring | Summer | |
| Year R | **Autumn 1 – Marvellous Me** | **Autumn 2 – Let’s Celebrate** | **What a Wonderful World** | **Space** | **Changes** |
| **Historical Understanding**  Children talk about past and present events in their own lives and in the lives of family members.  Can use vocabulary related to periods of time (including the passing of time). | | **Historical Understanding**  Children talk about past and present events in their own lives and in the lives of family members. | **Historical Understanding**  Talk about the lives of the people around them and their roles in society. | |
| **Historical Enquiry**  Comment on images of familiar situations in the past.  Children know about similarities and differences in relation to objects. | | **Historical Enquiry** | **Historical Enquiry**  Compare and contrast characters from stories, including figures from the past.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling. | |
| **Periods in history**  They can comment and ask questions about significant events and people beyond their living memory (e.g. Christmas story and Guy Fawkes). | | **Periods in history**  They can comment and ask questions about significant events and people beyond their living memory (e.g. Easter story). | **Periods in history**  People within living memory (e.g. family members).  Learning about the moon landing and what life would have been like in this period of time. | |

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| Year Group: Reception | Term: Autumn term 1 | | Theme: Marvellous Me |
| About the unit:  The children are to be given the opportunity to draw on their memories to talk about things they have done with their families.  They will also talk about things they have done with their pets and the pets that they have had within their lifetime. | | Where the unit fits in  First unit of the year- settling children into Reception.  Re-living previous events within their own lives. | |
| Prior Learning:  The children will discuss their own families and pets. | Vocabulary:  Pet, past, caring, fun, present, family, relatives | | Resources:  Photographs, videos of pets, objects from home |
| Assessment (By the end of this unit the children will be able to…)  Children talk about familiar situations in the past.  Children talk about people and significant events beyond living memory (Guy Fawkes) | | | |
| Learning Objective | Possible teaching Activities | | Learning Outcomes |
| Children talk about past and present events in their own lives and in the lives of family members. | Children to bring in a family photo as well as objects special to them. Children will be given the opportunity to share what they have brought with their class/key worker groups. | | Record of spoken language linked to their family and special item. |
| Children know about similarities and differences in relation to objects. | Variety of household objects from the past to compare to what we have today e.g. phones, VHS and cassette tapes, photos of old cars, kettles etc. | | Children will be able to sort household objects into past and present.  Children will understand how objects have changed. |

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| Year Group: Reception | Term: Autumn term 2 | | Theme: Let’s Celebrate |
| About the unit:  The children will explore a variety of celebrations and will learn stories behind why they are celebrated. We will also explore how Christmas was celebrated in the past and discuss the similarities and differences to now. | | Where the unit fits in  First unit looking at life beyond living memory by exploring celebrations familiar to the children. | |
| Prior Learning:  The children will have discussed changes within their lifetime. | Vocabulary:  Diwali, Rama, Sita, diwa lamps, Bonfire night, gunpowder, Parliament, Christmas, Victorian, past, present, long time ago, | | Resources:  Photographs, stories (Rama and Sita, Guy Fawkes and The Christmas Story). |
| Assessment (By the end of this unit the children will be able to…)  Children will be able to discuss events from beyond living memory.  Children will be able to discuss similarities and differences between Christmas now and in the past. | | | |
| Learning Objective | Possible teaching Activities | | Learning Outcomes |
| They can comment and ask questions about significant events and people beyond their living memory | Story of Rama and Sita  Story of the Gunpowder Plot  The Christmas Story | | Record of spoken language linked to retelling these stories.  Ordering images to retell stories. |
| Comment on images of familiar situations in the past. | Explore images of Christmas in the past. | | Children will be able to identify similarities and differences between Christmas in the past and now. |
| Can use vocabulary related to periods of time (including the passing of time). | Use vocabulary above to discuss passing of time. | | Children will be able to use words past, present and a long time ago. |

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| Year Group: Reception | Term: Spring term | | Theme: What a Wonderful World |
| About the unit:  Children will learn about Easter- how and why people celebrate. | | Where the unit fits in | |
| Prior Learning:  Children will have learnt about a range of celebrations. | Vocabulary:  Easter, Jesus, past, present, long time ago, Good Friday, | | Resources:  The Easter Story |
| Assessment (By the end of this unit the children will be able to…)  Children talk about past and present events in their own lives and in the lives of family members.  Children will be able to retell key events from The Easter Story. | | | |
| Learning Objective | Possible teaching Activities | | Learning Outcomes |
| Children talk about past and present events in their own lives and in the lives of family members. | Talk about how people celebrate Easter and compare this to other celebrations they have learnt about e.g. Christmas and Diwali. | | Children will be able discuss how their and other families celebrate Easter.  Children will be able to compare and contrast Easter to other celebrations. |
| They can comment and ask questions about significant events and people beyond their living memory (e.g. Easter story). | Learning about The Easter Story | | Children will be able to retell key events from The Easter Story.  Children will understand this is a story from beyond living memory. |

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| Year Group: Reception | Term: Summer term 1 | | Theme: Space |
| About the unit:  Children will learn about the moon landings and what life was like at the time. | | Where the unit fits in | |
| Prior Learning:  Children will have learnt stories from various time periods. | Vocabulary:  Space, rocket, past, present | | Resources:  Books linked to space and key figures, photographs of life in 1969, photographs from space from various eras. |
| Assessment (By the end of this unit the children will be able to…) | | | |
| Learning Objective | Possible teaching Activities | | Learning Outcomes |
| Compare and contrast characters from stories, including figures from the past. | Learn about Neil Armstrong, Chris Hadfield, Katherine Johnson and Tim Peake. | | Children will be able to name and discuss a range of people linked to the space race- both past and present.  They will be able to compare and contrast the experiences of Neil Armstrong and Tim Peake. |
| Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | Compare and contrast the experiences of Neil Armstrong and Tim Peake.  Look at life in 1969 and how it is the same/different from life today (black and white TV/not everyone had televisions/poor quality videos etc). | | Children will be able to compare and contrast the experiences of Neil Armstrong and Tim Peake.  Children will be able to talk about how life has changed since 1969. |
| Understand the past through settings, characters and events encountered in books read in class and storytelling. | Read a range of books about famous astronauts and those involved in the space race e.g. The Darkest Dark by Chris Hadfield, Little People Big Dreams - Neil Armstrong, Counting on Katherine | | Children will be able to talk about the contributions of these figures.  Children will be able to talk about how their lives were the same/different to ours. |
| People within living memory (e.g. family members). | Tim Peake | | Children will be able to talk about Tim Peake. |

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| Year Group: Reception | Term: Summer term 2 | | Theme: Changes |
| About the unit:  Children will learn about the moon landings and what life was like at the time. | | Where the unit fits in | |
| Prior Learning:  Children will have learnt stories from various time periods. | Vocabulary:  Baby, toddler, child, teenager, adult, change, grow, past, present, future | | Resources: |
| Assessment (By the end of this unit the children will be able to…) | | | |
| Learning Objective | Possible teaching Activities | | Learning Outcomes |
| Talk about the lives of the people around them and their roles in society. | Looking at a range of people in our local community- police, fire service, shop keepers etc. | | Children will be able to talk about roles in the local community and why they are important. |
| Understand the past through settings, characters and events encountered in books read in class and storytelling. | Share a range of stories around change e.g. Once There Were Giants by Martin Waddell. | | Children will be able to discuss similarities and differences between our lives and lives in the past. |
| People within living memory (e.g. family members). | Look at how we have changed since we were babies/across the past year. | | Children will be able to discuss how they have changed over their life.  Children will be able to discuss their relatives and how life has changed during their lifetime.  Children will be able to look forward to the future and make predicitions/aims for their future. |