



LEADERSHIP • ORGANISATION • RESILIENCE
INITIATIVE • COMMUNICATION • KINDNESS

HISTORY

MEDIUM TERM PLANS

*Inspiring curiosity. Understanding the past.
Shaping the future.*

FROM *Tiny Footsteps* TO **GIANT LEAPS**

LAUGHING & LEARNING ALL THE WAY



LEGACY

*Learning from the past
to shape the future.*



INVASIONS

*Understanding conflict
and its impact.*



HIERARCHY & POWER

*Exploring leadership,
authority and influence.*



SETTLEMENTS

*Investigating where people
live and why.*

Year 1 History Medium Term Plans

Year 1	<u>Animals, ages and adventure!</u>	<u>Fire, fantasy and Fairytales</u>	<u>Roar and Explore!</u>
Prior Knowledge	Talked about things that happened in the past using words such as before, now and long ago. Compared themselves as babies to how they are now. Listened to stories about dinosaurs and animals from the past. Sorted old and new objects and talked about differences.	Talked about events in their own lives and family memories. Used simple time words such as before, after, yesterday and long ago. Compared old and new homes, toys or photographs. Began to recognise that some things happened before they were born.	Talked about how they travel to school and different ways people travel. Compared old and new vehicles in stories, pictures and play. Used vocabulary such as past, present, old and new. Ordered familiar events in simple sequence (first, next, last).
	How do we know dinosaurs lived a long time ago? Covers ✓ Beyond living memory ✓ Chronology ✓ Historical evidence ✓ Significant individuals ✓ Fossils ✓ Change over time	Why do we still remember the Great Fire of London? Covers: ✓ Event beyond living memory ✓ Chronology ✓ Cause and consequence ✓ Historical evidence ✓ Change over time ✓ Significance	How has transport changed over time? Covers: ✓ Changes within living memory ✓ Chronology ✓ Past and present ✓ Significant individuals ✓ Invention and impact ✓ Historical significance

<i>Question 1</i>	What does “a long time ago” mean? WALT: understand that some events happened a long time ago. Children: • Talk about past and present • Compare baby photos to now • Order familiar events on a simple timeline • Understand that dinosaurs lived before people Skills: ✓ Uses simple historical vocabulary ✓ Begins to understand chronology ✓ Identify past and present Vocabulary: past, present, old, new, before, after, long ago, timeline Children might say: <i>"Dinosaurs lived a long time ago, before people."</i>	What happened in London a long time ago? WALT: understand that the Great Fire happened a long time ago. Children: • Learn that the fire happened in 1666 • Place the event on a simple timeline • Compare then and now Skills: ✓ Uses time vocabulary ✓ Understands beyond living memory ✓ Begins using chronological language Vocabulary: past, present, timeline, long ago, before, after, fire Children might say: <i>"The Great Fire happened a long time ago before I was born."</i>	How did people travel in the past? WALT: identify how transport looked in the past. Children: • Explore transport from long ago • Compare transport from past and present • Discuss how people travelled before cars Skills: ✓ Identify past and present ✓ Recognise historical change ✓ Uses historical vocabulary Vocabulary: past, present, old, new, transport, travel, long ago Children might say: <i>"People used horses and carts before cars."</i>
<i>Question 2</i>	When did dinosaurs live? WALT: place dinosaurs on a timeline. Children: • Explore simple timelines • Place dinosaurs before humans • Compare dinosaurs to today Skills: ✓ Order events chronologically ✓ Understand beyond living memory Vocabulary: timeline, before, after, long ago, past Children might say: <i>"Dinosaurs lived before people were alive."</i>	How did the fire begin? WALT: know how the Great Fire started. Children: • Learn where the fire started • Sequence the first events • Discuss what happened first Skills: ✓ Sequence events ✓ Recall key historical facts Vocabulary: bakery, fire, spark, London, event Children might say: <i>"The fire started in a bakery."</i>	Which transport came first? WALT: place transport in chronological order. Children: • Sequence: horse and cart → bicycle → train → car → aeroplane • Build a class timeline Skills: ✓ Order events chronologically ✓ Use timelines Vocabulary: before, after, timeline, first, next, then Children might say: <i>"The train came before the car."</i>

<i>Question 3</i>	How do we know dinosaurs existed? WALT: understand how fossils help us learn about the past. Children: • Explore fossils • Handle replica artefacts • Ask questions about clues Skills: ✓ Use artefacts and evidence ✓ Ask historical questions Vocabulary: fossil, bone, evidence, clue, artefact Children might say: "I think this is old because it is a fossil."	Why did the fire spread so quickly? WALT: understand why the fire spread. Children: • Explore wooden houses • Learn about crowded streets • Discuss wind and fire Skills: ✓ Identify cause and effect ✓ Use evidence from pictures and stories Vocabulary: wood, houses, wind, spread, narrow Children might say: "The fire spread because the houses were close together."	How have cars changed over time? WALT: identify changes in transport over time. Children: • Compare old and modern cars • Spot similarities and differences • Discuss safety and comfort Skills: ✓ Compare past and present ✓ Identify change over time Vocabulary: change, similar, different, old, modern Children might say: "Old cars look different from cars today."
<i>Question 4</i>	Who was Mary Anning? WALT: learn about a significant person from the past. Children: • Learn about Mary Anning • Explore her discoveries • Discuss why she is remembered Skills: ✓ Learn about significant individuals ✓ Understand historical significance Vocabulary: discover, fossil hunter, significant, past Children might say: "Mary Anning found fossils that helped people learn about dinosaurs."	How do we know about the fire today? WALT: understand how we learn about the past. Children: • Explore diaries, paintings and historical sources • Learn about Samuel Pepys Skills: ✓ Use historical sources ✓ Ask historical questions Vocabulary: diary, source, evidence, picture, past Children might say: "Samuel Pepys wrote about the fire in his diary."	Who was Henry Ford? WALT: learn about a significant person from the past. Children: • Learn about Henry Ford • Understand how he helped make cars for more people Skills: ✓ Learn about significant individuals ✓ Understand significance Vocabulary: inventor, factory, car, significant, history Children might say: "Henry Ford helped more people own cars."

<i>Question 5</i>	Who was Mary Anning? WALT: learn about a significant person from the past. Children: • Learn about Mary Anning • Explore her discoveries • Discuss why she is remembered Skills: ✓ Learn about significant individuals ✓ Understand historical significance Vocabulary: discover, fossil hunter, significant, past Children might say: "Mary Anning found fossils that helped people learn about dinosaurs."	How did London change after the fire? WALT: identify changes after the Great Fire. Children: • Compare houses then and now • Explore rebuilding London • Talk about safety changes Skills: ✓ Identify change over time ✓ Compare past and present Vocabulary: change, rebuild, brick, old, new Children might say: "People built houses from brick after the fire."	How did transport change people's lives? WALT: understand how transport changed the way people lived. Children: • Discuss journeys, holidays, work and family visits • Compare life before and after cars Skills: ✓ Understand impact of change ✓ Make links between invention and everyday life Vocabulary: journey, travel, work, family, change Children might say: "Cars helped people travel further."
<i>Question 6</i>	How do we know dinosaurs lived a long time ago? WALT: use evidence to explain how we know about the past. Children: • Review fossils, stories and discoveries • Answer the Big Question • Create posters, timelines or floor book pages Skills: ✓ Use evidence to answer questions ✓ Communicate historical understanding Outcome: Children answer: How do we know dinosaurs lived a long time ago? Children might say: "We know because fossils give us clues about the past."	Why is the Great Fire still remembered today? WALT: explain why the Great Fire is an important event. Children: • Review key learning • Answer the Big Question • Create timelines, posters, drama or floor book pages Skills: ✓ Explain historical significance ✓ Use evidence to answer historical questions Outcome: Why do we still remember the Great Fire of London? Children might say: "We remember it because it changed London."	How has transport changed over time? WALT: explain how transport has changed. Children: • Review key learning • Answer the Big Question • Create timelines, posters, role play or floor book pages Skills: ✓ Use evidence to explain change ✓ Communicate historical understanding "Transport has changed because people invented new ways to travel."

Assessment	Enquiry Question: <i>"How do we know dinosaurs lived a long time ago?"</i> Children will demonstrate understanding by: • Explaining that dinosaurs lived before humans. • Using fossils as evidence. • Referring to Mary Anning's discoveries. • Using historical vocabulary accurately.	Enquiry Question: <i>"Why do we still remember the Great Fire of London?"</i> Children will demonstrate understanding by: • Explaining key events of the fire. • Describing why the fire spread. • Explaining how London changed afterwards. • Using evidence from historical sources.	Enquiry Question: <i>"How has transport changed over time?"</i> Children will demonstrate understanding by: • Ordering transport chronologically. • Comparing transport from the past and present. • Explaining how transport has changed people's lives. • Describing why Henry Ford is significant. • Using historical vocabulary accurately.
End Point	By the end of this unit, children will know that dinosaurs lived millions of years ago before humans existed. They will understand that historians and scientists use fossils and other evidence to learn about the past and that Mary Anning was a significant individual whose discoveries helped us understand prehistoric life. Children will be able to place dinosaurs on a simple timeline and explain how we know they existed.	By the end of this unit, children will know that the Great Fire of London was a significant event that happened in 1666. They will understand how the fire started, why it spread so quickly and how London changed afterwards. Children will be able to place the event on a timeline, use historical evidence to learn about the fire and explain why it is still remembered today.	By the end of this unit, children will know that transport has changed over time and understand how these changes have affected people's lives. They will be able to compare transport from the past and present, place different forms of transport on a timeline and explain why Henry Ford is remembered as a significant individual.

Substantive Knowledge (What children need to remember)	Children will know: • Dinosaurs lived a very long time ago, before humans. • The past is different from the present. • Timelines help us understand when events happened. • Fossils provide evidence about life in the past. • Mary Anning was an important fossil hunter whose discoveries helped people learn about prehistoric life. • We can use evidence to learn about things that happened before living memory.	Children will know: • The Great Fire of London happened in 1666. • The fire started in a bakery on Pudding Lane. • Wooden houses, narrow streets and strong winds helped the fire spread. • Samuel Pepys recorded information about the fire in his diary. • London was rebuilt after the fire and many buildings were made from brick. • The Great Fire is remembered because it changed London.	Children will know: • Transport has changed over time. • People travelled differently in the past. • Different forms of transport were invented at different times. • Cars, trains and aeroplanes changed the way people travel. • Henry Ford helped make cars available to more people. • Changes in transport have affected journeys, work, holidays and family life.
Disciplinary Knowledge (Thinking like a historian)	Children will: • Use simple timelines to place events in order. • Explore fossils and artefacts as historical evidence. • Ask questions about evidence from the past. • Use vocabulary such as <i>past, present, before, after</i> and <i>evidence</i>. • Explain how fossils help us learn about dinosaurs. • Begin to understand that historians use evidence to answer questions about the past.	Children will: • Place the Great Fire on a simple timeline. • Sequence key events. • Use diaries, paintings and pictures as historical sources. • Ask questions about evidence from the past. • Use historical vocabulary such as <i>past, present, before, after</i> and <i>evidence</i>. • Explain how historical sources help us learn about the fire.	Children will: • Use timelines to place transport in chronological order. • Compare transport from the past and present. • Use photographs and sources to identify change over time. • Learn about significant individuals from history. • Use historical vocabulary such as <i>past, present, before, after, change</i> and <i>timeline</i>. • Explain how inventions can change people's lives.

Adaptive Teaching	Support • Visual timelines and sequencing activities. • Real-life photographs and replica fossils. • Vocabulary mats and picture prompts. • Adult-supported discussions. • Sentence stems such as "I know this is from the past because..." Challenge • Explain why fossils are important evidence. • Compare dinosaurs with animals living today. • Justify ideas using evidence from fossils and sources.	Support • Storytelling and visual sequencing cards. • Photographs and paintings. • Vocabulary mats and picture prompts. • Drama and role play opportunities. • Adult-guided discussion. Challenge • Explain why the fire spread so quickly. • Use evidence to explain changes after the fire. • Consider why Samuel Pepys' diary is important.	Support • Sorting and sequencing activities. • Photographs of old and modern transport. • Vocabulary mats and word banks. • Discussion prompts and sentence stems. • Adult-guided comparison activities. Challenge • Explain which invention had the biggest impact on travel. • Compare similarities and differences between forms of transport. • Justify opinions using evidence from learning.
Assessment for Learning	Throughout the unit, teachers will assess understanding through questioning, timeline activities, vocabulary retrieval, discussion and evidence-based tasks.	Throughout the unit, teachers will assess understanding through questioning, sequencing activities, source discussions, vocabulary retrieval and drama activities.	Throughout the unit, teachers will assess understanding through questioning, timeline work, comparison tasks, vocabulary retrieval and discussions.



HISTORY TIMELINE GRAPHICS

Whole School History Progression



EYFS

Me, My Family and Special Times



Stories from the Past



Toys and Everyday Life



People Who Help Us



YEAR 1



Animals, Ages and Adventure! (Dinosaurs)

YEAR 2

Dover: Castles and Coastlines (Castles)



Queens and the United Kingdom (Famous Queens)



Why do people visit different places? (Seaside)

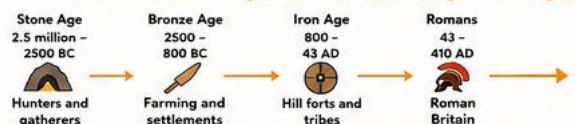


YEAR 3

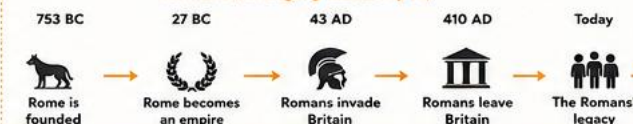
Why has Dover always been important? (Dover through time)



How does the Earth shape human life? (Stone Age to Iron Age)



Romans (Changing Landscapes)



YEAR 4

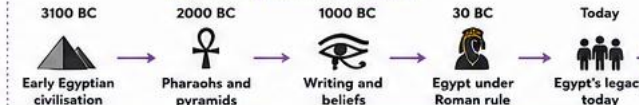
Anglo Saxons - Vikings (Vikings: Migration and Settlement)



Tudors, Trade and Towns (Tudors)



Life Along the Nile (Egypt)



YEAR 5

Who were the Ancient Greeks? (Ancient Greece)



Terror, Treason and Triumph (Stuarts)



Do we learn from the past? (Crime and Punishment)

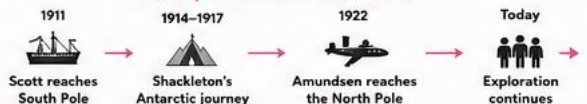


YEAR 6

WW2



Ice, Exploration and Endurance



Kingdom of Benin



OUR AIM

To inspire curiosity, develop knowledge and understanding of the past and build a sense of identity, empathy and responsibility.



Curiosity



Knowledge



Empathy



Respect



Resilience



Communication

OUR HISTORY VALUES



THROUGHOUT OUR JOURNEY WE...

✓ Ask questions • Explore evidence • Make connections
Understand change • Share our ideas • Think historically

