**Medium Term Plan:** Supporting Implementation of LTP/Progression Grid

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| Subject: History Year: Phase One Year A Unit 2/3    EYFS: UW: 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;     NC/PoS: Events beyond living memory   * 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 * 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 * Significant historical events, people and places in their own locality |
| Prior Learning (what pupils already know and can do)   * Know how things have changed over time including fire services * Know how maps help can help us to see change over time * Know familiar changes and how that goes beyond their lived experience * Know how artefacts are used to support our understanding * Know what similarity and difference is * Know what a primary and secondary source is |
| End Points (what pupils MUST know and remember)   * Know events can happen beyond living memory and understand this means nobody alive today can remember the event. * Can describe London past and present * Can Identify London on map * Know events can happen beyond living memory * Know that artefacts can tell us more about the past * Know that Queen Elizabeth the Second ruled our county * Know that King Charles now rules our country |
| Key Vocabulary  events, memory, beyond, significant, monument, national, cause, consequence, building materials, equipment, queen, king, rebuild, cathedral, national, significant, |
| Enquiry question: **How has London changed over time?** |
| Session 1: **Who rules our country now and who ruled in the past?**  Recap learning about changes within living memory – Changes over time.  Recap Queen Elizabeth the second and King Charles the second.  Create the family tree of both monarchs past and present.  Children to write summary statement of who rules in the past and who rules in the present.  Introduce children to ‘beyond living memory’  Know Buckingham Palace as the Royal Residence in London  Vocab: events, memory, beyond, |
| Session 2: **Where is London and why is it significant?**  Introduce London as a capital city and identify on a UK map. (Geography)  Look at map of London in 1666 and compare maps then and now. Discuss any similarities or differences.  London is a settlement. (geography) and is located on the River Thames  London is a city that is important and is where our government are located  Locate significant London landmarks including: Buckingham Palace, Tower Bridge, Houses of Parliament Big Ben, London Eye,  Vocab: significant, monument, national , significant |
| Session 3: **How has London changed?**  Using knowledge from last lesson, look at the location of London.  Using photographs as a source of evidence  Past: Narrow street, houses close together many built close to trading routes near the river.  Present: Houses spread out, town planning, better building regulations  Children to identify similarities and differences between London past and present.  Compare homes in London in 1666 to now. What were home built from?  V0ocab: Similarity, difference, similar, building materials |
| Session 4: **How has the fire service changed over time?**  Look at artefacts and photographs from the fire service from the past.  How has the fire service changed?  Look at:  Uniform  Fire engine  Water squirt/hose pipes  Fire extinguisher/Bucket  Children to know how fires were put out in the past compared to now.  What have been the significant changes?  What could be the consequences for firefighters in the past?  Vocab: Cause, consequence, equipment, change, significant |
| Session 5: **What does a fire station look like today?**  Children to complete a school trip to the local fire station to observe how a fire station work and to summarise how firefighters have changed over time.  Children to summarise key finding from their trip to compare firefighting from the past to present day.  Vocab: Firefighters, significant, difference, equipment, |
| Future learning this content supports:  • KS2 units (beyond living memory) |