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| **History**  **Medium Term Planning**  **Year A**  **Class 2 – Year 1&2** | | | | | |
|  | **Autumn Term** | **Spring term** | | **Summer Term** | |
| **Unit of work** | **Our school, our school grounds**  Changes within living memory | **How has shopping changed in the last 100 years?**   * Changes within living memory | | **Famous Explorers –**  How were the lives of famous explorers the same or different? | |
| **Key disciplinary knowledge** | **continuity and change**  **cause and consequence**  **similarity and difference** | | **continuity and change**  **similarity and difference** | | **continuity and change**  **similarity and difference**  **historical significance** |
| **Golden thread…**  **substantive knowledge** | **Settlement** | | **Settlement/Cities**  **Diversity**  **Trade** | | **Diversity**  **Travel / transport** |
| **Links to Prior Learning** | In EYFS the children know some similarities and differences between things in the past and now. They have drawn on their own experiences and what has been read to them. | | In EYFS the children will gained knowledge of the past and present and changes over time.  They have looked at roles in society and jobs people have. | | In EYFS the children have gained knowledge of the past through settings, characters and events they have encountered in books. |
| **Links to Future Learning** | In KS1: Children will use the knowledge of our local history to develop this into significant events in ‘London is burning…so is Nantwich’  KS2: Children will develop chronological and secure knowledge and understanding of British local and world history.  Children will regularly address and devise historically valid questions about change, cause, similarity and difference and significance. | | In KS1; Children will develop knowledge taught and apply into aspects of future ‘London is burning…so is Nantwich’ (bakery and development of ovens and shops)  KS2: Children will have an in-depth study of local history and how this has formed into Britain today. Children will extend their chronological knowledge beyond 1066. | | KS2: Children will look at the achievements of different civilizations and significant people throughout the periods of time studied. They will continue to compare what life was like for people in the past and they will build their chronological understanding of events beyond living memory and add dates to their timelines. |
| **Links to Geography** | **Place, Scale, Space**   * link to Geography map skills devising simple map skills. * using directional knowledge with maps. * locating local places using maps. * physical and human Geography, what does this look like? has it changed? | | **Cultural awareness / diversity**  Link to local geography and fieldwork in KS1 –  Can I identify shops in Nantwich?   * collecting information. * maps skills and comparing over time. * using maps to look at physical and human geography. | | **Place, Scale, Space**  **Interconnections**  **Cultural awareness / diversity**   * The 7 continents and 5 oceans of the world * locating hot and cold areas, equator and the north and south poles. |
| **Core Learning**  **Knowledge and skills** | * How can we find out how our school has changed over time? * I can compare similarities and differences using different geographical sources. * I can use timelines to show change over time. * I can ask questions to gain understanding of people and events in history. * I can use stories and other sources to gain understanding. | * I know and understand the changes over time and how these have affected our lives today? * I can understand cohort and chronological history and how this affects lives today. * I can ask questions and use a range of sources to gain better understanding. | | * I know about the lives of some explorers in the past who have made a big difference to the world. * I can compare what life was like at the time of these explorers in different times. * I can gain a coherent knowledge of Britain’s past and that of the wider world. | |
| **Progression of Learning in lessons-Objectives covered** | 1. Can I find out how our school has changed? buildings, classrooms 2. Can I explain what we mean by the word ‘Significant’? 3. Can I find ‘significant’ places in our local area? 4. can I explain how people can remember significant events? Remembrance 5. Can I recall local significant events? timeline - 6. Can I use sources to find out about a significant person? (someone who came to school) | 1. Can understand shopping in modern times? 2. Can understand shopping in the past? 3. Can identify how shops and shopping have changed over time? 4. Can create a timeline of popular UK foods? 5. Can I explore sweet treats from past eras? 6. Can create a leaflet about the history of shops? | | 1. Can I say where Ibn Battuta travelled? (Link to Hot and cold areas in Geography) 2. Can compare life when Ibn Battuta travelled to life today? 3. Can I say what Christopher Columbus discovered and some of the key events from his expedition? 4. Can I say what life was like for Christopher Columbus and why is he significant?   (Link to Hot and cold areas in Geography)   1. Can explain why Shackleton is significant and why found his exploration of the polar regions difficult?   (link to Geography)   1. Can I research and ask questions? 2. Can I understand that all people can become explorers – even children! 3. Can I say the differences and similarities between the lives of Neil Armstrong and Sunita Williams? 4. Can I identify similarities and differences between ways of life in different periods? | |
| **Vocabulary** | compare, new, old, similarities, differences, changes  sources, land, changes over time, timeline, significant, | shops, shopping, modern, self-service, online, timeline  shops, shopping, markets, deliveries, timeline  shops, shopping, self-service, grocer, butcher, fishmonger, milkman, baker, deliveries, timeline  shops, shopping, WW2, rationing, coupons, government, displays, deliveries  shops, shopping, online, supermarket, delivery, key developments  food, favourite, great-grandparents, past, era, current, modern, popular, meals, dishes, originated, chronological, timeline  sweet treat, healthy diet, popular, invented, ingredients, expensive, era, chronological, timeline  present, research | | Source, Evidence, Significant, explorer, Period of time, Achievements, Aspects of life, Way of life, Merchants, Evidence, Compare and contrast, expedition, Key features of events, Reason, Hero, Antarctic, Astronaut, Pilot, Marathon, Curious, Horse-back, Traveller, Victorian, Compare, Contrast, Similar, Different, Travel, Equipment, Communication, national, international. | |
| **Personal Development** | How do you think the changes of our school helps/doesn’t help with our lives today?  Has the school changed for the better? Why?  What are the significant places in our local area? How do we connect to these places? | Do you think shops are better now than in the past?  Why? | | How have the discoveries of the explorers had an effect on our lives today?  How have people contributed to national and international achievements?  Would you like to be an explorer? Why? | |
| **Quick Quiz**  **Assessment**  **Speak like a Historian** | * What are the similarities over time at our school and grounds over time? (including human and physical features) * What are the differences? (including human and physical features) | * What important information about the history of food and shops did you find out? | | * What is an explorer? * Why is Ibn Battuta significant? How do we know about Ibn Battuta’s travels? * What are 2 differences between Christopher Columbus and other explorers? * Who are Isabella Bird, Amy Johnson, Neil Armstrong and Sunita Williams and why are they significant? * Can you name one similarity between all the explorers studied and one difference between them? * Can you name some of the sources and ways we have discovered more about the Explorers? | |