

Year 1 Medium Term Plan

Key Learning in History

Autumn: What was life like when our Grandparents were children?

1. To identify and describe similarities and differences between our experience at school and the experience our Grandparents may have had.
2. To identify and describe similarities and differences between our own home and the home our Grandparents may have grown up in.
3. To identify and describe similarities and differences between our experience at school and the experience our Grandparents may have had.
4. To identify and describe similarities and differences between our own home and the home our Grandparents may have grown up in.
5. To identify and describe similarities and differences between our toys and the toys our Grandparents may have had.
6. To identify and describe similarities and differences between our pocket money and the pocket money our Grandparents may have had.
7. To create a digital scrap book about our childhood with the purpose of sharing what we have found out about with a wider audience.

Key Learning in History

Spring: Who are our local heroes?

1. To learn about significant people in the history of our locality, and to know where these people fit within a chronological framework
2. To use pictures as historical evidence to draw conclusions about a person's characteristics, and about the past
3. To use artefacts as historical evidence to identify their owner, and to draw conclusions about the past
4. To use a range of documentary sources as historical evidence to draw conclusions about the past
5. To use a visit or a visitor as historical evidence to draw conclusions about the past, and to use these conclusions to compare the merits of respective local heroes
6. To share with a wider audience what we have found out about local heroes and to communicate these findings through writing, art, sound and video

Key Learning in History

Summer: Why do we remember the fifth of November?

1. To establish when, why and how Bonfire Night is celebrated
2. To understand what the Gunpowder Plot was, and to put the Gunpowder Plot within a historical framework
3. To imagine themselves in the plotters' position and understand the motivation behind the Gunpowder Plot
4. To explore and express opinions about Guy Fawkes, and to evaluate and amend opinions based on reasoned argument
5. To explore the reasons why we still celebrate 5th November, and to understand that we celebrate the failure of the Gunpowder Plot, not the plotter's plan
6. To create a presentation explaining why we remember 5th November
7. To evaluate and refine my presentation in advance, and assess its success after the event

Cross curricular links:

English: conducting interviews, writing recounts and captions (Lessons 1, 2), narrating videos (Lesson 3), reading and discussing comics (Lesson 5)
Mathematics: using pre-decimal coins; creating tally charts, pictograms and bar charts (Lesson 5)
Computing: creating digital content as images, text, and audio and video files (Lesson 5)
Design & technology: exploring toy design and household technology (Lessons 2, 4)
Geography: locating where grandparents grew up on maps of the world and the UK (Topic overview)
Physical education: devising games using active toys from the 1950s and 1960s (Lesson 3).

Historical skills

develop curiosity to know more about the past • ask and answer questions about the past • begin to use everyday historical terms • make connections and draw contrasts between their own lives and those of people in the past.

Potential education visits

Cross curricular links:

English: taking part in discussions, answering questions, speaking in front of an audience, acting as tour guides, creating an audio tour (Lessons 1–6); reading questions (Lesson 3); reading documents (Lesson 4); writing in sentences (Lessons 2, 6); writing questions (Lesson 5); writing captions (Lesson 6)

Mathematics: working out age at death of local heroes (Lesson 1); devising a rota for museum guiding duties (Lesson 6)

Art & design: taking a video record of questioning and drawing conclusions from artefacts (Lesson 3), and of a visit or presentation (Lesson 5); creating a photographic record of the museum (Lesson 6)

Computing: taking digital photos (Lesson 5).

Historical skills

Ask and answer questions about the past

Use a range of sources to draw conclusions about the past.

Potential education visits

Cross curricular links:

English: reciting poetry (Lesson 1); discussing ideas (Lessons 3–6); debating (Lesson 4); retelling a factual story (Lessons 2, 3); listening to others (Lessons 1–6); reading poetry and non-fiction (Lessons 1, 2); writing a simple explanation, a 'bill' of Parliament (Lessons 1, 2, 4, 5); answering questions (Lessons 1–6)

Maths: interpreting votes as a tally chart and bar chart (Lesson 4)

Geography: locating London on a map of Britain, locating the Houses of Parliament on a map of London (Lesson 2)

PE: choreographing and performing a dance (Lesson 6)

PSCHE: learning about government and monarchy (Lesson 2), civil liberties (Lesson 3)

RE: learning about Catholics and Protestants (Lesson 3), religious persecution and freedom (Lesson 3).

Historical skills

develop a curiosity about the past, asking and answering questions • choose and use parts of stories and other sources to show that they know and understand key features of events begin to develop an understanding of abstract terms such as parliament and treason.

Potential education visits

Key vocabulary

1960s: a decade that began on January 1, 1960, and ended on December 31, 1969
20th century: the period between January 1, 1901 and December 31, 2000, inclusive
21st century: the period between January 1, 2001 and December 31, 2100, inclusive
Century: a period of one hundred years
Childhood: the early stage of life, before puberty
Decade: a period of ten years
Grandparent: the parents of your mother or father
Growing up: to grow in size, age and experience
In the past: the time before now
Modern: relating to the present time
Now, nowadays: in the present time
Old: advanced in years
Older: more advanced in years
Timeline: a linear representation of events to show the order in which they occurred
Today: the present day
Vintage: denoting something from the past of high quality
Year: a period of 365 days
Younger: less advanced in years.

Key vocabulary

Artefact: an object made by a human being •
Autobiography: a story of one's own life and achievements
Biography: a story of someone's life and achievements
Chronological order: in order of time, from earliest to most recent
Curator: a keeper of a museum
Document: a piece of writing
Exhibit: an item displayed in a museum
Hero: a person admired for their courage, achievements or noble qualities
Local: the surrounding area, or a person who lives there
Museum: a building that houses collections of interesting or important objects
Significant: important or remarkable.

Key vocabulary

Catholics: members of the Catholic Church. Followers believe that their sins will be cleansed through faith and good works. They venerate Mary the mother of Jesus as well as Jesus himself. Priests cannot marry. Church buildings are generally ornate.
Christians: people who follow the Christian religion. Catholics and Protestants are different branches of Christianity. • Conspirators: people who are plotting together
Effigy: a model or sculpture of a specific person. They are often burnt as an act of protest • Gunpowder: chemical that explodes if set light to inside a container • Houses of Parliament: buildings in London, where the government meets • Monarch: a king or queen
Parliament: a group of people that can pass laws to govern the UK
Plot: a secret plan to do something against the law, or harmful to others
Protestants: members of the Protestant Church. Followers believe that their sins will be cleansed through faith in Jesus. Priests can marry. The Protestant churches came about because some people PROTESTED about the way things were done in the Catholic Church and wanted change e.g. they wanted to be able to read the Bible and hear services in their own language and not in Latin. Church buildings are generally plainer. • Roman Catholic Church: branch of Christianity led by the Pope. Followers believe that sins will be cleansed through faith and good works, and venerate Mary, the mother of Jesus. Priests cannot marry. • State Opening: a ceremony to mark the start of a new parliamentary year • The Pope: the leader of the Roman Catholic Church • Treason: the act of plotting or carrying out a crime against one's ruler or nation.

ASSESSMENT

All children can:

Use some common words and phrases related to the passage of time, such as now, then, new, old, when and before
Identify key similarities and differences between their own lives and those of their grandparents as children
Examine and describe sources of evidence from the past.

Most children can:

Use some common words and phrases related to the passage of time, such as nowadays, in the past, and previously
Identify a range of similarities and differences between their own lives and those of their grandparents as children
Use sources of evidence to draw their own conclusions about the past.

Some children can:

Use and understand a wider range of words and phrases related to the passage of time, including last century, the 1950s, the 1960s and decade
Identify and describe several similarities and differences between their own lives and those of their grandparents as children
Express opinions about these similarities and differences, explaining their thinking
Suggest reasons for some of the differences
Draw conclusions about the past, drawing on a range of sources.

ASSESSMENT

All children can:

Name some 'local heroes' from the past
Put these people's lives in chronological order
Examine and describe sources of evidence from the past.

Most children can:

Explain why each 'local hero' is remembered
Place these people's lives on a timeline • ask and answer questions about the past
Use sources of evidence to draw their own conclusions about the past.

Some children can:

Compare the achievements of various 'local heroes', state which 'hero' they think is the most important, and justify their opinion
Ask historically valid questions about the past • draw conclusions about the past using a range of sources.

ASSESSMENT

All children can:

Explain how and why we remember 5th November
Name Guy Fawkes as a conspirator in the Gunpowder Plot
Explain that the Gunpowder Plot was a scheme to blow up the Houses of Parliament
Give the date of the Gunpowder Plot and locate it on a timeline.

Most children can:

Retell the story of the Gunpowder Plot • explain what the Houses of Parliament are and what they are used for
Explain why the plotters wanted to blow up the Houses of Parliament
Express an opinion about Guy Fawkes, using evidence to justify their thinking.

Some children can:

Suggest what might have happened if the Gunpowder Plot had succeeded
Show a basic understanding of the significance of the Gunpowder Plot in the history of Britain.