

History Medium Term Plan

<b>Nursery End of Year Expectations</b>					
<b>Investigate &amp; interpret the past</b>		<b>Build an overview of world history</b>		<b>Understand Chronology</b>	
Begin to make sense of their own life story and their family.		Begin to make sense of their own life story and their family.		Begin to make sense of their own life story and their family.  Show an interest in different occupations	
Topic	Key Concepts Knowledge categories			Vocab	Drivers
	<b>Investigate &amp; interpret the past</b>  Artefacts	<b>Build an overview of world history</b> Beliefs Settlements Culture & Pastimes Travel & exploration Conflict Society Location	<b>Understand Chronology</b>  Main events		
Term 1					
Me and my familiar people	Beginning to understand artefacts to explore their past using photographs/belongings to them.	To have an awareness of the change in their living memory.	To have an awareness of past events in relation to themselves and their familiar people.	Last year, month, week, Then Before, now	Diversity
Significant event in my life	Pictures of special people and events	To have an awareness of significant people and events in their living memory.	To have awareness of past events that include children's significant people.	Names of significant people, Last year, month, week, Then Before, now	Possibilities Environment

History Medium Term Plan

Fire Fighters	Beginning to understand artefacts to explore them	To have an awareness of significant people in their living memory.	To have an awareness of the role fire fighters play in relation to themselves and their familiar people.	Last year, month, week, Then Before, now, when	Possibilities Diversity
Term 2					
Nurses	Beginning to understand artefacts to explore them.	To have an awareness of significant people in have in their living memory.	To have an awareness of the role nurses play in relation to themselves and their familiar people.	Last year, month, week, Then Before, now, when	Possibilities Diversity
King Richard III	His body was discovered in Leicester.	To have an awareness of significant historical events in their own locality.	To have an awareness of King Richard and his body was buried a long time ago.	king monarch after that a long time ago	Possibilities – Archaeology
Term 3					
King Charles II	Photos /videos of the Royal family	Introducing significant historical individual.	To have awareness of the current King of England.	King of England  King Charles II Queen Elizabeth II King Richard III Monarch before after	Environment

History Medium Term Plan

Space	Watch videos of rockets going into space	Begin to introduce significant events	To have awareness that people go to space in a rocket.	Space, rocket, landing.	Possibilities
Significant event in my life	Pictures of special people and events	To have an awareness of significant people and events in their living memory.	To have awareness of past events that include children's significant people.	Names of significant people, Last year, month, week, Then Before, now	Possibilities Environment

<b>Reception End of Year Expectations</b>					
<b>Investigate &amp; interpret the past</b> Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class.  Talk about the lives of people around them and their roles in society.		<b>Build and overview of world history</b> Understand the past through settings, characters and events encounter in books read in class and storytelling.  Talk about the lives of the people around them and their roles in society.		<b>Understand Chronology</b>	
Topic	Key Concepts Knowledge categories			Vocab	Drivers

History Medium Term Plan

	<b>Investigate &amp; interpret the past</b>	<b>Build and overview of world history</b>	<b>Understand Chronology</b>		
	Artefacts	Beliefs Settlements Culture & Pastimes Travel & exploration Conflict Society Location	Main events		
Term 1					
Me and my family	To understand and discuss artefacts to explore their past using photographs/belongings to them.	To build up aspects of life in different periods.	To able to discuss events in relation to their own life and their family.	Then, now, before, last month/year, in the past. Artefacts evidence	Diversity
Significant event in my life	Pictures of special people and events in children’s life time	To have some understanding significant people and events in their living memory.	To have awareness of past events that include children’s significant people and that the event can change society.	Names of significant people, names of events Last year, month, week, Then Before, now	Environment

History Medium Term Plan

King Richard II	King Richard's body and bones was found in Leicester.	To know of significant historical events in their own locality.	To know King Richard's body was buried a long time ago in Leicester.	Monarch, King Richard iii, artefacts, a long time ago, buried, evidence, Leicester	Possibilities – Archaeology
Fire services from the past in relation to Great fire of London and present	Photographs, old newspaper clippings, fire visit, objects in fire fighting today	To know of events beyond living memory that are significant nationally.  Identify some similarities and differences of life in different periods.	To have an awareness of how the fire services has have changed over time marked by the great fire of London.	Today, now, present, in the past, long time ago, evidence, artefacts, flammable	Environment Possibilities Diversity
Term 2					
Mary Secole in relations to how nursing is now and in the past.	Photographs, artefacts, nurse visit	Introducing significant historical individual.  Identify some similarities and differences of life in different periods.	To have an awareness of how Mary Secole helped soldiers.	Mary Secole, Soldiers, war, nurse/nursing A long time ago, in the past, evidence, artefacts	Possibilities
Significant event in my life	Pictures of special people and events in children's life time	To have some understanding significant people and events in their living memory.	To have awareness of past events that include children's significant people and that the event can change society.	Names of significant people, names of events Last year, month, week, Then	Environment

History Medium Term Plan

				Before, now	
Term 3					
King Charles II and past Queens and kings	Photos /videos of the Royal family	Introducing significant historical individual.	To know who the current King of England is and know other Queens and kings existed.	King of England, King Charles II Queen Elizabeth II King Richard III Monarch before after, in the past, before	Environment
Neil Armstrong	Videos of moon landing	Introducing significant historical individual	To know Neil Armstrong was the first man to land and step foot onto the moon.	Moon landing, Space, in the past, decades, evidence, artefacts	Possibilities

<b>Year 1 End of Year Expectations</b>		
<p><b>Investigate &amp; interpret the past</b></p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p>	<p><b>Build and overview of world history</b></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>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]</p> <p>Significant historical events, people and places in their own locality</p>	<p><b>Understand Chronology</b></p> <p>They should know where the people and events they study fit within a chronological framework</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>They should use a wide vocabulary of everyday historical terms.</p>

History Medium Term Plan

Topic	<b>Key Concepts</b> Knowledge categories			Vocab	Drivers
	<b>Investigate &amp; interpret the past</b>  Artefacts	<b>Build and overview of world history</b>  Beliefs Settlements Culture & Pastimes Travel & exploration Conflict Society Location	<b>Understand Chronology</b>  Main events		
Term 1					
Timelines			Introduce class timeline which will be ongoing and added to throughout the year. Possible timelines to be taught:	day/week/month/year	
King Richard III	Children will be able to discover significant historical person in their local area using pictures and artefacts.	To develop an understanding of who King Richard III was and why he died.  How long King Richard III reign for.  Where his remains were found  Know the location of where his body was found and where his artefacts are.	Children will gain awareness of how the past has made an impact into the future.	Monarch, battle, Plantagenet	<b>Possibilities –</b> Archaeology

History Medium Term Plan

Great Fire of London	Children will learn about an event beyond living memory that is significant nationally.	To learn about a past event that happened in London. To observe the materials that buildings were made from and talk about the tools that were used.	Children to understand the impact on how and why buildings are built differently now and the existence of fire engines.	Congested, flammable, architects, eyewitness, extract	<b>Environment Possibilities</b> - engineering Wider knowledge of the UK changes to fire service & infrastructure.
Term 2					
Plague- The Black Death	Children will learn about an event beyond living memory that is significant nationally.	Children will learn about where the plague happened, how many people it killed and how important did travel played in the Black Death.	Children will be able to develop an understanding of what the plague is and what it was known as.	Ancient, outbreak, centuries, eyewitness, recount	<b>Environment:</b> Home & travel Current Climate Hygiene, evolution of medicine
Marie Curie	Children will learn about a significant individual in the past who has contributed to international achievements.	Explain why Marie Curie was brave.  Discuss the opportunities that Marie Curie created.	To list key events in Marie Curie's life  Describe what influential means	influential, achievements international	<b>Diversity Possibilities</b> Female Scientist
Tim Berners-Lee	Children will learn about a significant individual in the past who has contributed to international achievements.	Explain what is the world wide web and clarify the difference between the internet and the WWW.	List the achievements in Tim Berners-Lee's life	Internet, world wide web, technology, communication.	<b>Possibilities</b> Careers Technology Computer programming

History Medium Term Plan

Term 3					
King Charles II	Children will learn about a significant individual in the past using news reports, video footage, artefacts.	Explain what a Monarch is. Learning about how they lived in the past. E.g. food, dress houses etc.	To list some important dates in King Charles II's life	Monarch, coronation, decade.	<b>Environment</b> Commonwealth
Queen Victoria	Children will learn about a significant individual in the past using photos and artefacts. (V&A museum)	Explain what a Monarch is. Learning about how they lived in the past. E.g. food, dress houses etc.	To know when Queen Victoria reigned	Reign, legacy, memorial	<b>Diversity</b> Compare to today's Queen. Links to the Commonwealth
Moon Landing	Children will be learning about a significant event beyond living memory using pictures and artefacts.	Children will learn about what an astronaut is, the main event from the past and who the first man to land on the moon was.	Children will be able to explain when the Moon landing happened.	Achievement, exploration, orbit.	

Year 2 End of Year Expectations		
<p><b>Investigate &amp; interpret the past</b></p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p>	<p><b>Build and overview of world history</b></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>events beyond living memory that are significant nationally or globally</p> <p>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]</p> <p>significant historical events, people and places in their own locality</p>	<p><b>Understand Chronology</b></p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>They should use a wide vocabulary of everyday historical terms.</p>

History Medium Term Plan

Topic	<b>Key Concepts</b> Knowledge categories			Vocab	Drivers
	<b>Investigate &amp; interpret the past</b>  artefacts	<b>Build and overview of world history</b>  Settlements Culture & Pastimes Travel & exploration Conflict Society Location	<b>Understand Chronology</b>  main events		
Term 1					
Timelines			Children will develop an awareness of the past, using common words and phrases relating to the passing of time.	decade, century, prior, post	
King Richard III	Children will understand some of the ways in which we find out about the past and identify different ways in which it is represented.  <b>Compare and contrast</b> the earliest tools used by archaeologists to today. (machinery and technology)	<b>Compare and Contrast</b> the military operation of going into battle in 1485 to today. (i.e. transport, weapons, espionage)  <b>Compare and contrast</b> the earliest tools used by archaeologists to today. (machinery and technology)	<b>Explain</b> how King Richard being buried in Leicester has made an impact on the city.	Monarch, battle, rebellion, Plantagenet, feud	<b>Environment</b> Significant landmarks in local area <b>possibilities</b> archaeology

## History Medium Term Plan

Great Fire of London	Compare and contrast Samuel Pepys's accounts of the fire with two more historical sources.	Why did the King want the city to be rebuilt in stone?	Explain why the Great Fire of London was a significant event	decade, congested, flammable, architects, eyewitness, extract	<b>Environment Possibilities</b> engineering Wider knowledge of the UK changes to fire service & infrastructure.
Term 2					
Plague	Name a historical source that can tell us about the plague and its effects	Compare how people stopped the spread of the Plague with how people have stopped the spread of COVID 19.  Explain how trade helped the spread of diseases like the plague.  Explain why there was panic when people fell ill with the plague.	Explain how the plague spread.	ancient, outbreak, infectious, centuries, eyewitness, chronicles, recount	<b>Environment:</b> home & travel Current Climate hygiene evolution of medicine
Marie Curie	Explain how artefacts like Marie Curie's diaries can be used to help learn about the past and help people in the present.	Compare and contrast the opportunities for women in education today to those at the start of the 20th century  Explain why Marie Curie's actions during the First World War were brave	Where can we see Marie Curie's legacy today?  Explain what makes Marie Curie a significant person.	influential, achievements, legacy,	<b>Possibilities –</b> Female Scientist
Tim Berners-Lee	How can Berners-Lee's invention help us use artefacts to understand more about periods in history?	Explain how Berners-Lee's invention has affected people's lives today.  Explain changes in your own life because of Berners-Lee's invention	Explain what makes Tim Berners-Lee a significant person.	Internet, world wide web, technology, communication.	<b>Possibilities</b> Careers Technology Computer programming

History Medium Term Plan

		Explain how people use Berners-Lee's invention to listen to music and watch TV			
Term 3					
King Charles II	Children will learn about King Charles II using news reports, video footage, artefacts.	What is the commonwealth and why is the King significant to it?	Organise information about the life of King Charles II.	monarch, coronation, decade, political, commonwealth	<b>Environment –</b> Commonwealth
Queen Victoria	Children will be learning about a significant ant individual beyond living memory using pictures and look at the importance of artefacts. (V&A Museum)	Compare and contrast aspects of both queen’s lives in different periods.	Organise information about the life of Queen Victoria.	Monarch, reign, legacy, empire	<b>Diversity</b> Compare to today’s Queen. Links to the Commonwealth
Moon Landing	Using photos, videos and artefacts as sources of evidence	Compare and contrast the space race with other types of conflict.	Explain what makes the Moon landing significant.	achievement, exploration, orbit, rivals	<b>Possibilities</b> Careers Aerospace engineering