

**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’. |