

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

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| Subject: History | Changes within living memory- London | Year: Phase One Year A Unit 2/3 |
| EYFS: UW: Past and Present <ul style="list-style-type: none">• Talk about the lives of people around them• Know some similarities and differences in the past and now, drawing on experiences• Understand the past through story, settings and characters NC/PoS: Events Beyond Living Memory <ul style="list-style-type: none">• Events beyond living memory that are significant nationally or globally | | |
| Prior Learning (what pupils already know and can do) <ul style="list-style-type: none">• 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) <ul style="list-style-type: none">• 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, | | |
| Recommended Resources: Texts: Look Inside London- Johnathon Melmoth Katie in London- James Mayhew Digital Tools: Magic Grandad (BBC) – The Great Fire of London Interactive map of London (1666 vs now) Oak National Academy- History of London Visuals: Comparison photos, diagrams of old London Models and Dioramas: London Tower, London Bridge | | |
| Curriculum Connections: <ul style="list-style-type: none">– Science – Materials and their properties (changes in household items).– Geography – Local area studies and map use to observe changes.– Maths – Time language: before, after, now, then.– English – Writing recounts and comparing past/present narratives. Art/DT – Creating family trees or model homes from the past and present, creating building, bridges etc | | |

Career Opportunities:

- Historian – Investigating how family life, schools, and homes have changed.
- Genealogist – Studying family trees and personal history.
- Archivist – Preserving school records, artefacts and photos.
- Museum Curator – Interpreting and displaying historical objects related to homes, schools, or transport.
- Urban Planner – Understanding how transport and housing have evolved over time

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:

- Phase 3 units (beyond living memory)