

KS1 Medium Term Plan for History

	A	B	C
Autumn	Who is in my family? <u>Changes within living memory</u> 1 Describe special or significant events. 1 Describe some changes within their living memory. 1 Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. 2 Recognise that their own lives are similar and/or different from the lives of people in the past. 2 Demonstrate simple historical concepts and events through role-play, drawing and writing.	What did my grandparents play with? <u>Changes within living memory</u> 1 Use simple historical terms. 1 Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. 2 Order and sequence events and objects. 2 Use common words and phrases concerned with the passing of time. 2 Consider why things may change over time.	How has my school changed? - Including changes in deaf education. <u>Significant local historical events, people & places.</u> 1 Describe some changes within their living memory. 1 Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. 1 Choose parts of stories and other sources to show what they know about the past. 2 Recognise that their own lives are similar and/or different from the lives of people in the past. 2 Demonstrate simple historical concepts and events through role-play, drawing and writing.
Spring	Did the Great Fire of London change the way we build houses? <u>Events beyond living memory that are significant nationally or globally</u> 1 Order and sequence some familiar events and objects. 1 Retell some events from beyond their living memory which are significant nationally or globally. 2 Ask and answer simple questions about the past through observing and handling a range of sources. 2 Demonstrate simple historical concepts and events through role-play, drawing and writing.	What were they looking for? Explorers - Ibn Battuta & Ernest Shackleton <u>The lives of significant individuals – compare aspects of life in different periods.</u> 1 Make simple observations about different people, events, beliefs and communities. 1 Use sources to answer simple questions about the past. 2 Talk about what/who was significant in simple historical accounts. 2 Use a variety of simple historical terms and concepts to communicate what they know.	What were fairgrounds like in the past? - All the fun of the fair <u>Events beyond living memory that are significant nationally or globally</u> 1 Order & sequence some familiar events & objects. 1 Retell some events from beyond their living memory which are significant nationally or globally. 2 Ask & answer simple questions about the past through observing & handling sources. 2 Demonstrate simple historical concepts and events through role-play, drawing and writing.

Summer	How have Charles Darwin, David Attenborough and Greta Thunberg made a difference to the world? <u>The lives of significant individuals – compare aspects of life in different periods.</u> 1 Recognise the distinction between past and present. 1 Retell simple stories or events from the past. 2 Demonstrate awareness of the lives of significant individuals in the past who have contributed to national/international achievements. 2 Recognise some basic reasons why people in the past acted as they did. 2 Choose parts of stories and other sources to show what they know about significant people and events.	What did people do on holiday in the past? - The Fylde Coast <u>Changes within living memory</u> 1 Describe some changes within their living memory. 1 Use some everyday terms about the passing of time such as ‘a long time ago’ and ‘before’. 1 Choose parts of stories and other sources to show what they know about the past. 2 Recognise that their own lives are similar and/or different from the lives of people in the past. 2 Demonstrate simple historical concepts and events through role-play, drawing and writing.	What is special about Queen’s Park? or What is special about Moss Bank Park? <u>Significant local historical events, people and places.</u> 1 recognise the distinction between past and present. 1 Use some historical terms. 1 Identify some of the basic ways in which the past can be presented (books, statues, artefacts, internet, stories, photos...) 2 Develop awareness of significant historical events, people and places in their own locality. 2 Use a variety of simple historical terms and concepts to communicate what they know.
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