

Year B Medium Term Plan EYFS and KS1 – History

Autumn Term 1 –	Autumn Term 2 –
<p>KS1 The Great Fire of London Stranger's Hall</p> <p>Historical Interpretation Year 2 Describe events beyond living memory that are significant nationally or globally eg The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p> <p>Organisation and communication EYFS Talk about things they did at the weekend, yesterday, this morning... Visual timetable Orders and sequences familiar events Year 1 Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past Year 2 Use a wide vocabulary of everyday historical terms Speak about how he/she has found out about the past. Record what he/she has learned by drawing and writing</p> <p>Greater Depth EYFS Can they begin to use more than one source of information to bring together a conclusion about an historical event? KS1 Can they research two versions of an event and say how they differ?</p>	<p>KS1 History of circuses Hippodrome Circus Great Yarmouth</p> <p>Historical Interpretation EYFS Recount an event, verbally and written. Children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories Year 1 Look at books, videos, photographs, pictures and artefacts to find out about the past Year 2 Describe changes within living memory and aspects of change in national life. Describe significant historical events, people and places own locality.</p> <p>Historical enquiry EYFS Talk about changes. Know that information can be retrieved from books and computers. (L – ELG Year 1 Identify different ways in which the past is represented Year 2 Ask and answer questions, choosing and using parts of stories and other sources to show understanding of key features of events.</p>

Spring Term 1 –

KS1

World War II Changes in living memory

Chronological Awareness

EYFS

Discuss birthdays

Learn the days, months, seasons.

Understand changes in their own lifetime personal timeline.

Use everyday language related to time

Year 1

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.

Order a set of events or objects

Use a timeline to place important events.

Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.

When my parents/carers were young.

Year 2

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.

Spring Term 2 –

KS1

War Nurses: Edith Cavell and Florence Nightingale

Knowledge and understanding of people and events

EYFS

Understand key features of events.

Learn about the lives of significant individuals

Children talk about past and present events in their own lives and in the lives of family members.

Year 1

Recall some facts about people/events before living memory

Say why people may have acted the way they did.

Year 2

Understand key features of events.

Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.

Summer Term 1 –	Summer Term 2 –
<p>KS1 Pirates, oceans and fish/fishing Sea life centre</p> <p>Historical enquiry</p> <p>EYFS Look closely at similarities, differences, patterns and change. Explore historical mystery objects. Answer ‘how’ and ‘why’ questions about their experiences and in response to stories and events. Sort artefacts ‘old’ and ‘new’ Year 1 Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?” Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer. Year 2 Explore mystery objects for a different time. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Greater depth</p> <p>EYFS Ask questions about past events or the lives of people in their family</p> <p>KS 1 Ask relevant questions using a range of artefacts/ photographs provided Find out more about a person or event from the past through their own research</p>	<p>KS1 Great Explorers</p> <p>Knowledge and understanding of people and events</p> <p>EYFS Understand key features of events. Learn about the lives of significant individuals. Children talk about past and present events in their own lives and in the lives of family members. Year 1 Recall some facts about people/events before living memory Say why people may have acted the way they did. Year 2 Understand key features of events. Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</p>