

History Medium Term Planning - Cycle B

KS1	Main Enquiry question	Disciplinary knowledge	Key Knowledge	Diversity	Enrichment	Vocabulary	Historical Links / Themes/ concepts	Assessment focus
Autumn 1	Why did the Great Fire of London start? Coverage <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] Significant events to their locality 	What other events happened a long time ago? Dinosaurs/ remembrance day (WW1), Nativity Any other events children were aware of? How were they similar/ different? Change and continuity Chronology Cause and consequence Features Communication Enquiry Interpretation/ How the past is represented? Change and continuity	<ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts and how they are different Name a similar significant event from the children's locality (Great Fire of Gateshead) and explore similarities and differences Explain the impact of these events on national and local life. Explore eyewitness accounts: their importance and weakness. 	NA	That History Bloke (Gateshead Fire) Fire pit Jenga- too close together. Burnt items Discovery Museum workshop	Similar Different Diary Evidence Past Long time ago More than ... ago Before After Later Earlier Eyewitness Local Bakery Crowded Flammable Memorial Monument Plaque	Local identity- Children explore the Fire of Gateshead comparing the chronology and the similarities and differences. Legacy - What monuments or traces can be found about the Great Fire of Gateshead today?	Explanation following sight of an unknown picture- use of contextual knowledge and visual sources - Enquiry
Autumn 2								
Non Negotiable	Non Negotiable knowledge: Know that fire started in 1666, know that nobody alive today saw the fire, name dinosaurs, nativity, WW1 also happened beyond living memory, know that the fire started in a bakery, Pudding Lane, London, Know that Thomas Farrayner was a baker who accidentally started the fire, name Samuel Pepys' diary as a source of evidence, name King Charles II as the monarch in charge, explain that much of London was destroyed and it took a long time to rebuild, know there was also a							

Knowledge	large fire in Gateshead in 1854 which started in a chemical factory, know the fire of Gateshead was very destructive also, describe a plaque and a monument to remember.							
Arts Opportunities	Start with art- Explore art from the past , explore portraits of famous people from history, look at monuments and plaque to consider how they help us to remember the past, explore paintings of the Great Fire Of London as a source of evidence							
Oracy Opportunities	Hot seating Samuel Pepys, mirror frame activity- I'm ... what can I see?, describe similarities and differences using conjunctions							
Spring 1								
Spring 2								
Summer 1	<p>How have people like Rosa Parks made the world a better place?</p> <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 	<p>Chronology Cause and consequence Features Communication Enquiry Interpretation/ How the past is represented? Change and continuity</p>	<ul style="list-style-type: none"> Know about a famous person from outside the UK and explain why they are famous Name a famous person from the past and explain why they are famous Compare the actions of Rosa Parks to another significant individual from another time period- Malala Yousafzai 	<p>Other famous people who have stood against inequality in any form. Making Change lesson- LGBT</p>	<p>Discrimination in action Heads up- famous people Re-enact bus boycott Local charity visit to talk about the work they do in the area.</p>	<p>Inequality Equality Racism Diversity Fairness Unfairness Boycott Peace Freedom Arrested Refuse Fined Time period/ historical period</p>	<p>Diversity within society- What other important people lived a long time ago? Have there always been important people? Why do we need important people? What do important people usually fight for?- themes of fairness/ peace/ freedom/ equality Link to Nelson Mandela/ Malala Yousafzai</p>	<p>Interpretation- Using visual pictures to think about ways she is remembered.</p>
Non Negotiable Knowledge	Non Negotiable knowledge: Know that Rosa Parks is a famous person from history, know that Rosa Parks lived in the 1950s which some people alive may remember, know that Rosa Parks was a black lady who lived in America, know she refused to give up her seat for a white person on a bus at a time when there was lots of racism and segregation, know she was arrested and fined for doing this, understand that her actions started a bus boycott which meant the law was eventually changed so that black people had the freedom to sit wherever they wanted, know that Malala Yousafzai is another famous person who stood up for people's rights, she stood up for girl's right to education							
Arts Opportunities	Start with art- Explore soul music from the time period							
Oracy	Freeze frame- discuss the thoughts and feeling of different people at and around the time of Rosa Parks standing up for herself, describe similarities and difference using							

Opportunities	conjunctions							
Summer 2								

<p>GDS Opportunities</p>	<ul style="list-style-type: none"> • Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about their own life? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened? • Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as during the Great Fire of London? • Can they explain why someone in the past acted in the way they did? • Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? • Can they explain what is meant by a democracy and why it is a good thing? • Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary? • Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?
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