

History Medium Term Plan 2021-22 – Cycle A

Spring 1

Spring 2

Key Stage 1

Transport – Within living memory – 6 lessons
Significant people – Neil Armstrong and Tim Peake
Martin Luther King day 17th Jan

St David's Day 1st March St Patrick's day 17th March St Georges
day 23rd April
Shakespeare Week 21-27th March

Chronological Understanding

- Place known events and objects in chronological order
- Sequence events and recount changes within living memory
- Show an awareness of the past, using common words and phrases relating to the passing of time
- Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods

Historical Enquiry

- Find answers to some simple questions about the past from simple sources of information
- Describe some simple similarities and differences between artefacts
- Sort artefacts from 'then' and 'now'
- Ask and answer relevant basic questions about the past
- Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events'
- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented

Historical Interpretation

- Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries

Organisation and Communication

Chronological Understanding

- Place known events and objects in chronological order
- Show an awareness of the past, using common words and phrases relating to the passing of time

Historical Enquiry

- Find answers to some simple questions about the past from simple sources of information
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- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented

Historical Interpretation

- Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries

Organisation and Communication

- Talk, draw or write about aspects of the past
- Speak about how he/she has learned about the past.
- Record what he/she has learned by drawing and writing.

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Understanding Events, people and changes

- Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.

Lower Key Stage 2

Martin Luther King day 17th Jan

The Vikings and Anglo-Saxons
St David's Day 1st March St Patrick's day 17th March St Georges day 23rd April
Shakespeare Week 21-27th March

Chronological Understanding

- Use an increasing range of common words and phrases relating to the passing of time
- Use dates to order and place events on a timeline.

Historical Enquiry

- Understand how our range of the past is constructed from a range of sources.
- Make confident use of a variety of sources for independent research.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Historical Interpretation

- Make comparisons between aspects of periods of history and the present day.
- Understand that the type of information available depends on the period of time studied.

Organisation and Communication

- Present findings and communicate knowledge and understanding in different ways

Chronological Understanding

- Use an increasing range of common words and phrases relating to the passing of time
- Place some historical periods in a chronological framework
- Use historic terms related to the period of study.

Historical Enquiry

- Use sources of information in ways that go beyond simple observations to answer questions about the past
- Use a variety of resources to find out about aspects of life in the past

Historical Interpretation

- Understand that sources can contradict each other.

Organisation and communication

- Communicate his/her learning in an organised and structured way, using appropriate terminology

Understanding of Events, people and changes

- Y6 statement – Describe Britain's settlement by Anglo-Saxons and Scots.

<ul style="list-style-type: none"> • Provide an account of a historical event based on more than one source <p>Understanding of events, people and changes</p> <ul style="list-style-type: none"> • Give some reasons for some important historical events. • Note connections, contrasts and trends over time and show some use of historical terms. 	<ul style="list-style-type: none"> • Y6 statement - Describe the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.
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Upper Key Stage 2

<p>A significant turning point in British History and a Local History study: World War 2 and the Battle of Britain. What was Ashton's role in the war? Martin Luther King day 17th Jan</p>	<p>Womens international day 8th March. St David's Day 1st March St Patrick's day 17th March St Georges day 23rd April Shakespeare Week 21-27th March</p>
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<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Use an increasing range of common words and phrases relating to the passing of time • Use dates to order and place events on a timeline. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Compare sources of information available for the study of different times in the past. • Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p>Historical Interpretation</p> <ul style="list-style-type: none"> • Make comparisons between aspects of periods of history and the present day. • Understand that the type of information available depends on the period of time studied. 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Use an increasing range of common words and phrases relating to the passing of time • Use dates to order and place events on a timeline. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Compare sources of information available for the study of different times in the past. • Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p>Historical Interpretation</p> <ul style="list-style-type: none"> • Make comparisons between aspects of periods of history and the present day. • Understand that the type of information available depends on the period of time studied. <p>Organisation and Communication</p>
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- Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods.

Organisation and Communication

- Present findings and communicate knowledge and understanding in different ways
- Provide an account of a historical event based on more than one source

Understanding of events, people and changes

- Give some reasons for some important historical events.
- Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.
- Describe a local history study.
- Note connections, contrasts and trends over time and show some use of historical terms.

- Present findings and communicate knowledge and understanding in different ways
- Provide an account of a historical event based on more than one source

Understanding of events, people and changes

- Give some reasons for some important historical events.
- Note connections, contrasts and trends over time and show some use of historical terms.

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