



History - Year 1/2 - Medium Term Plan
Autumn 2, Unit 1: How am I making history?



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
<p>One:</p> <p>What is my history?</p>	<p>To develop an understanding of personal chronology.</p>	<ul style="list-style-type: none"> - I can order three photographs on a simple timeline. - I can use vocabulary such as past, present and memory. - I can discuss similarities and differences. 	<ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<ul style="list-style-type: none"> - now - present - past - timeline - remember - event 	<p>Watch:</p> <p>Teacher video:</p> <p>Teaching chronology</p> <p>Pupil video:</p> <p>My life timeline</p> <p>Have ready:</p> <p>Interactive presentation:</p> <p>Daily routine</p> <p>Camera.</p> <p>Two photographs of each child (as a baby, on their first day of school, or any other life events such as getting a new pet) - ask parents/carers to email or send these in before the lesson.</p> <p>Print these off for children to use on their timelines.</p> <p>Two photographs of each child from Year 1 (this could be a recent photograph and one from earlier in Year 1) printed for children to use on their timelines.</p> <p>A collection of additional photographs of</p>

					<p>key events in Year 1 so far.</p> <p>Ten pegs</p> <p>String</p> <p>Link:</p> <p>Kapow primary timeline</p> <p>Sticky notes.</p> <p>Print in advance:</p> <p>Activity:</p> <p>Picture cards</p> <p>Activity:</p> <p>Picture cards - large version</p> <p>Activity:</p> <p>Pictures to sequence (for children who do not send in photographs).</p> <p>Activity:</p> <p>Timeline</p>
<p>Two:</p> <p>How can I find out more about myself?</p>	<p>To learn more about my history.</p>	<ul style="list-style-type: none"> - I can talk about three memories. - I can place one memory on a timeline. - I can explain why memories are special, for example, an event or occasion. 	<ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<ul style="list-style-type: none"> - remember - memory - past - present - timeline - now 	<p>Watch:</p> <p>Teacher video:</p> <p>Teaching chronology</p> <p>Have ready:</p> <p>An example memory box with photographs and memories</p> <p>Interactive presentation:</p> <p>Memory boxes</p> <p>A memory box for the class or a memory box for each child- make out of shoeboxes, covered in colourful paper or decorated by</p>

					<p>the children. Photographs of each child from Year 1 and Reception (such as their first day at school, in a PE lesson, at playtime, on a school trip, in an art lesson). Photographs emailed or sent in by parents/carers and/or medals, tickets or other things that remind the children of a special memory. Each child's Activity: Timelines from Lesson 1 (see link: History, How am I making history?, Lesson 1: What is my history?). A5 white card - three pieces for each child. Classroom timeline display.</p>
<p>Three: How are special events remembered?</p>	<p>To explore how we remember events.</p>	<ul style="list-style-type: none"> - I can recall four events celebrated throughout the year. - I know three ways in which I celebrate my birthday. - I can begin to recognise similarities and differences 	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<ul style="list-style-type: none"> - significant - celebrate - celebration - remember - memory - event 	<p>Have ready: Newspaper headlines or photographs with key events that happened in the year that the children were born - use, for</p>

		between how people celebrate events.			<p>example, notable local or national events such as major sporting, Royal or political events.</p> <p>Interactive presentation: How are special events remembered? Sticky notes A piece of card for each child with their birth date written on it A box or a bag. Link: Kapow primary timeline Print in advance: Activity: How do I celebrate my birthday? Activity: How do I celebrate my birthday?</p>
<p>Four:</p> <p>What was it like for children in the past?</p>	<p>To find out what childhood was like for our parents and grandparents.</p>	<ul style="list-style-type: none"> - I can ask questions about the past. - I can compare the past to today. 	<ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<ul style="list-style-type: none"> - childhood - parent - grandparent - family - remember - living memory - past - present - now 	<p>Watch: Teacher video: Posing a historical question. Have ready: Interactive presentation: Childhood in the past A visitor (e.g. a parent, grandparent or member of staff) to be interviewed</p>

					<p>by the children about their childhood</p> <p>Sticky notes.</p> <p>Link:</p> <p>BBC Birthdays in the past</p> <p>A camera or tablet for video recording</p> <p>Print in advance:</p> <p>Activity:</p> <p>Childhood in the past.</p> <p>Activity:</p> <p>Childhood in the past.</p>
<p>Five:</p> <p>What have I learnt about childhood in the past?</p>	<p>To compare childhood now with childhood in the past.</p>	<ul style="list-style-type: none"> - I can think of one similarity between childhood now and childhood in the past. - I can think of one difference between childhood now and childhood in the past. 	<ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<ul style="list-style-type: none"> - past - present - similar - different - living memory - change - lifetime 	<p>Watch:</p> <p>Teacher video:</p> <p>Similarities and differences</p> <p>Have ready:</p> <p>Interactive presentation:</p> <p>Similarities and differences</p> <p>Notes or video taken from the interview in Lesson 4.</p> <p>Link:</p> <p>BBC Birthdays in the past Sticky notes.</p> <p>Link:</p> <p>Kapow Primary timeline</p> <p>Print in advance:</p> <p>Activity:</p> <p>Similarities and differences- A4</p> <p>Activity:</p> <p>Similarities and differences</p>

<p>Six:</p> <p>How am I making history?</p>	<p>To identify that some things change and some things stay the same.</p>	<ul style="list-style-type: none"> - I can use relevant vocabulary to describe what I have found out. - I can think of three ideas about myself to add to the time capsule. - I can discuss possible changes in the future. 	<ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<ul style="list-style-type: none"> - time capsule - past - present - future 	<p>Watch:</p> <p>Teacher video: Change and continuity.</p> <p>Have ready: Interactive presentation: Time capsules</p> <p>A container, such as a large jar or bottle, suitable as a time capsule for storing items.</p> <p>Items for a time capsule, for example, coins, newspapers, school photographs, etc</p> <p>Print in advance: Activity: Time capsule</p> <p>Activity: Time capsule</p>
<p>Assessment:</p> <p>There is no Unit quiz for Year 1 units as the children are building their substantive and topic knowledge and this unit focuses on personal history.</p> <p>Skills catcher- Spot the difference!</p>					



Spring 2, Unit 2: Who was to blame for the Great Fire of London?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: London: Past and Present	To compare past and present London.	<p>I can talk about how the buildings in London were different in the past.</p> <p>I can describe how people travelled differently in London in the past.</p> <p>I can explain how past and present London are different and similar.</p>	- To develop an awareness of the past.	<ul style="list-style-type: none"> - Century - Year - Past - Present - Change - Modern - Capital city - England - London - River Thames 	<p>Have ready: Timeline Year Cards – one per pair or small group, cut up</p> <p>London: Past and Present Cards – one per pair, cut up</p> <p>London: Past and Present Activity Sheet – one per child</p>
Two: Life in the 17 th Century	To identify differences and similarities between ways of life in different periods.	<ul style="list-style-type: none"> - I can describe some jobs that people have now. - I can discuss some jobs that people had in 1666. - I can explain how the jobs that people have now and jobs that people had in 1666 are similar and different. 	- To explain how people live now is different to how people lived in 1666.	<ul style="list-style-type: none"> - Century - Past - Present - Change - Job - Chimney sweep - Blacksmith - Apothecary - Rat-catcher - Gong farmer - Spinner - Chandler - Cook - Scullery - Maid - Carpenter - Musician - Firefighter 	<p>17th Century Jobs Activity Sheet- differentiated one per child</p> <p>Firefighters: Then and Now Activity Sheet- one per child</p> <p>Living in London Challenge Cards- as needed</p> <p>17th Century Jobs Cards- per pair or small group</p>
Three: The Events of the Great Fire	To order the events of the Great Fire of London	<ul style="list-style-type: none"> - I can explain how the fire started and why it spread. - I can put the events of the fire into the order they happened. - I can discuss the effect of the fire on London. 	- To know and understand key features of an event beyond living memory that are nationally significant.	<ul style="list-style-type: none"> - Century - London - Order - Event - Timeline - Change 	<p>Events of the Great Fire Timeline Cards- A4 per pair</p> <p>Timeline Activity Sheet -A3 per pair</p> <p>Great Fire of London Mini-</p>

					<p>Book Template- as required</p> <p>Knowledge Organisers- per child</p> <p>Cut out Events of the Great Timeline Cards for children to order</p> <p>Prepare A3 Timeline Activity Sheet per pair.</p>
<p>Four:</p> <p>How do we know about the Great Fire?</p>	<p>To explain how we know about the Great Fire of London.</p>	<ul style="list-style-type: none"> - I can discuss different historical sources of information about the fire. - I can identify which sources are most helpful and explain why. - I can identify which sources are least helpful and why. 	<ul style="list-style-type: none"> - To understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<ul style="list-style-type: none"> - Source - Reliable - Information - Eyewitness - Diary - Samuel Pepys 	<p>Differentiated Great Fire of London Historical Sources Activity Sheets- per child.</p> <p>Scissors</p> <p>Glue sticks</p>
<p>Five:</p> <p>What happened after the Great Fire?</p>	<p>To explain how London changed after the Great Fire.</p>	<ul style="list-style-type: none"> - I can discuss the problems that caused the fire to spread. - I can describe how I think London should have been rebuilt after the fire. - I can explain the reasons why changed happened. 	<ul style="list-style-type: none"> - To understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<ul style="list-style-type: none"> - King Charles II - Sir Christopher Wren - St Paul's Cathedral - The Monument - Architect - Declaration - Flammable 	<p>Scissors</p> <p>Glue sticks</p> <p>Whiteboards and pens</p> <p>Differentiated Rebuilding London Activity Sheet- per child.</p>
<p>Six:</p> <p>What have we learnt about the Great Fire?</p>	<p>To describe London before, during and after the Great Fire.</p>	<ul style="list-style-type: none"> - I can describe the problems that meant the fire was able to spread. - I can describe what happened during the fire. - I can explain how and why London changed after the fire. 	<ul style="list-style-type: none"> - To understand key features of events choosing and using parts of stories and asking and answering questions. 	<ul style="list-style-type: none"> - Before - During - After - Change - Century - King Charles II - Sir Christopher Wren - Samuel Pepys - Architect - Declaration - Historical source 	<p>Whiteboards and pens</p> <p>Sticky notes</p> <p>Differentiated Before, During and After the Great Fire Booklet Templates- per child, printed double-sided and folded.</p> <p>Great Fire of London</p>

					Illustrations- as needed Before, During and After the Great Fire Word Mat- as needed.
Assessment: There is no Unit quiz for Year 1 units as the children are building their substantive and topic knowledge.					



History - Year 1- Medium Term Plan
 Summer 2, Unit 3: How have explorers changed the world?



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: What is an explorer?	To know what an explorer is.	<ul style="list-style-type: none"> - I can explain what explorers do. - I can recall the names of famous explorers and their achievements. 	<ul style="list-style-type: none"> - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods for example, Elizabeth I and Queen 	<ul style="list-style-type: none"> - beyond living memory - discovery - equipment - exploration 	Watch: Teacher video: Teaching chronology

		<ul style="list-style-type: none"> - I can name equipment or transport that an explorer would need. - I can explain that 'beyond living memory' is more than 100 years ago. 	<p>Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacote and/or Florence Nightingale and Edith Cavell.</p>	<ul style="list-style-type: none"> - explorer - living memory - past - present - transport - timeline 	<p>Have ready: Presentation: Explorers. A range of objects an explorer might use, such as binoculars, a compass, a map, a backpack and some walking poles. An image of a local explorer, if relevant Print in advance: Activity: Explorer images</p>
<p>Two: Where have explorers travelled and when?</p>	<p>To recognise the achievements of different explorers.</p>	<ul style="list-style-type: none"> - I can recognise how transport for voyages has changed. - I can name important explorers. - I can explain some achievements of explorers. - I can identify where explorers travelled. 	<ul style="list-style-type: none"> - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacote and/or Florence Nightingale and Edith Cavell. 	<ul style="list-style-type: none"> - achievement - beyond living memory - discovery - explorer - living memory - solo - timeline - transport - voyage - yacht 	<p>Have ready: Presentation: Explorers' achievements. Presentation: Question words. Timeline display from Lesson 1. Access to a device to record audio. Link: Kapow Primary timeline. Print in advance: Activity: Explorers</p>
<p>Three: Who was Christopher Columbus and what did he do?</p>	<p>To record events on a timeline.</p>	<ul style="list-style-type: none"> - I can select important events from a historical story. - I can place events in the correct order from past to present on a timeline. - I can retell a historical story. 	<ul style="list-style-type: none"> - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, 	<ul style="list-style-type: none"> - achievement - beyond living memory - explorer - timeline - voyage 	<p>Watch: Pupil video: Christopher Columbus Have ready: Sticky notes Link: Google Earth Link:</p>

			Rosa Parks and Emily Davison, Mary Seacote and/or Florence Nightingale and Edith Cavell.		Kapow Primary timeline. Print in advance Activity: Christopher Columbus images Activity: Explorers timeline (printed on A3 paper)
Four: Who was Matthew Henson and what did he do?	To use photographs to find out about the past.	<ul style="list-style-type: none"> - I can describe what I can see in a photograph. - I can ask some questions about a photograph. - I can look for hidden clues (inferences). 	<ul style="list-style-type: none"> - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacote and/or Florence Nightingale and Edith Cavell. 	<ul style="list-style-type: none"> - achievement - beyond living memory - explorer - North Pole - timeline - voyage 	Have ready: Presentation: Matthew Henson. Link: Kapow Primary timeline. Link: Google Earth Print in advance: Activity: Matthew Henson images. Activity: Speech bubbles. Activity: Thinking bubbles.
Five: How has exploration changed?	To recognise changes and similarities (continuities) over time.	<ul style="list-style-type: none"> - I can remember information about past and present-day explorations. - I can compare images from different time periods. - I can compare events in the past and present. 	<ul style="list-style-type: none"> - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacote and/or Florence Nightingale and Edith Cavell. 	<ul style="list-style-type: none"> - determination - different - explorer - past - present - qualities - resilience - similar 	Watch: Teacher video: Continuity and change Have ready: Presentation: Dame Ellen MacArthur. Presentation: How has exploration changed? Link: Kapow Primary timeline.

					Print in advance: Activity: How has exploration changed?
Six: How can we remember them?	To describe the significance of some people and events within history.	<ul style="list-style-type: none"> - I can explain what makes a person or event significant. - I can describe how an explorer changed events or people's ideas. - I can present significant people and events using a coat of arms. 	<ul style="list-style-type: none"> - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell. 	<ul style="list-style-type: none"> - coat of arms - event - historical significance - remember 	Watch: Teacher video: Historical significance Have ready: Presentation: What make a person important? Presentation: Historical significance. Presentation: Coat of arms. Print in advance: Activity: Coat of arms
Assessment: There is no Unit quiz for Year 1 units as the children are building their substantive and topic. Skills catcher- How have explorers changed the world?					



*History - Year 1 - Medium Term Plan
Summer 2, Unit 3: What is a Monarch?*

<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
<i>One:</i>	<i>To describe what a monarch is.</i>	<i>- I can recognise what a monarch is.</i>	<i>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i>	<i>- armed forces - constitutional monarchy</i>	<i>Watch: Teacher video: Monarchy</i>

<p>What is a monarch?</p>		<ul style="list-style-type: none"> - I can recall who rules the UK. - I can identify some of the monarch's duties. 		<ul style="list-style-type: none"> - government - Head of State - monarch - Parliament - rule 	<p>Have ready: Presentation: What is a Monarch? Objects to represent the role of a monarch, e.g. a crown, a sword, a Bible, a book or money Lolly sticks or straws. Glue sticks or sticky tape Scissors. Link: Kapow Primary timeline. Print in advance: Activity: Crown Activity: Crown: support version</p>
<p>Two: Who is our monarch today?</p>	<p>To explain why coronations take place.</p>	<ul style="list-style-type: none"> - I can identify steps in the coronation ceremony. - I can explain the use of special objects in a coronation. 	<ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<ul style="list-style-type: none"> - anointing - Archbishop of Canterbury - ceremony - coronation - crowning - investing - oath - orb - procession - sceptre 	<p>Watch: Teacher video: Monarchy Have ready: Presentation: The coronation. Four sheets of A4 white paper Link: Kapow Primary timeline. Link: BBC - King Charles III's Coronation</p>
<p>Three: How did William the Conqueror</p>	<p>To explain how William the Conqueror became King of England.</p>	<ul style="list-style-type: none"> - I can use sources to find out about the past. - I can recall that the monarchy was different in the past. 	<ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). 	<ul style="list-style-type: none"> - absolute monarchy - Anglo-Saxon - battle 	<p>Watch: Teacher video: Sources of evidence</p>

become King of England?				<ul style="list-style-type: none"> - Bayeux Tapestry - conquer - earl - Edward the Confessor - Harald Hardrada - Harold Godwinson, Earl of Wessex - invade - nobility - Normandy - Normans - power - William of Normandy - Witan 	<p>Have ready: Presentation: Bayeux Tapestry. Link: Kapow Primary timeline. Link: Bayeux museum - Bayeux Tapestry Print in advance: Activity: Bayeux Tapestry Activity: Storyboard</p>
Four: How did William the Conqueror rule?	To identify how William the Conqueror built castles while ruling England.	<ul style="list-style-type: none"> - I can name the two types of castles built by the Normans. - I can recognise similarities and differences between Norman castles. 	<ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). 	<ul style="list-style-type: none"> - absolute monarchy - attack - bailey - conquer - defend - invade - motte-and-bailey - Normans - motte - power - stone keep. 	<p>Watch: Teacher video: Similarities and differences. Have ready: Presentation: William the Conqueror. Presentation: Castles. Print in advance: Activity: Castles Activity: Castles: support version</p>
Five: How did castles change?	To identify features of a castle that would be effective when defending against attacks.	<ul style="list-style-type: none"> - I can sequence castles on a timeline. - I can describe how castles have changed over time. - I can identify the features of a castle. 	<ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). 	<ul style="list-style-type: none"> - battlements - concentric castle - fortified manor house - gatehouse - keep - moat - motte 	<p>Watch: Teacher video: Continuity and change Pupil video: Castles Have ready: Presentation: Castles.</p>

				<ul style="list-style-type: none"> - motte-and-bailey - portcullis - stone keep - tower - walls 	A3 white paper Building bricks or recycled boxes Sticky labels Print in advance: Activity: Castles Resource: Word bank
Six: What was a monarch in the past?	To suggest what a monarch was like in the past.	<ul style="list-style-type: none"> - I can describe what kind of monarch William the Conqueror was. - I can compare the monarchy in the past to the monarchy today. - I can recognise that the monarchy has changed. 	<ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). 	<ul style="list-style-type: none"> - absolute monarchy - Bayeux Tapestry - constitutional monarchy - coronation - monarch - power 	Have ready: Presentation: What was a monarch in the past? A4 white paper Scissors Link: Bayeux museum - Bayeux Tapestry Print in advance: Activity: Zone of relevance
Assessment: <ol style="list-style-type: none"> 1. In the past there was an absolute monarchy in which 2. How did William the Conqueror become King of England? 3. Motte-and-bailey castles were: 4. Why did Normans build stone keep castles? 5. What is a monarch? 					