



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

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
<p>One: 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: Teacher video: Teaching chronology Pupil video: My life timeline Have ready: Interactive presentation: Daily routine Camera. 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. Print these off for children to use on their timelines. 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. A collection of additional photographs of key events in Year 1 so far. Ten pegs String Link: Kapow primary timeline Sticky notes. Print in advance: Activity: Picture cards Activity: Picture cards -large version Activity: Pictures to sequence (for children who do not send in</p>

					photographs). Activity: Timeline
Two: How can I find out more about myself?	To learn more about my history.	<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. 	- 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 	Watch: Teacher video: Teaching chronology Have ready: An example memory box with photographs and memories Interactive presentation: Memory boxes A memory box for the class or a memory box for each child- make out of shoeboxes, covered in colourful paper or decorated by 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.
Three: How are special events remembered?	To explore how we remember events.	<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. 	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<ul style="list-style-type: none"> - significant - celebrate - celebration - remember - memory - event 	Have ready: Newspaper headlines or photographs with key events that happened in the year

		<ul style="list-style-type: none"> - I can begin to recognise similarities and differences between how people celebrate events. 			<p>that the children were born - use, for 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</p> <p>A piece of card for each child with their birth date written on it A box or a bag.</p> <p>Link: Kapow primary timeline</p> <p>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 by the children about their childhood Sticky notes. Link: BBC Birthdays in the past A camera or tablet for video recording Print in advance: Activity: Childhood in the past. Activity: Childhood in the past.</p>
<p>Five:</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. 	<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 	<p>Watch: Teacher video: Similarities and differences</p>

<p>What have I learnt about childhood in the past?</p>		<ul style="list-style-type: none"> - I can think of one difference between childhood now and childhood in the past. 		<ul style="list-style-type: none"> - living memory - change - lifetime 	<p>Have ready: Interactive presentation: Similarities and differences Notes or video taken from the interview in Lesson 4. Link: BBC Birthdays in the past Sticky notes. Link: Kapow Primary timeline Print in advance: Activity: Similarities and differences- A4 Activity: Similarities and differences</p>
<p>Six: 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: Teacher video: Change and continuity. Have ready: Interactive presentation: Time capsules A container, such as a large jar or bottle, suitable as a time capsule for storing items. Items for a time capsule, for example, coins, newspapers, school photographs, etc Print in advance: Activity: Time capsule Activity: Time capsule</p>
<p>Assessment: 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. Skills catcher- Spot the difference! (Optional)</p>					



History- Year 1- Medium Term Plan
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.	<ul style="list-style-type: none"> I can talk about how the buildings in London were different in the past. I can describe how people travelled differently in London in the past. I can explain how past and present London are different and similar. 	<ul style="list-style-type: none"> - 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 	Have ready: Timeline Year Cards – one per pair or small group, cut up London: Past and Present Cards – one per pair, cut up London: Past and Present Activity Sheet – one per child
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. 	<ul style="list-style-type: none"> - To explain how people live now is different to how people lived in 1066. 	<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 	17 th Century Jobs Activity Sheet- differentiated one per child Firefighters: Then and Now Activity Sheer- one per child Living in London Challenge Cards- as needed 17 th Century Jobs Cards- per pair or small group
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. 	<ul style="list-style-type: none"> - 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 	Events of the Great Fire Timeline Cards- A4 per pair Timeline Activity Sheet -A3 per pair Great Fire of London Mini-Book Template- as required Knowledge Organisers- per child

					Cut out Events of the Great Timeline Cards for children to order Prepare A3 Timeline Activity Sheet per pair.
Four: How do we know about the Great Fire?	To explain how we know about the Great Fire of London.	<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 	Differentiated Great Fire of London Historical Sources Activity Sheets- per child. Scissors Glue sticks
Five: What happened after the Great Fire?	To explain how London changed after the Great Fire.	<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 	Scissors Glue sticks Whiteboards and pens Differentiated Rebuilding London Activity Sheet- per child.
Six: What have we learnt about the Great Fire?	To describe London before, during and after the Great Fire.	<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 	Whiteboards and pens Sticky notes Differentiated Before, During and After the Great Fire Booklet Templates- per child, printed double-sided and folded. Great Fire of London 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: What is a Monarch?



LESSON	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	resources
<p>One:</p> <p>What is a monarch?</p>	<p>To describe what a monarch is.</p>	<ul style="list-style-type: none"> - I can recognise what a monarch is. - I can recall who rules the UK. - I can identify some of the monarch's duties. 	<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"> - armed forces - constitutional monarchy - government - Head of State - monarch - Parliament - rule 	<p>Watch:</p> <p>Teacher video: Monarchy</p> <p>Have ready: Presentation: What is a Monarch?</p> <p>Objects to represent the role of a monarch, e.g. a crown, a sword, a Bible, a book or money Lolly sticks or straws.</p> <p>Glue sticks or sticky tape Scissors.</p> <p>Link: Kapow Primary timeline.</p> <p>Print in advance: Activity: Crown Activity: Crown: support version</p>
<p>Two:</p> <p>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:</p> <p>Teacher video: Monarchy</p> <p>Have ready: Presentation: The coronation. Four sheets of A4 white paper Link: Kapow Primary timeline.</p> <p>Link: BBC - King Charles III's Coronation</p>
<p>Three:</p> <p>How did William the Conqueror become King of England?</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 - Bayeux Tapestry - conquer - earl - Edward the Confessor - Harald Hardrada 	<p>Watch:</p> <p>Teacher video: Sources of evidence</p> <p>Have ready: Presentation: Bayeux Tapestry.</p> <p>Link: Kapow Primary timeline.</p> <p>Link:</p>

				<ul style="list-style-type: none"> - Harold Godwinson, Earl of Wessex - invade - nobility - Normandy - Normans - power - William of Normandy - Witan 	<p>Bayeux museum - Bayeux Tapestry</p> <p>Print in advance: Activity: Bayeux Tapestry</p> <p>Activity: Storyboard</p>
<p>Four:</p> <p>How did William the Conqueror rule?</p>	<p>To identify how William the Conqueror built castles while ruling England.</p>	<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:</p> <p>Teacher video: Similarities and differences. Have ready: Presentation: William the Conqueror. Presentation: Castles. Print in advance: Activity: Castles Activity: Castles: support version</p>
<p>Five:</p> <p>How did castles change?</p>	<p>To identify features of a castle that would be effective when defending against attacks.</p>	<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 - motte-and-bailey - portcullis - stone keep - tower - walls 	<p>Watch:</p> <p>Teacher video: Continuity and change</p> <p>Pupil video: Castles</p> <p>Have ready: Presentation: Castles. A3 white paper Building bricks or recycled boxes Sticky labels Print in advance: Activity: Castles Resource: Word bank</p>
<p>Six:</p> <p>What was a monarch in the past?</p>	<p>To suggest what a monarch was like in the past.</p>	<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 	<p>Have ready: Presentation: What was a monarch in the past? A4 white paper Scissors</p> <p>Link: Bayeux museum - Bayeux Tapestry</p> <p>Print in advance: Activity: Zone of relevance</p>

Assessment:

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?

Skills Catcher (Optional)

Substantive Assessment (Optional)

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