

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 anybodies 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>Beamish</p>	<p>Memory / memories</p> <p>Past/ present old/ new</p> <p>Modern</p> <p>Before. After</p> <p>then/ now</p> <p>similar/ different</p> <p>Change</p> <p>History</p> <p>chronology</p> <p>Local</p> <p>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?</p>						

			history					
Non Negotiable Knowledge	Know some activities which happened beyond living memory (if in Y2 link to Rosa Parks and Fire of London unit), know some some historical events within living memory (if in Y2 link to Rosa Parks and Fire of London unit), know that life has changed while our grandparents have been alive, schools had less technology, toys were made from different materials, children often played differently (no/little technology) homes had different tools, homes had different designs, attitudes towards girls and boys, know that life will continue to develop - focus on technology, know that the late queen visited South Shields in our grandparents life time as part of her jubilee celebrations.							
Arts Opportunities	Listen to soul music and compare to music from The Beatles.							
Oracy Opportunities	Share experiences with grandparents, ask questions to older people and listen to their answers, participate in a debate regarding attitudes towards boys and girls.							
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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