

# History Medium Term Plan 2021-22 – Cycle A

Summer 1

Summer 2

Key Stage 1

International nurses day 12<sup>th</sup> May (Birthday of Florence Nightingale)

Old and New Toys – Bears – Changes within living memory  
Queens Platinum Jubilee Weekend 2<sup>nd</sup>-5<sup>th</sup> June

## Chronological Understanding

- Place known events and objects in chronological order. Use common words and phrases relating to the passing of time. 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.
- Ask and answer relevant basic questions about the past.

## Historical Interpretation

- Describe changes within living memory and aspects of change in national life.
- Organisation and Communication**
- Talk, draw or write about aspects of the past
- Speak about how he/she has learned about the past.
- Use a wide range of everyday historical terms.
- Record what he/she has learned by drawing and writing.

## Chronological Understanding

- Place known events and objects in chronological order. Use common words and phrases relating to the passing of time. 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.

## Historical Interpretation

- Describe changes within living memory and aspects of change in national life.

## Organisation and Communication

- Talk, draw or write about aspects of the past

<p><b>Understanding Events, people and changes</b></p> <p>Identify some similarities and differences between ways of life in different periods.</p>	<ul style="list-style-type: none"> <li>• Speak about how he/she has learned about the past.</li> <li>• Use a wide range of everyday historical terms.</li> <li>• Record what he/she has learned by drawing and writing.</li> </ul> <p><b>Understanding Events, people and changes</b></p> <ul style="list-style-type: none"> <li>• Identify some similarities and differences between ways of life in different periods.</li> </ul>
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**Lower Key Stage 2**

<p><b>International nurses day 12<sup>th</sup> May (Birthday of Florence Nightingale)</b></p>	<p><b>Riotous Royalty – 2 weeks Queens Platinum Jubilee Weekend 2<sup>nd</sup>-5<sup>th</sup> June</b></p>
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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>• Place some historical periods in a chronological framework</li> <li>• Use historic terms related to the period of study.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Use sources of information in ways that go beyond simple observations to answer questions about the past</li> <li>• Use a variety of resources to find out about aspects of life in the past</li> </ul> <p><b>Historical Interpretation</b></p> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Communicate his/her learning in an organised and structured way, using appropriate terminology</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>• Place some historical periods in a chronological framework</li> <li>• Use historic terms related to the period of study.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Use sources of information in ways that go beyond simple observations to answer questions about the past</li> <li>• Use a variety of resources to find out about aspects of life in the past</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>• Understand that sources can contradict each other.</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Communicate his/her learning in an organised and structured way, using appropriate terminology</li> </ul>
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**Upper Key Stage 2**

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history: The Railway – 2 weeks  
International Nurses Day 12<sup>th</sup> May (birthday of Florence Nightingale)

Queens Platinum Jubilee Weekend 2<sup>nd</sup>-5<sup>th</sup> June

### Chronological Understanding

- Use dates to order and place events on a timeline.

### Historical Enquiry

- 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.

### 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.
- Evaluate the usefulness of a variety of sources.

### Organisation and Communication

- Present findings and communicate knowledge and understanding in different ways

### 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.

### Chronological Understanding

- Use dates to order and place events on a timeline.

### Historical Enquiry

- 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.

### 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.
- Evaluate the usefulness of a variety of sources.

### Organisation and Communication

- Present findings and communicate knowledge and understanding in different ways

### 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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- Note connections, contrasts and trends over time and show some use of historical terms.
- Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.
- Use evidence to support arguments.