**History Medium-term Plan**

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| Year 1 | **Superheroes** | **Turrets and Tiaras** | **All about trees** | **Where in the world?** |
| **Historical Understanding**  Heroes through history (Significant figures in history, e.g. Amelia Earhart)  Children use common words and phrases relating to the passing of time.  Can use pictures and role play to tell stories from the past. | **Historical Understanding**  They can describe the similarities and differences between life during a time in the past and life today.  Houses and homes through the ages.  Changes within living memory.  Children use common words and phrases relating to the passing of time.  Children are able to order some events by chronology. | **Historical Understanding** | |
| **Historical Enquiry**  They can ask questions about the past. | **Historical Enquiry**  They can ask questions about the past.  They can describe an artefact (e.g. materials, size, signs of wear and tear) | **Historical Enquiry** | |
| **Periods in history**  They can discuss significant events and people in Britain, beyond their living memory.  Guy Fawkes- retell a story/significant event. | **Periods in history**  They can discuss some significant historical events, people and places in his/her own locality. | **Periods in history**  Significant figures in history/ significant female figures through history.  Talk about events beyond living memory that are significant nationally or globally- history of vehicles and travel  Talk about changes within living memory- history of vehicles and travel | |

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| Year Group: 1 | Term: Autumn | | Unit of Learning: Historical understanding (incl. historical enquiry) |
| About the unit: Children will learn about significant figures in history. | | Where the unit fits in: This will be the first unit in year 1. It will be the first time the children look at events outside their own lifetime. | |
| Prior Learning  In reception, the children will have looked at events within their lifetime. They will have looked at the Christmas story as a story from before their lifetime. | Vocabulary:  Year, century, living memory, timeline,  Specific language based on historical figures chosen. | | Resources: |
| Assessment (By the end of this unit the children will be able to…) | | | |
| Learning Objective | Possible teaching Activities | | Learning Outcomes |
| Heroes through history (Significant figures in history) | Look at the story of significant figure-Louis Braille | | Children will be able to talk about the lives of significant figures including what they did to change history. |
| Children use common words and phrases relating to the passing of time. | Introduce children to relevant vocabulary during teaching and activities. | | Children will be able to use the language old, new, past and present to talk about the passing of time. |
| Can use pictures and role play to tell stories from the past. | Order pictures to retell stories of significant figures.  Enhance role play area with resources to encourage children to retell these stories. | | Children will be able to use role play to retell stories from the past.  Children will be able to order pictures chronologicaly. |
| They can ask questions about the past. | Use pictures from the past to prompt discussion and questioning.  Hot seat historical characters. | | Children will be able to form their own questions about the past based on their learning. |
| They can discuss significant events and people in Britain, beyond their living memory. |  | |  |
| Guy Fawkes- retell a story/significant event | Read the story of Guy Fawkes.  Order pictures to retell the story.  Act out the story in role play. | | Children will be able to recall the main events in the Gunpowder Plot. |

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| Year Group: 1 | Term: Spring | | | Unit of Learning: Historical Understanding and Historical Enquiry |
| About the unit  The children will be able to explore people, places and key events within our locality.  The children are to compare periods of time, artefacts, homes from a time in the past and within the present day. They will be ordering events by chronology. | | | Where the unit fits in  This is the first unit into key people and events within our locality.  First historical unit looking into buildings and how they have changed over the decades and centuries. | |
| Prior Learning:  In Reception, the children will have covered the Bible stories or Christmas and Easter.  In Reception, the children will have looked into events within their own memory and within the lives of family members. They will have not looked at buildings at all within Reception. | Vocabulary:  Past, locality, event, before, after, long ago, ancestor, new, young, younger, youngest, old, older, oldest, years ago, modern, recent, similar, same, period, began, first, timeline, next, then, finally, different, ancient, artefact, evidence, generation, | | | Resources:  Photographs, information books, internet websites, |
| Assessment (By the end of this unit the children will be able to…)  Talk about significant historical events, people and places within their own locality.  They can describe the similarities and differences between life during a time in the past and life today. | | | | |
| Learning Objective | Possible teaching Activities | | | Learning Outcomes |
| They can discuss some significant historical events, people and places in his/her own locality. | Learn about the royal family.  Look at Warwick Castle. | | | Children will be able to name significant members of the royal family.  Children will be able to discuss significant events.  Children will be able to talk about the main features/events of Warwick Castle. |
| They can describe the similarities and differences between life during a time in the past and life today. | | Using pictures, stories, first-hand accounts and artefacts to compare royals, homes, schools and toys from the past and present. | | Children will be able to discuss some similarities and differences between their lives and life in the past. |
| Houses and homes through the ages. | | Look at features of our own homes.  Compare houses and home from today to those from the past- using pictures, first-hand accounts etc. | | Children will be able to discuss the main features of their own houses.  Children will be able to identify some key features of houses from the past.  Children will be able to compare the two. |
| Changes within living memory. | |  | |  |
| Children use common words and phrases relating to the passing of time. | | Introduce children to relevant vocabulary during teaching and activities. | | Children will be able to use the vocabulary listed above in relevant contexts. |
| Children are able to order some events by chronology. | | Create a class timeline and add to it throughout the topic.  Order pictures and artefacts by chronology.  Use stories, first-hand accounts and non-fiction texts to learn about events. | | Children will be able to order events using language such as before, long ago, recent, new, old. |
| They can ask questions about the past. | | Use pictures from the past to prompt discussion and questioning.  Hot seat historical characters. | | Children will be able to form their own questions about the past based on their learning. |
| They can describe an artefact (e.g. materials, size, signs of wear and tear) | | Use a variety of artefacts (including toys) to explore.  Share key vocabulary linked to these artefacts. | | Children will be able to describe a range of artefacts. |

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| Year Group: 1 | Term: Summer | | Unit of Learning: Historical understanding (incl. historical enquiry) |
| About the unit: Children will be learning about the history of vehicles and travel. | | Where the unit fits in: Children will have learnt about changes within and outside of their own life. They will have created a class timeline of events learnt so far. | |
| Prior Learning:  Children have learnt about the history of houses and homes. They have begun to look at the lives of some historical figures. | Vocabulary:  Year, century, living memory, timeline,  Specific language based on historical figures chosen. | | Resources:  Photographs, information books, internet websites |
| Assessment (By the end of this unit the children will be able to…)  Talk about significant figures from the past.  Describe similarities and differences between transport now and in the past. | | | |
| Learning Objective | Possible teaching Activities | | Learning Outcomes |
| Significant figures in history/ significant female figures through history. | Learn about the lives of significant historical figures including Sir Frank Whittle | | Children will be able to talk about the life of Sir Frank Whittle and his significance. Richard Attenborough. |
| Talk about events beyond living memory that are significant nationally or globally- history of vehicles and travel | Learn about the invention of the jet engine (Frank Whittle). | | Children will be able to talk about the invention of the jet engine and other modes of transport. |
| Talk about changes within living memory- history of vehicles and travel | Compare vehicles in the past with vehicles now. | | Children will be able to talk about vehicles now and in the past and make comparisons. |