

# History Medium Term Plan 2022-23 – Cycle B

Spring 1

Spring 2

Key Stage 1

Martin Luther King day 17<sup>th</sup> Jan

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

## 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
- 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
- Ask and answer relevant basic questions about the past
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## 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

<ul style="list-style-type: none"> <li>• Talk, draw or write about aspects of the past</li> <li>• Speak about how he/she has learned about the past.</li> <li>• Record what he/she has learned by drawing and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk, draw or write about aspects of the past</li> <li>• Speak about how he/she has learned about the past.</li> <li>• Record what he/she has learned by drawing and writing.</li> </ul>
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**Lower Key Stage 2**

Martin Luther King day 17 <sup>th</sup> Jan	St David's Day 1 <sup>st</sup> March St Patrick's day 17 <sup>th</sup> March St Georges day 23 <sup>rd</sup> April Shakespeare Week 21-27 <sup>th</sup> March
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<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• Use an increasing range of common words and phrases relating to the passing of time</li> <li>• Use dates to order and place events on a timeline.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Understand how our range of the past is constructed from a range of sources.</li> <li>• Make confident use of a variety of sources for independent research.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>• Make comparisons between aspects of periods of history and the present day.</li> <li>• Understand that the type of information available depends on the period of time studied.</li> </ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>• Present findings and communicate knowledge and understanding in different ways</li> <li>• Provide an account of a historical event based on more than one source</li> </ul> <p><b>Understanding of events, people and changes</b></p> <ul style="list-style-type: none"> <li>• Give some reasons for some important historical events.</li> </ul>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• Use an increasing range of common words and phrases relating to the passing of time</li> <li>• Use dates to order and place events on a timeline.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Understand how our range of the past is constructed from a range of sources.</li> <li>• Make confident use of a variety of sources for independent research.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>• Make comparisons between aspects of periods of history and the present day.</li> <li>• Understand that the type of information available depends on the period of time studied.</li> </ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>• Present findings and communicate knowledge and understanding in different ways</li> <li>• Provide an account of a historical event based on more than one source</li> </ul> <p><b>Understanding of events, people and changes</b></p> <ul style="list-style-type: none"> <li>• Give some reasons for some important historical events.</li> </ul>
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<ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time and show some use of historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time and show some use of historical terms.</li> </ul>
<b>Upper Key Stage 2</b>	
<u>Maya Civilisation</u> Martin Luther King day 17 <sup>th</sup> Jan	St David's Day 1 <sup>st</sup> March St Patrick's day 17 <sup>th</sup> March St Georges day 23 <sup>rd</sup> April Shakespeare Week 21-27 <sup>th</sup> March
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