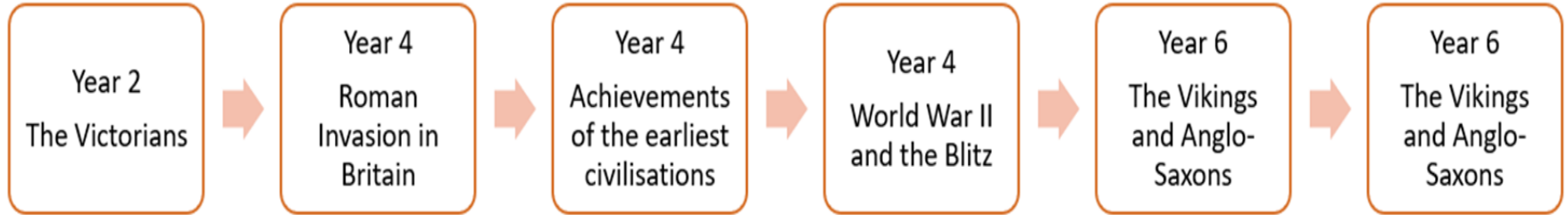
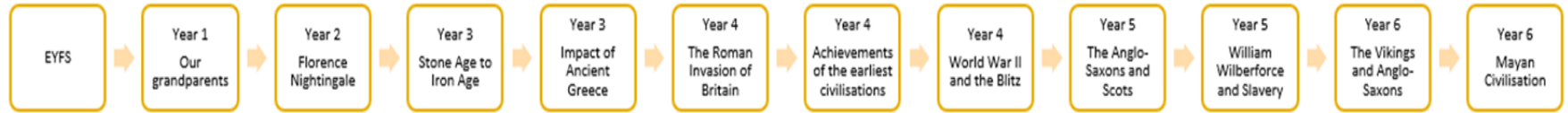




History



Medium Term Planning


Key Concept Overview








Spring Term







Through the Decades

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|--|--|-----------------|---|--|
| Prior Learning | What people do you have in your lives? What do you know that is similar to something from the past? What is now different from the past? What is in the past of your life? What stories have you read that were set in the past? | | | |
| Key Vocabulary | Living memory, grandparents, past, present, future, now, then, before, after, similar, different, | | | |
| Overall Objective | I can give examples of things that were different when my grandparents were children. | | | |
| Key Concept | Second order Concept | Lesson sequence | Suggested teaching sequence | End point |
| Community and culture  | CHRONOLOGY: I can use words and phrases like: before, after, past, present, then and now. | Week 1-2 | Chn create a storyboard of their life timeline/key events. Chn need to be able to vocalise 'when' these things happened. " I went to nurse before I came to school" or "Now I am in Year 1", "After this year I will be in Year 2". Introduce the chn to a key event that happened during their lifetime (e.g. COVID). Do the chn have an awareness of where this fits into the chronology of their lives? | Chn should know: What significant events have you experienced in your lifetime? Chn should be able to: <ul style="list-style-type: none"> • Timeline their life • Biography of their life |
| Community and culture  | SIMILARITY AND DIFFERENCE: I can describe change within living memory I can spot old and new things in pictures. HISTORICAL ENQUIRY: I can research the past using a variety of secondary sources. CONTINUITY AND CHANGE: I can identify things that have changed or stayed the same during my life and from times before living memory (Yr 2) | Week 3-4 | What has changed in their lifetime? Can chn see that they look different, they have moved year groups, new family members, new teachers etc.. Compare baby photos to current photos of themselves and their family. What has changed in our wider community? Compare photos of school/Hull/leaders in Britain and school that have changed within their lifetime. Spot the difference activities using sources. | Chn should know: How has your life changed? Chn should be able to: <ul style="list-style-type: none"> • Make a comparison 'Now and Then' chn can draw and label differences. |


| Key Concept | Second order Concept | Lesson sequence | Suggested teaching sequence | End point |
|--|---|-----------------|---|---|
| <p>Community and culture</p>  | <p>SIMILARITY AND DIFFERENCE: I can describe change within living memory.</p> | <p>Week 5</p> | <p>What was life like for their grandparents when they were children?</p> <p>Children should draw comparisons from what their life as children is like compared to what it was like when their grandparents were children.</p> <p>Children should predict what their grandparents had then make a set of questions to interview relatives. Children should then answer the questions themselves.</p> <p>Ask the children:</p> <p>Are you surprised by what it was like for your grandparents?</p> <p>Do you think you would like being little when your</p> | <p>Children will know:</p> <p>What life was like for their grandparents.</p> <p>Children should be able to:</p> <p>See that life has changed but there are some similarities.</p> |

Through the Decades

| Prior Learning | What people to you have in your lives? What do you know that is similar to something from the past? What is now different from the past? What is in the past in your life? What stories have you read that were set in the past? | | | |
|--|--|-----------------|---|--|
| Key Vocabulary | Living memory, grandparents, past, present, future, now, then, before, after, similar, different | | | |
| Overall Objective | I can describe how there has been change within living memory. | | | |
| Key Concept | Second order Concept | Lesson sequence | Suggested teaching sequence | End point |
| Community and culture  Conflict and disaster  Exploration and invention  | SIMILARITY AND DIFFERENCE: I can compare and contrast changes from a period of time, focusing on one or more of the 4 key concepts. CHRONOLOGY: I can sequence events from within living memory on a timeline | Week 6-7 | What is the 20th century? What decades have we been through? Timeline of chronological events present day through 20th century. Provide the chn with 4/5 events. Can they place them in chronological order using vocabulary that they have already learnt (before, then, after) (See timeline of events to cover. All aspects of key concepts are covered) | As a historian, what do you think are some of the most important events in the 20th Century? |
| (Pick appropriate) Community and culture Con- flict and disaster   | CAUSE AND CONSEQUENCE: I can explain why a historical event happened and what happened as a result. SIGNIFICANCE: I can explain how historical events and people changed things. | Week 8 –10 | Pick one event that you looked at on your 20th Century timeline and do a mini case study. This event must be linked back to present day so the children can see what happened as a result. E.g. <ul style="list-style-type: none"> • Moon landing and subsequent space exploration. • Margret thatcher and roles for women. • Invention of Gameboy and new technology they play with. | What happened in the past that has made today better? |

| Key Concept | Second order Concept | Lesson sequence | Suggested teaching sequence | End point |
|--|--|-----------------|---|---|
| <p>Exploration and invention</p>  <p>Hierarchy and power</p>  | | | <ul style="list-style-type: none"> The discovery of Tutankhamun and the other world historical finds. | |
| <p>Pick appropriate according to historical focus)</p> <p>Community and culture</p>  <p>Conflict and disaster</p>  <p>Exploration and invention</p>  <p>Hierarchy and power</p>  | <p>HISTORICAL ENQUIRY: I can research the past using a variety of secondary sources. (looking at pictures of how things have changes)</p> <p>SIMILARITY AND DIFFERENCE: I can spot old and new things in pictures.</p> <p>CONTINUITY AND CHANGE: I can explain what an object from the past might have been used for.</p> <p>I can describe changes over time in relation to one or more of the 4 key concepts</p> | <p>Week 11</p> | <p>How have certain things changed through the 20th Century (a period of time)?</p> <p>E.g. school, toys, doctors, transport. (could link with aeroplanes and Amy Johnson). Get the children to look at pictures of old tools/TVs/washing machines/ technology etc. and they have to guess what they are.</p> | <p>How much have people's lives changed through the 20th Century?</p> |

Through the Decades

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|--|--|-----------------|--|---|
| Prior Learning | What people do you have in your lives? What do you know that is similar to something from the past? What is now different from the past? What is in the past in your life? What stories have you read that were set in the past? What important people do you know in your life? | | | |
| Key Vocabulary | Living memory, grandparents, past, present, future, now, then, before, after, similar, different | | | |
| Overall Objective | I can know about a famous historical event or person in my local area and can explain why they are famous. | | | |
| Key Concept | Second order Concept | Lesson sequence | Suggested teaching sequence | End point |
| Community and Culture  | CAUSE AND CONSEQUENCE: I can explain why an important person from history acted the way they did and what the impact of this was. CHRONOLOGY: I can use words and phrases like: before, after, past, present, then and now. SIGNIFICANCE: I can explain how historical events and people changed things. | Week 12 | Week 12 Create a timeline of Amy Johnson's life. Highlight significant achievements in Amy Johnson's life. Discuss how Amy inspired girls and why it was out of character at that time for her to fly. What impacts has she had today? https://www.shine4women.com/woman-week-amy-johnson/ Discover how Amy is remembered in Hull now. | Why do you think Amy Johnson was a significant historical figure? |