

**KS1 (Cycle A) - History Medium Term Plan**

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|  | **Autumn**  | **Spring** | **Summer** |
| **Term** | **Grandparents** | **Castles** | **Famous Local People** |
| **Curriculum Objective** | **Changes within Living Memory** | **The complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups** | **Lives of Significant Individuals who have Contributed to National and International achievements** |
| **Vocabulary to support Substantive and Disciplinary Knowledge** | Grandparents, toys, school, food, shops, celebrations, holidays, Beatles.Long ago, very long ago, old, new, past, present, timeline, same, different, similarities, differences, artefacts. | Castles, moat, drawbridge, knight, turret, keep, portcullis, protect, security, features.Long ago, very long ago, old, new, past, present, timeline, same, different, similarities, differences, artefacts, stories, recount. | Famous, significant, local, impact, Reginald Mitchell, Sir Stanley Matthews, James Bateman. Long ago, very long ago, old, new, past, present, timeline, same, different, similarities, differences, artefacts, reason, opinion. |
| **I will know….** | **Chronology and Causation*** How to appreciate the difference between long ago and very long ago.
* How to create a simple timeline to capture recent events.
* That the toys their parents and grandparents played with were different to their own
* How to organise a number of artefacts by age.
* That familiar objects we have today would have been different in the past, i.e., telephone.
* What a number of older objects were used for.
* What a timeline is by looking at a time line over the past 10 years
* How to use words to show the passing of time (old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after).

**Historical Enquiry*** How to respond to simple questions about the past.
* How to handle artefacts and ask simple questions about the past.
* How to offer an opinion as to why something may have happened in the past and why they know.

**Interpretation and Significance*** How to identify similarities and differences between different times.
* How to identify and recount historic details from the past from various sources e.g. pictures/stories.
* How to consider the differences between ‘long ago’ and ‘now.’
* That stories passed down through time are prone to exaggeration and some inaccuracy
 | **Chronology and Causation*** How to appreciate the difference between long ago and very long ago.
* How to create a simple timeline to capture recent events.
* Parts of stories they have read or have had read to them which involve memories about the past
* That familiar objects we have today would have been different in the past, i.e., telephone.

**Historical Enquiry*** How to respond to simple questions about the past.
* How to handle artefacts and ask simple questions about the past.
* How to offer an opinion as to why something may have happened in the past and why they know.

**Interpretation and Significance*** That some of the events we talk about from the past are open to different interpretations according to who wrote about it.
* How to identify and recount historic details from the past from sources e.g. pictures/stories.
 | **Chronology and Causation*** How to create a simple timeline to capture recent events.
* Parts of stories they have read or have had read to them which involve memories about the past.
* What a timeline is by looking at a time line over the past 10 years.
* How to use words to show the passing of time (old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after).

**Historical Enquiry*** How to respond to simple questions about the past.
* How to handle artefacts and ask simple questions about the past.
* How to offer an opinion as to why something may have happened in the past and why they know.

**Interpretation and Significance*** How to identify similarities and differences between different times.
* How to identify and recount historic details from the past from sources e.g. pictures/stories.
* How to talk about some people and events that they have studied and give reasons for their actions.
* How to consider the differences between ‘long ago’ and ‘now’.
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