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| **History**  **Medium Term Planning**  **Year B**  **Class 2 – Year 1&2** | | | | | |
|  | **Autumn Term** | **Spring term** | | **Summer Term** | |
| **Unit of work** | **Our churches**  **London’s Burning… So is Nantwich**!  – More events beyond living memory  Gunpowder Plot, Remembrance Day | **Is the UK the same all over?** | | **2 Queens and a King (Coronation)**  Elizabeth I, Victoria, King Charles III  **Coming to England** | |
| **Key disciplinary knowledge** | **cause and consequence**  **similarity and difference**  **historical significance**  **interpretation** | |  | | **continuity and change**  **historical significance** |
| **Golden thread…**  **substantive knowledge** | **Settlements / cities / rivers** | | **Settlements / cities / rivers** | | **Monarchy / Power of rulers**  **Achievements**  **Settlements**  **Travel/ Transport**  **Diversity** |
| **Links to Prior Learning** | In EYFS the children have visited our local church St John’s Doddington and studied it in RE.  The children have some understanding of the past through the setting of the school  and some changes in their living memory.  In Year A children have looked at our school and surrounding environment and how this has changed over time. | | From unit ‘London’s Burning…so is Nantwich’ the children have gained knowledge of London and Nantwich and the importance of the River Thames and Weaver. | | In EYFS the children gained an understanding of significant people and events through the celebration of the Queen Elizabeth’s platinum J  Jubilee, the death of Queen Elizabeth II and King Charles III. |
| **Links to Future Learning** |  | | In KS2: The following units in Year 3 & 4 will build on the knowledge from the UK.  The children will study settlements and the history of ages. They will develop a deeper understanding to capital cities and why people settled there. | | In KS2: Children will study different places of Europe and the significant events that form our lives today.  Children will study other significant people and how their achievements reflect in modern day Britain. |
| **Links to Geography** | **Place, scale, space**   * Where is London / Nantwich? * What is a capital city? – London is the capital city of England * Facts about the River Thames / River Weaver | | **Place, scale, space**   * capital cities and the similarities and differences * Changes over time. * Locational knowledge of capital cities. | | **Place, scale, space**  **Environment (human and physical processes)**  **Cultural awareness and diversity**  **Coming to England:**   * I can use aerial photographs and fieldwork to find landmarks and human and physical features of an area. * I can identify the similarities and differences of the human and physical features in the small area where we live in and Pointe-a-Pierre in Trinidad |
| **Core Learning**  **Knowledge** | * Recount the main events of Great Fire of London. * Examine different sources of evidence from the Great Fire of London. * Compare London in 1666 to London today. * How the events of The Great Fire of London influence our lives today? * Look at the events of the fires of Nantwich. * Explain how these events are different or similar to The Great Fire of London. * What was life like in Nantwich at the time? * What evidence is there from different sources from the fire of Nantwich? * Using primary and secondary sources to find out about the past * Using a simple timeline to understand chronology | * Can I understand why people built castles in the past? * Can I understand the importance of rivers to capital cities? * Can I explain the changes over time of capital cities and growth? | | * Can I talk about significant monarchs of England in the past? * Can I plot their reign on a timeline? * Can I explain what was similar and different between the monarchs? * Can I talk about the Windrush Generation? * Can I say why Floella is a significant person today? | |
| **Progression of Learning in lessons-Objectives covered** | 1. Can I learn about an event from a picture? 2. Can I use paintings to understand what it might have felt like to be an eyewitness? 3. Can I use a range of sources to find out more about the Great Fire of London? 4. Can I learn about the events of The Fire of Nantwich and The Great Fire of London by visiting Nantwich Museum? 5. Can I use an interactive game to understand more and place the events in order? 6. Can I compare the events to what happened in Nantwich? 7. Can I think how historians have used evidence and to describe how and why the Fire started and spread? How does this evidence compare to Nantwich? 8. Can I apply learning to justify answers? 9. Can I use a source to find out more about the Gunpowder plot? 10. Can I can recall the events of The Gunpowder plot in order? 11. Can I can explain why we have Remembrance Day? |  | | **2 Queens and a King:**   1. Can I timeline the change of significant kings and Queens? 2. Can I compare similarities and differences between the monarchs? 3. Can I ask questions and use different sources to gain knowledge of coronation?   **Coming to England:**   1. Can I understand about the Windrush Generation, why people left their country and the effect on families? 2. Can I explain what can help to make someone a significant person? 3. Can I understand the term ‘Empire’? 4. Why is Floella a significant person now? | |
| **Vocabulary** | Event Cause Consequences Source Reason  Eyewitness  Fact Opinion View Cause Effect Timeline  Events Order Cause Effect  Justify Judgement Fact/ opinion  Protestant Catholic Plot Fact/ opinion Order Significant  Parliament Religion Gunpowder Traitor  Timeline  Significant memorial  Pudding Lane, River Thames, Samuel Pepys, Tower of London, Tudor buildings, Fire engines, sources, Evidence, first hand, reliable sources, | castle, change over time, industry, government | | significant, Trinidad, life in the past, movement, diversity, culture, passport, welcoming, settle, settlement, journey, transport, generation, West Indies, sources of evidence. | |
| **Personal Development** | Do you think that the baker was to blame for the fire of London?  Who should take responsibility for what happened?  Do you agree of the way they tried to put the fire out by pulling other houses down?  How have these events shaped our lives today? |  | | Would you like to be a king or queen of England? Why?  What do you think Floelle was feeling?  Why do people need to move from their countries?  Why is England welcoming?  What happened in Floella’s past? | |
| **Quick Quiz**  **Assessment**  **Speak like a Historian** | How has London/Nantwich changed from the Great Fire of London in 1666 to today?  What is different/same about living now and how the people in London in 1665 lived?  How did the Great Fire of London/Nantwich start and spread across London/Nantwich?  How was the fire stopped?  How was London/Nantwich rebuilt after the Great Fire of London/Nantwich? |  | | Can you name our present King of England?  Can you name some significant monarchs in England?  Can you put them into chronological order?  How did Floelle’s life change?  Why is she a significant person?  How has what she achieved reflected on life in Britain today? | |