

Year D Medium Term Plan EYFS and KS1 – History

Autumn Term 1 –

Autumn Term 2 –

KS1

Great Explorers

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.

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.

Geography topic

Spring Term 1 –	Spring Term 2 –
<p>KS1 Chinese New Year Historical Interpretation</p> <p style="text-align: center;">EYFS</p> <p>Recount an event, verbally and written. Children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories</p> <p>Chronological Awareness</p> <p style="text-align: center;">EYFS</p> <p>Discuss birthdays Learn the days, months, seasons. Understand changes in their own lifetime personal timeline. Use everyday language related to time</p> <p style="text-align: center;">Year 1</p> <p>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.</p> <p style="text-align: center;">Year 2</p> <p>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.</p>	<p>Geography topic</p>

Summer Term 1 –	Summer Term 2 –
<p>KS1 Knights and Castles Norwich Castle Historical enquiry</p> <p style="text-align: right;">EYFS</p> <p>Talk about changes. Know that information can be retrieved from books and computers. (L – ELG 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’</p> <p style="text-align: right;">Year 1</p> <p>Identify different ways in which the past is represented 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.</p> <p style="text-align: right;">Year 2</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show understanding of key features of events. 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 style="text-align: right;">EYFS</p> <p>Ask questions about past events or the lives of people in their family</p> <p style="text-align: right;">KS 1</p> <p>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 Local History – our village Historical Interpretation</p> <p style="text-align: right;">Year 1</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past</p> <p style="text-align: right;">Year 2</p> <p>Describe changes within living memory and aspects of change in national life. Describe significant historical events, people and places own locality.</p> <p>Organisation and communication</p> <p style="text-align: right;">EYFS</p> <p>Talk about things they did at the weekend, yesterday, this morning... Visual timetable Orders and sequences familiar events</p> <p style="text-align: right;">Year 1</p> <p>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</p> <p style="text-align: right;">Year 2</p> <p>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</p> <p style="text-align: right;">EYFS</p> <p>Can they begin to use more than one source of information to bring together a conclusion about an historical event?</p> <p style="text-align: right;">KS1</p> <p>Can they research two versions of an event and say how they differ?</p>

