

History Medium Term Planning - Cycle A

KS1	Main Enquiry question	Disciplinary knowledge	Key Knowledge	Diversity	Enrichment	Vocabulary	Historical links/ themes/ concepts	Assessment focus
Autumn 1	Was life different for my grandparents?	Can children name more recent changes and more historic changes?	<ul style="list-style-type: none"> • Know that the toys their grandparents played with were different to their own • Organise a number of artefacts by age • Know what a number of older objects were used for • Know the main differences between their school days and that of their grandparents • Recall some key events which occurred in your grandparent's childhood. • Examine pictures of our area from the past: compare similarities and differences. • Local events (Queen's jubilee) • Primary/ secondary sources as evidence to tell us about 	<p>Listen to some black soul music from the same time as the Beatles.</p> <p>Diversity/ Identity within society - Children to think if all the grandparents in our school had similar toys. Did anybody's parents/ grandparents come from a different area/country? How would that make their life similar or different?</p>	<p>Box of Delights- toys</p> <p>Invite Grandparents into school</p> <p>Playing games</p>	<p>Memory / memories</p> <p>Past/ present old/ new Modern</p> <p>Before. After then/ now similar/ different</p> <p>Change</p> <p>History chronology</p> <p>Local Evidence</p> <p>Jubilee</p> <p>Wooden</p> <p>Metal</p> <p>Plastic</p> <p>Electronic</p> <p>Batteries</p> <p>Desks</p> <p>Butchers</p> <p>Greengrocers</p> <p>Sources</p> <p>Worn</p> <p>Rusty</p> <p>Frayed</p> <p>Broken</p>	<p>Local identity- Children listen to stories and learn about the life of local people.</p>	<p>Chronological understanding</p> <p>Vocabulary which indicates talking about the past.</p>
Autumn 2	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Significant events in their locality</p>	<p>Concept of change? Will development any stay still? Change and continuity</p> <p>Chronology</p> <p>Cause and consequence</p> <p>Features</p> <p>Communication</p> <p>Enquiry</p> <p>Interpretation/</p> <p>How the past is represented?</p> <p>Change and continuity</p>						

			history					
Spring 1								
Spring 2								
Summer 1								
Summer 2								

GDS Opportunities	<ul style="list-style-type: none"> • Can they put up to five objects/events in chronological order (recent history)? • Can they use words and phrases like: very old, when mummy and daddy were little? • Can they use the words before and after correctly? • Can they say why they think a story was set in the past? • Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? • Can they tell us about an important historical event that happened in the past? • Can they explain differences between past and present in their life and that of other children from a different time in history? • Do they know who will succeed the queen and how the succession works? • Can they answer questions using a range of artefacts/ photographs provided? • Can they find out more about a famous person from the past and carry out some research on him or her?
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