

HISTORY MEDIUM TERM PLAN (MTP) YEAR 1 2023-24: Taught 1st half of each term

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

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| | | <p>Historical enquiry</p> <ul style="list-style-type: none"> • Explore events, asking questions “which things are old and which are new?” “what were people doing?” • Look at objects from the past and compare them with modern objects <p>Key Vocabulary</p> <p>Decade, timeline, living memory, inventions, modern, century, long ago, toys, materials, plastic, cloth, metal, wood, electronic, safety.</p> | <p>Gunpowder, plot, Catholics, King, Guy Fawkes, soldiers, prison, Titanic, sank, iceberg, lifeboats, passengers.</p> |
| Lesson 1 | <p>**Transition Week (See transition plans)</p> | <p>Lesson objective:</p> <p>To find out about toys today and explain how we can find out about the past.</p> <p>Outline of tasks:</p> <p>Children to discuss their favourite toy, what it is made from and how it works.</p> | <p>Lesson objective:</p> <p>LO: To know why Guy Fawkes was an important person in history.</p> <p>Outline of tasks:</p> <p>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 | <p>**Transition Week (See transition plans)</p> | <p>Lesson objective:</p> <p>To order a timeline.</p> <p>Outline of tasks:</p> <p>Children to understand what ‘past’ means and recognise that toys from the past were made of different materials.</p> | <p>Lesson objective:</p> <p>L.O: To write a diary entry.</p> <p>Outline of tasks:</p> <p>To write a diary entry as if the children are Guy Fawkes.</p> |
| Lesson 3 | <p>**Transition Week (See transition plans)</p> | <p>Visit from Redbridge Museum.</p> | <p>Lesson objective:</p> <p>Lesson objective:</p> <p>To sequence the events of the Titanic.</p> |

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| | | | <p>Outline of tasks: Children to sequence the events as the Titanic sank.</p> |
| Lesson 4 | <p>Lesson objective: 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>Outline of tasks: Understand the global significance of Rosa Parks' story. Discuss key facts about Rosa Parks and role play the bus boycott scene.</p> | <p>Lesson objective: To recognise how toys have changed over time.</p> <p>Outline of tasks: Children to think back to workshop and understand how toys have changed. Materials they are made from, healthy and safety checks, how toys are made now, how we buy toys, who plays with what toys etc. Children to think about how these changes have impacted the toys they play with today.</p> | <p>Lesson objective: LO: To discuss and understand the significance of the Titanic.</p> <p>Outline of tasks: Learn the story of Titanic and its voyage. Write a newspaper article about about the events of the Titanic.</p> |
| Lesson 5 | <p>Lesson objective: To recall significant facts about the life of Rosa Parks. To be able to express opinions on the story of Rosa Parks.</p> <p>Outline of tasks: To put Rosa Parks on a bus template and write a key fact about her.</p> | <p>Lesson objective: To compare aspects of schools in different periods.</p> <p>Outline of tasks: Children to be able to talk about what schools were like in the past and are like now. They then complete a Venn diagram to compare schools.</p> | <i>Complete assessment.</i> |
| Lesson 6 | <p>Lesson objective: To understand why Neil Armstrong is important.</p> | <i>Complete assessment.</i> | LESSONS LOST DUE TO ASSEMBLY REHEARSALS |

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| | <p>Outline of tasks: To use a word bank to write simple sentences about what Neil Armstrong did and why he was important.</p> | | | | |
| <p>Lesson 7 Black History Week – Mae Jemison.</p> | <p>Lesson objective: To understand why Mae Jemison is important.</p> <p>Outline of tasks: To use a word bank to write simple sentences about what Mae Jemison did and why she was important.</p> | | | | |
| <p>Week 8</p> | <p><i>Complete assessment.</i></p> | | | | |