

## HISTORY MEDIUM TERM PLAN (MTP) YEAR 1 2020: Taught 1<sup>st</sup> half of each term

HISTORY MTP Y1	Autumn 1: 7 WEEKS	Spring 1: 6 WEEKS	Summer 1: 5 WEEKS
<p><i>Taken from the Year group curriculum map</i></p>	<p><b>Autumn 1 (7 WEEKS)</b></p> <p><b>Topic title: The lives of significant individuals in the past.</b></p> <p><b>History:</b> Hi1/1.1</p> <p><i>e.g. Rosa Parks, Mary Seacole, Florence Nightingale, Neil Armstrong</i></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Focused analysis of the events of a significant individual (Mary Seacole, Rosa Parks)</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul> <p><b>Key Vocabulary</b></p> <p>Rosa parks, bus boycott, rights, life, significant, Mary Seacole, Hospital, medicine, soldiers, Florence</p>	<p><b>Spring 1 (6 WEEKS)</b></p> <p><b>Topic title: Changes within living memory</b></p> <p><b>History:</b> Hi1/1.2</p> <p>To understand changes within living memory.</p> <p>Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recall some facts about people/events before living memory.</li> <li>• Explain why people may have acted the way they did.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Events beyond living memory that are significant nationally or globally.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between things that happened in the past and the present.</li> <li>• Describe things that happened to themselves and other people in the past.</li> </ul>	<p><b>Summer 1 (5 WEEKS)</b></p> <p><b>Topic title: Events beyond living memory</b></p> <p><b>History:</b> Hi1/1.3</p> <p>To understand events beyond living memory that are significant nationally or globally</p> <p><i>e.g. events commemorated through festivals or anniversaries, the Great Fire of London, the first aeroplane flight.</i></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explain why people may have acted the way they did.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Order a set of events or objects.</li> <li>• Use a timeline to place important events (eg. Great Fire of London, Gunpowder Plot)</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Identify different ways in which the past is represented.</li> </ul> <p><b>Key Vocabulary</b></p>

	Nightingale, care, nurse, patients, war, Neil Armstrong, space, moon, USA, rocket, timeline.	<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Explore events, asking questions “which things are old and which are new?” “what were people doing?”</li> <li>• Look at objects from the past and compare them with modern objects</li> </ul> <p><b>Key Vocabulary</b> Timeline, hospitals, clean, change, old, new, materials, compare, sort, favourite, modern, Victorian, 20<sup>th</sup> century, timeline.</p>	Gunpowder plot, Parliament, King James, Protestant, Catholic, treason, fireworks, Guy Fawkes, gunpowder, Titanic, ship, sink, ice burg, passengers, survivors, Atlantic Ocean, disaster, Aeroplane, Wright brothers, invention, first flight.
Lesson 1	<i>**Transition Week (See transition plans)</i>	<p><b>Lesson objective:</b> To compare aspects of hospitals in different periods.</p> <p><b>Outline of tasks:</b> Sort sentences about the Victorian times and Modern-day hospitals.</p>	<p><b>Lesson objective:</b> To learn about the significance of Guy Fawkes &amp; the Gunpowder Plot.</p> <p><b>Outline of tasks:</b> Learn about the Gunpowder plot. Understand Guy Fawkes’ role in the Gunpowder Plot. To sequence the main events of the Gunpowder Plot.</p>
Lesson 2	<i>**Transition Week (See transition plans)</i>	<p><b>Lesson objective:</b> To compare aspects of schools in different periods.</p> <p><b>Outline of tasks:</b> Sorting activity to encourage children to compare schools from the past (Venn-diagram).</p>	<p><b>Lesson objective:</b> To discuss and understand significance of the Great Fire of London.</p> <p><b>Outline of tasks:</b> Develop some understanding of chronology.</p> <p>Learn about the events of the Great Fire of London.</p> <p>Sequence the order of events.</p>

Lesson 3	<p><b>Lesson objective:</b> To learn about the life of Mary Seacole.</p> <p><b>Outline of tasks:</b> Learn about the life of Mary Seacole and her impact/contribution to the world. Create a fact file about the life of Mary Seacole.</p>	<p><b>Lesson objective:</b> To compare old and new toys from the past. Understand how toys and books have changed over time.</p> <p><b>Outline of tasks:</b> Sort toys into a Venn diagram. Understand that the materials used for making toys have diversified over time.</p>	<p><b>Lesson objective:</b> To discuss and understand significance of the Titanic.</p> <p><b>Outline of tasks:</b> Learn the story of Titanic and its voyage. Write an information poster about the events of the Titanic.</p> <p>Black and Asian travelers on the Titanic See bottom of planning for link of information</p>
Lesson 4	<p><b>Lesson objective:</b> To understand that the story of Rosa Parks holds global significance. To be able to express opinions on the story of Rosa Parks.</p> <p><b>Outline of tasks:</b> Understand the global significance of Rosa Parks' story. Discuss key facts about Rosa Parks and role play the bus boycott scene.</p>	<p><b>Lesson objective:</b> To create a timeline of the history of toys.</p> <p><b>Outline of tasks:</b> Children to practice ordering events on a timeline (when toys were made). To begin to recognise a chronology.</p>	<p><b>Lesson objective:</b> To find out about different ways people tried to fly before the invention of aeroplanes.</p> <p><b>Outline of tasks:</b> Find out about the ways humans have tried to fly in the past. Chn will follow instruction to make their own aeroplane.</p> <p>Bessie Coleman died in a plane crash in 1926 while testing a new aircraft. Her pioneering role was an inspiration to early pilots and to the African-American and Native American communities. There is a twinkl pack on her also</p>

Lesson 5	<p><b>Lesson objective:</b> To recall significant facts about the life of Rosa Parks. To be able to express opinions on the story of Rosa Parks.</p> <p><b>Outline of tasks:</b> Create an information poster about Rosa Parks.</p>	<p><b>Lesson objective:</b> To compare how toys have changed overtime.</p> <p><b>Outline of tasks:</b> In a table, children to write the difference about old and new toys. Understand that the materials used for making toys have diversified over time.</p>	<p><b>Lesson objective:</b> To find out about the Wright brothers and the flight of the first power driven aeroplane. To participate in a class drama/improvisation.</p> <p><b>Outline of tasks:</b> Recall some key facts about the Wright brothers. Think about how people may have reacted at the event of the first flight. Participate in a drama/improvisation of the first flight event.</p> <p><b>INCLUDE: ASSESSMENT AND EVALUATIONS</b></p>
Lesson 6	<p><b>Lesson objective:</b> To recognise the significance of the moon landings in 1969. To create a rocket or space station which is fit for purpose within the classroom.</p> <p><b>Outline of tasks:</b> Construct and build a rocket/space station, working collaboratively. Use imagination to help us understand the significance and the magic of these events.</p>	<p><b>Lesson objective:</b> To explore toys from the past. To share knowledge of old and new toys with others.</p> <p><b>Outline of tasks:</b> Redbridge Museum visit. Chn will understand how toys and books have changed over time.</p> <p><b>INCLUDE: ASSESSMENT AND EVALUATIONS</b></p>	Term end

Lesson 7	<p><b>Lesson objective:</b> To learn about the life of Neil Armstrong.</p> <p><b>Outline of tasks:</b> Neil Armstrong – Use a timeline to track important events. To begin to recognise a chronology.</p> <p><b><i>INCLUDE: ASSESSMENT AND EVALUATIONS</i></b></p>	Term end	
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Links for extra information:

Titanic - [https://www.huffpost.com/entry/titanic-anniversary-sheds-light-on-passengers-of-color\\_n\\_1418049?guccounter=1&guce\\_referrer=aHR0cHM6Ly93d3cuZ29vZ2xlLmNvbS8&guce\\_referrer\\_sig=AQAAADYU\\_62Q0\\_NUOfoppvxQd-gReb6Ufd-dLj4zTOMaJp7Guq9oCMqzmXyE1AjlNWFy11SxrkAec6hk-gLspra0qASopb04UFgxnwBnXtaKHi5YX4d4ifsJdP2Z907uz0Kh9iMYeaxFodB1q98Z\\_FTl\\_KhC5jqWdPISnK8-ZCF](https://www.huffpost.com/entry/titanic-anniversary-sheds-light-on-passengers-of-color_n_1418049?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xlLmNvbS8&guce_referrer_sig=AQAAADYU_62Q0_NUOfoppvxQd-gReb6Ufd-dLj4zTOMaJp7Guq9oCMqzmXyE1AjlNWFy11SxrkAec6hk-gLspra0qASopb04UFgxnwBnXtaKHi5YX4d4ifsJdP2Z907uz0Kh9iMYeaxFodB1q98Z_FTl_KhC5jqWdPISnK8-ZCF)