



History Medium Term Plan

One event or person in history can lead to a lifelong change.

| Year 1 History LTP | Autumn | Spring | Summer |
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| Title | Turn Back Time How are family trees organised? How has life changed for our parents, grandparents and great grandparents? | Pivotal Pioneers How has transport changed over time? | Carnival Time How has Redditch Carnival changed since 1926? |
| Values | Hope and trust | Trust and resilience | Hope, resilience |
| Concepts | Lasting Legacies Life for everyday people | Pivotal Pioneers Lasting Legacies Life for everyday people | Lasting Legacies Life for everyday people |
| Link to programme of study | 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | Significant historical events, people and places in their own locality. |
| What we need to know | What a timeline is. How to order events on a timeline. Know that the year is and the year we were born was | Today, we can travel by land, air and sea to anywhere in the world, and even beyond it. Just 100 years ago (1913), Henry Ford started to mass produce cars, which made them more affordable for everyone. | For several years, in the late 1920s, the Redditch Motor Cycle and Car club held an annual gymkhana in aid of local charities. |

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| | <p>That the way we listened to music and the style of music has changed greatly since 1950. Order on a timeline and listen to music from the decades (Decades Disco)</p> <p>Gramophone Radio Jukebox Cassettes CD MP3</p> <p>Explain the past and present in relation to themselves, and draw and interpret a family tree.</p> <p>Know the meaning of key words such as today, yesterday, this year, decade, century.</p> <p>Know that we have a Royal family and our King is King Charles III</p> <p>Know how a family tree can be used to show the relationship between different generations of a family using Royal family and own.</p> <p>To compare rituals and events of contemporary life with those of past generations – eg To know ‘How Queen Elizabeth II’s coronation was different to King Charles III. (link to music changing over time...compare the pieces played and how they were played)</p> <p><i>Sensitivity is needed when discussing family history; be aware of and sensitive to pupils who have been in care, fostered or adopted.</i></p> | <p>250 years ago, people could travel across land and sea by steam trains and steam ships.</p> <p>Air travel was possible for the rich in hot air balloons.</p> <p>500 years ago, land travel was limited to horses and carts, and travelling by water in wooden ships or small boats was usually faster.</p> <p>To know the Wright brothers were born in America in 1867 and 1871.</p> <p>Wilbur and Orville Wright were brothers and American inventors who are now known as pioneers of aviation.</p> <p>Wilbur was born on April 16th 1867 in Indiana, US. Orville was born a few years later in 1871. They grew up in Dayton, Ohio.</p> <p>Their father, Milton Wright, travelled as a preacher and often brought back toys for his children. One day in 1878, he brought back a small model helicopter. Based on a design by Alphonse Pénaud, - a French aeronautical pioneer - it was made of bamboo, cork and paper and had a rubber band to power its blades.</p> <p>This helicopter model sparked the Wright brothers love for aeronautics and flying!</p> <p>The Wright brothers invented and built the world’s first-ever successful heavier-than-air aeroplane. On December 17th, 1903, and with</p> | <p>In 1928, Redditch Urban District Council had the idea of hosting a health week and in 1929 there was an illuminated evening procession round the centre of town after the gymkhana. This was how Redditch Carnival began.</p> <p>Redditch Carnival ran every year, except the war years 1940 and 1941.</p> <p>By 2000, it had ran out of willing volunteers to help run and organise it and so it lapsed.</p> <p>In 2019, a small group decided it should be revised and organised a modest parade and a few events on Church Green.</p> <p>It was a great success and to everyone’s delight it is now being planned annually.</p> <p>We can look at different sources of evidence to see how the carnival has changed over time, including interviews with people who were there, newspaper articles and photographs.</p> |
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| | | <p>this aeroplane, they made the first controlled, powered and sustained human flight. They are also known for designing the first steering controls for an aeroplane.</p> <p>Amelia Earhart was an American aviator. She flew planes and explored different parts of the world by plane.</p> <p>Amelia Earhart is one of the world's most important aviators. She was the first woman to fly across the Atlantic Ocean by herself.</p> <p>Amelia wanted to be adventurous and brave in her life, even when she was scared or frightened. She believed you could achieve anything you put your mind to, so long as you worked hard for it and never gave up.</p> | |
| <p>Cross curricular opportunities</p> | <p>Postcard from the coronation</p> <p>Letter to a family member</p> <p>Music/Dance opportunities</p> | <p>Science: Paper aeroplanes</p> <p>Simple biography</p> | <p>How to locate/plot a historical period on a timeline.</p> <p>How individuals have the power to leave a lasting legacy and give hope and aspiration to others.</p> <p>That we can learn from events in the past.</p> <p>That we can find out about the past by looking at different sources.</p> |

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| <p>Building on what we know</p> | <p>EYFS Experiences: Chronology • Communication • Use everyday language (yesterday, today, long ago) related to time • Order and sequencing familiar events • Describe main story settings, events and principal characters • Talk about past and present events in their own lives and in lives of family members</p> <p>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.</p> | <p>Transport was not as advanced 200 years ago.</p> <p>Mary Seacole’s main form of transport was by sea.</p> <p>She often road on horseback into battlefields.</p> | <p>Persuasive speech/letter/advert to promote Redditch carnival Dance/Music –carnival performance</p> |
| <p>Vocabulary</p> | <p>Old, new, past, decade, yesterday, today, tomorrow, chronological order, timeline, compare, memory, innovation</p> | <p>Flight, inventor, timeline, past, travel, compare, old, new, transport, car, horse, pilot, boats, rich, legacy, innovation</p> | <p>Legacy, gymkhana, evolved, lapsed, parade, procession, volunteer, Council</p> |
| <p>Quick fire 5</p> | <p>What do these words mean: Yesterday Today Decade Century</p> <p>What is a family tree?</p> | <p>How did people travel before cars and aeroplanes were invented?</p> <p>Who invented the first flying machine?</p> <p>When did the Wright brothers invent the very first flying machine?</p> | <p>When did the Redditch Carnival first take place? Who was involved in this? Which years did it not take place and why? What caused it to lapse in 2000?</p> |

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| | <p>What is a coronation?</p> <p>Name 3 different ways people in the past listened to music.</p> <p>What is the year now and what year were you born in?</p> | <p>Can you name a famous female pilot?</p> <p>Why was Amelia's achievement so significant?</p> | <p>When and where was the carnival held following this lapse?</p> |
| <p>Disciplinary Knowledge</p> | <p>Sources and evidence</p> <ul style="list-style-type: none"> • With support, begin to start asking historical questions using artefacts and sources • With support, to begin to identify different ways the past has been represented. • To be able to retrieve facts from different representations of the past with support. <p>Change and continuity</p> <ul style="list-style-type: none"> • With support explain how their family has changed or stayed the same over time <p>To identify similarities and differences</p> <ul style="list-style-type: none"> • With support be able to identify similarities and differences between sources <p>Cause and consequence</p> <ul style="list-style-type: none"> • To begin to think why people in the past did things. <p>To understand chronology</p> <ul style="list-style-type: none"> • To be able sequence from past and present. • Label drawing with the features of past and present | <p>Sources and evidence</p> <ul style="list-style-type: none"> • To know that history is the investigation of the past. • To know what sources mean in history context. • To be able to retrieve facts from different representations of the past with support. • With support, begin to start asking historical questions using artefacts and sources <p>Change and continuity</p> <ul style="list-style-type: none"> • To know what compare means. • With support, be able to identify things that have continued to stay the same in their locality and things that have changed. • With support explain how transport have changed or stayed the same over time <p>To identify similarities and differences</p> <ul style="list-style-type: none"> • With support be able to identify similarities and differences between artefacts and sources <p>Cause and consequence</p> <ul style="list-style-type: none"> • To begin to think why people in the past did things. <p>Historical significance</p> | <p>Sources and evidence</p> <ul style="list-style-type: none"> • To be able to identify and explore a number of representations of the past. • Start to explore that the nature of sources will differ depending on time period covered. • With growing confidence, use different representations of the past to ask and start to answer historical questions. <p>Change and continuity</p> <ul style="list-style-type: none"> • To be able to identify how the city of Worcester has changed over time <p>To identify similarities and differences</p> <ul style="list-style-type: none"> • To compare people's experiences of significant events. <p>Cause and consequence</p> <ul style="list-style-type: none"> • To begin to think why changes have been made since significant events. <p>Historical significance</p> <ul style="list-style-type: none"> • To start linking the impact key events and people have had with the term historically significant. <p>To understand chronology</p> <ul style="list-style-type: none"> • With support, to be able to locate the dates of key events on a historical timeline. |

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| | <ul style="list-style-type: none">• With support, to be able to sequence some events through history.• To think about what changes have occurred within their own lives. | <ul style="list-style-type: none">• With support, start linking impact key events and people have had with the term historically significant. <p>To understand chronology</p> <ul style="list-style-type: none">• To understand chronology by using the terms, past present, modern and old.• To know the difference between a day, a month and a year.• To be able sequence from past and present.• Label drawing with the features of past and present• With support, to be able to sequence• To think about what changes have occurred within their own lives | <ul style="list-style-type: none">• To be able to physically sequence some events from key events and significant figures. |
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