

# History Medium Term Plan 2022-23 – Cycle B

## Summer 1

## Summer 2

### Key Stage 1

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

Events beyond living memory - What was Ashton like in the past?  
Queen's Official Birthday 10<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.

### 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
- Describe some simple similarities and differences between artefacts
- Sort artefacts from 'then' and 'now'
- Ask and answer relevant basic questions about the past.
- 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

<ul style="list-style-type: none"> <li>Record what he/she has learned by drawing and writing.</li> </ul> <p>Understanding Events, people and changes</p> <ul style="list-style-type: none"> <li>Identify some similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>Describe significant historical events, people and places in his/her own locality.</li> </ul> <p>Organisation and Communication</p> <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>Use a wide range of everyday historical terms.</li> <li>Record what he/she has learned by drawing and writing.</li> </ul> <p>Understanding Events, people and changes</p> <ul style="list-style-type: none"> <li>Understand key features of events.</li> <li>Identify some similarities and differences between ways of life in different periods.</li> </ul>
Lower Key Stage 2	
<p>Ancient Egypt – 2 weeks</p> <p>International Nurses day 12<sup>th</sup> May (birthday of Florence Nightingale)</p>	<p>Queen's Official Birthday 10<sup>th</sup> June</p>
<p>Chronological Understanding</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>Historical Enquiry</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>Historical Interpretation</p> <ul style="list-style-type: none"> <li>Understand that sources can contradict each other.</li> </ul> <p>Organisation and communication</p>	<p>Chronological Understanding</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>Historical Enquiry</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>Historical Interpretation</p> <p>Organisation and communication</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>Understanding of events, people and changes</b></p> <ul style="list-style-type: none"> <li>Describe a study of an aspect of the earliest civilizations – Ancient Egypt (Y6 statement)</li> </ul>	<ul style="list-style-type: none"> <li>Communicate his/her learning in an organised and structured way, using appropriate terminology</li> </ul>
Upper Key Stage 2	
<p><b>International nurses day 12<sup>th</sup> May (Birthday of Florence Nightingale)</b></p>	<p><b>Leisure and Entertainment in the 20<sup>th</sup> Century – 2 weeks</b>  Queens Platinum Jubilee Weekend 2<sup>nd</sup>-5<sup>th</sup> June. Queen's Official birthday 10<sup>th</sup> June,</p>
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <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>Compare sources of information available for the study of different times in the past.</li> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</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>Evaluate the usefulness of a variety of sources.</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> </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> <li>Note connections, contrasts and trends over time and show some use of historical terms.</li> </ul>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <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>Compare sources of information available for the study of different times in the past.</li> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</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>Evaluate the usefulness of a variety of sources.</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> </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> <li>Describe a chronologically secure knowledge and understanding of British, local and world history,</li> </ul>

establishing clear narratives within and across the periods studied.

- Note connections, contrasts and trends over time and show some use of historical terms.
- Use evidence to support arguments.