



History Medium Term Plan

Intent	At Talavera Infant School we aim to develop curiosity and awareness about the past and its events both in Britain, globally and in our local area. Children are encouraged to investigate, research and think about how the past influences the present and embrace becoming Historians! Through an enquiry-based approach we aim to develop a chronological framework of significant events and people, allowing children to compare these aspects to those in different time periods. Through planned opportunities to study our local area our children gain a strong sense of place and identity which makes History accessible and relevant to their lives and Aldershot community. At Talavera Infant School we strive to motivate and inspire our children to find out about what has happened in the past. To capture engagement, we have implemented opportunities for first hand experiences, artefacts, photographs and high quality and tailored educational visits. This will develop the children's questioning minds and equip them with a range of knowledge, historical terms and vocabulary, skills and abilities which will follow them on their history learning journeys. “You have to know the past, in order to understand the present” – Carl Sagan
--------	--

Reception Goals	Early Learning Goals Knowledge and Understanding of the World. Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Educational Programme Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension
-----------------	---

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	- Children can talk about members of their immediate family, including people from their school. - Children notice and talk about toys from the past - Children begin to understand the concepts old and new - Children take part in celebrating Remembrance Day We talk about members of our families and the roles of people in society. We sort old and new toys and talk about what we notice. We join the school in marking a significant National event.		Children learn about a significant individual from stories and texts – Mary Anning We then talk to the children about events that happened, talking in the past tense and encouraging them to remember and talk about things that happened to them– yesterday, last week, last summer...		- Children use photos of previous events to talk about what happened in the past and how they have grown and changed - Children begin to understand the concepts then and now We use a text called “Once There Were Giants” as part of this topic. The pictures in this book are from a range of times and we discuss how things have changed over their lives – and their parents’ lives	



History Medium Term Plan

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Geography Focus: Wonderful weather	Geography Focus: My school	History unit: <i>Changes within living memory</i> Big Question: What would great Grandpa Pig's house look like when he was a little pig? Objective 1 - Change and Continuity: I can identify old and new objects and explain their similarities and differences. <i>To sort and match objects to people who may have used those objects.</i> <i>To describe how some aspects of life today differ from the past.</i> <i>To recognise the difference between past and present in their own lives and other people's lives.</i> Objective 2 - Characteristic Features: I can identify key features from that time period. <i>To recognise that household objects and technology could be different in the past.</i> Objective 3 - Chronology: I can order household objects in a visual timeline. <i>To create a simple timeline of objects and use vocabulary associated with past eg old/new, now/then</i> Objective 4 - Historical Interpretation: I can recognise that the past can be seen in different ways Key Vocabulary: Timeline, Then, Now Change Recap Old and New	History unit: <i>Significant Individuals</i> Geography focus: <i>The United Kingdom</i> Big Question: Which Monarch lived at the best time? Objective 1 - Historical Enquiry: I can retrieve information about how aspects of life differ from sources. <i>To use photographs and objects as sources of information to learn about the past</i> Objective 2 - Chronology: I can order events in a visual timeline of Britain <i>To create a simple timeline of events and use vocabulary related with the past to talk about it</i> Objective 3 - Characteristic Features: I can identify old and new objects and match them <i>To recognise that transport and buildings were different in the past.</i> <i>To show awareness of significant things that are not seen today</i> Key Vocabulary: Monarch, Evidence, Past, Present	History unit: <i>Events beyond living memory</i> Big Question: <u>Why did the Great Fire of London cause so much damage?</u> Objective 1 - Historical Enquiry: I can retrieve information about an event from sources. <i>To sort artefacts and photos etc. into then and now</i> <i>To extract simple information from text/pictures/objects etc</i> Objective 2 - Chronology: I can order events in a visual timeline of Britain <i>To use words and phrases (old, new, now, then, yesterday).</i> <i>To sequence events in chronological order.</i> Objective 3 - Cause and Consequence: I can explain why the Great Fire of London took place. <i>To describe in simple terms the causes and consequences of an important historical event in history, offering examples of the outcome</i> Key Vocabulary: Sequence, Artefact, Event, Cause	Geography focus: Around the world



History Medium Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Geography Focus: Mapping	<i>History unit: Significant Individuals</i> Big Question: <u>Who was most significant person to teach us about space?</u> Objective 1 - Cause and Consequence: I can identify and explain how a person or event has impacted a historical time period. To give reasons why someone did what they did in a historical setting. To draw simple conclusions from people's actions in the past. To give clear explanations of an important event in history, offering two or three reasons why that event took place. Objective 2 - Chronology: I can order events in a visual timeline To use words and phrases (old, new, now, then, yesterday). To sequence events in chronological order. To sort photos from different periods Objective 3- Continuity and Change: I can describe how some aspects of life differ from the past using simple historical vocabulary To describe how some aspects of life today differ from the past. To recognise that not everyone in the past had the same experiences. Objective 3 - Historical Enquiry: I can use sources to find out information about the past.	<i>Geography Focus: Where do we live?</i>	<i>Geography Focus: Hot & Cold?</i>	<i>History unit: Significant People</i> Big question: <u>Nursing has not changed in over 100 years. True or false?</u> Objective 1 - Historical significance: I can identify and explain how a person or civilisation has contributed to a period of time. To give reasons why events in history happened. To discuss the significance of a key historical figure's contribution to a period of time (eg.. Objective 2 - Chronology: I can order events in a visual timeline of Britain. To use words and phrases (old, new, now, then, yesterday). To sequence events Objective 3 - Change and Continuity: I can identify significant nurses and their practices in time and explain their similarities and differences. To sort old medical equipment with nurses from that era compared to modern equipment. To describe how some aspects of nurses today differ from the past. To recognise the difference between past and present in their own lives and other people's lives.. Objective 4 - Characteristic Features: I can identify key features from that time period. To recognise that nursing and nursing practices could be different in the past. To identify significant features of nursing.	<i>History unit: Local Area/ Geography Focus: Comparison</i> Big Question: <u>Why is Queens Avenue called Queens Avenue?</u> Objective 1 - Historical Significance: I can identify and explain how a person or civilisation has contributed to a period of time. To give reasons why events in history happened. To discuss the significance of a key historical figure's contribution to a period of time (eg. Objective 2 - Chronology: I can order events in a visual timeline of Aldershot. To use words and phrases (old, new, now, then, yesterday). To sequence events in chronological order Objective 3 - Historical Enquiry: I can use sources to find out information about the past. To sort artefacts and photos into then and now. To extract simple information from sources. To ask and answer questions related to different sources Objective 4 - Characteristic Features: I can identify key features from that time period To recognise key features of Aldershot from past and present. To use a range of sources to find out about characteristic features from the past e.g. artefacts pictures etc.



History Medium Term Plan

		To sort artefacts and photos into then and now To extract simple information from sources. To ask and answer questions related to different sources. Objective 4 – Historical Significance: I can recognise and describe special times or events for family or friends To give reasons why events in history happened. To discuss the significance of a key historical figure's contribution to a period of time (eg.. Key Vocabulary: Significant, Chronological, Past, Present Recap then and now		Key Vocabulary: Similarities, Differences, Effect, Reason Recap past and present	Objective 5 - Cause and Consequence: I can explain why the avenue is called Queen's Avenue To give clear explanations of an important event in history, offering two or three reasons why it took place. Key Vocabulary: Modern, Recent, Impact, Predict
End Points Reception – I can be a Historian Knowledge – What I know - I can talk about my family and the people who are important to me. - I know that some toys and objects are old and some are new. - I know that special events are remembered. - I know that I have grown and changed since I was younger. Skills – What I can do - I can talk about things that happened to me before. - I can look at photos and objects and talk about the past. - I can spot differences between then and now. - I can listen to stories and talk about the past					
Year 1 – I can be a Historian Knowledge – What I know - I know that life was different when my grandparents were young. - I know that houses, toys and technology have changed over time. - I know about important people from the past, including monarchs.			Year 2 – I can be a Historian Knowledge – What I know - I know about significant people who changed the world. - I know that people in the past made important choices. - I know that some things change and some things stay the same.		



History Medium Term Plan

- I know about a **significant event from the past**, such as the Great Fire of London.

Skills – What I can do

- I can tell the difference between **the past and the present**.
- I can talk about **how things have changed** over time.
- I can put objects and events in the **correct order**.
- I can use a **simple timeline**.
- I can use words like **past, present, then, now, old and new**.
- I can look at **pictures, artefacts and stories** to find out about the past.
- I can explain **why something happened** in the past.

- I know about the **history of my local area**.

- I know that the past helps us **understand life today**.

Skills – What I can do

- I can place events and people on a **timeline**.
- I can use historical words like **significant, impact, effect and reason**.
- I can ask and answer **questions about the past**.
- I can use **different sources** to find information.
- I can explain **why events happened** and what happened next.
- I can compare the past with the present and spot **similarities and differences**.
- I can talk about what life was like in a **specific time period**.

A Talavera Historian

By the end of Year 2:

- I can **talk confidently about the past**.
- I can use **evidence** to help me learn about history.
- I understand **change, cause and significance**.
- I can explain how history connects to **my life and my community**.