



History Medium Term Plan

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

Year 1 History LTP	Autumn	Spring	Summer
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 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) Gramophone Radio Jukebox Cassettes CD MP3 Explain the past and present in relation to themselves, and draw and interpret a family tree. Know the meaning of key words such as today, yesterday, this year, decade, century.	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. 250 years ago, people could travel across land and sea by steam trains and steam ships. Air travel was possible for the rich in hot air balloons. 500 years ago, land travel was limited to horses and carts, and travelling by water in wooden ships or small boats was usually faster. To know the Wright brothers were born in America in 1867 and 1871. Wilbur and Orville Wright were brothers and American inventors who are now known as pioneers of aviation.	For several years, in the late 1920s, the Redditch Motor Cycle and Car club held an annual gymkhana in aid of local charities. 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. Redditch Carnival ran every year, except the war years 1940 and 1941. By 2000, it had run out of willing volunteers to help run and organise it and so it lapsed. In 2019, a small group decided it should be revised and organised a modest parade and a few events on Church Green. It was a great success and to everyone's delight it is now being planned annually.

	Know that we have a Royal family and our King is King Charles III Know how a family tree can be used to show the relationship between different generations of a family using Royal family and own. 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) <i>Sensitivity is needed when discussing family history; be aware of and sensitive to pupils who have been in care, fostered or adopted.</i>	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. 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. This helicopter model sparked the Wright brothers love for aeronautics and flying! The Wright brothers invented and built the world's first-ever successful heavier-than-air aeroplane. On December 17th, 1903, and with 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. Amelia Earhart was an American aviator. She flew planes and explored different parts of the world by plane. Amelia Earhart is one of the world's most important aviators. She was the first woman to fly across the Atlantic Ocean by herself. 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.	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.
Cross curricular opportunities	Postcard from the coronation Letter to a family member Music/Dance opportunities	Science: Paper aeroplanes Simple biography	How to locate/plot a historical period on a timeline. How individuals have the power to leave a lasting legacy and give hope and aspiration to others. That we can learn from events in the past. That we can find out about the past by looking at different sources.

Building on what we know	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 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.	Transport was not as advanced 200 years ago. Mary Seacole's main form of transport was by sea. She often rode on horseback into battlefields.	Persuasive speech/letter/advert to promote Redditch carnival Dance/Music –carnival performance
Vocabulary	Old, new, past, decade, yesterday, today, tomorrow, chronological order, timeline, compare, memory, innovation	Flight, inventor, timeline, past, travel, compare, old, new, transport, car, horse, pilot, boats, rich, legacy, innovation, aviator	Legacy, gymkhana, evolved, lapsed, parade, procession, volunteer, Council
Quick fire 5	What do these words mean: Yesterday Today Decade Century What is a family tree? What is a coronation? Name 3 different ways people in the past listened to music. What is the year now and what year were you born in?	How did people travel before cars and aeroplanes were invented? Who invented the first flying machine? When did the Wright brothers invent the very first flying machine? Can you name a famous female pilot? Why was Amelia's achievement so significant?	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? When and where was the carnival held following this lapse?
Disciplinary Knowledge	Sources and evidence • 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.	Sources and evidence • 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.	Sources and evidence • 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.

	• To be able to retrieve facts from different representations of the past with support. Change and continuity • With support explain how their family has changed or stayed the same over time To identify similarities and differences • With support be able to identify similarities and differences between sources Cause and consequence • To begin to think why people in the past did things. To understand chronology • To be able sequence from past and present. • Label drawing with the features of past and present • With support, to be able to sequence some events through history. • To think about what changes have occurred within their own lives.	• With support, begin to start asking historical questions using artefacts and sources Change and continuity • 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 To identify similarities and differences • With support, be able to identify similarities and differences between artefacts and sources Cause and consequence • To begin to think why people in the past did things. Historical significance • With support, start linking impact key events and people have had with the term historically significant. To understand chronology • 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.	• With growing confidence, use different representations of the past to ask and start to answer historical questions. Change and continuity • To be able to identify how the town of Redditch has changed over time To identify similarities and differences • To compare people's experiences of significant events. Cause and consequence • To begin to think why changes have been made since significant events. Historical significance • To start linking the impact key events and people have had with the term historically significant. To understand chronology • With support, to be able to locate the dates of key events on a historical timeline. • To be able to physically sequence some events from key events and significant figures.
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Autumn Term

	Main Teaching	Main Activity	Adaptive Teaching
<u>Week 1</u>	Remembrance Day activities		
<u>Week 2</u>	Pre assessment – can any children answer the quick fire questions? Not to be recorded in books LO: Know the meaning of key words such as today, yesterday, this year, decade, century. To know that the year is and the year we were born was	Matching captions from key vocab Writing sentences Draw a picture of themselves - My name is ____ I am ____ I was born in ____ Today it is ____	SEN – widgits EXP – sentences starters and fill the gaps GD – sentence stems to support writing
<u>Week 3</u>	LO: to know what a timeline is and how to order events on a timeline	RECAP What year is it now? What year were you born in? Label in books tick correct statement	SEN – cut out pictures of different music as a group EXP + GD – work in mixed pairs to create timeline

		Look at pictures, real life examples where possible of different ways people have listened to music over the years. Place them on a timeline to show how they have changed Listen to examples of 'old music' and watch how people used to dance to it. Compare to music today	
<u>Week 4</u>	LO: to explain the past and present in relation to themselves, and draw and interpret a family tree.	RECAP Tell me three different ways people listened to music in the past Children to create their own family tree (dojo message sent out to parents beforehand to talk about family members and who children want to include on their tree)	SEN – names written for them on leaves to add to their own family tree EXP – write names themselves and place on tree GD – write names themselves and place on tree. Using key vocab, fill in the blanks: My grandparents were born in ____ My child will be born in ____
<u>Week 5</u>	LO: to know that we have a Royal family and our King is King Charles III To know how a family tree can be used to show the relationship between different generations of a family using Royal family and own.	RECAP What is a family tree? Talk about the Royal Family and look at the different members. Create Royal Family tree	SEN – group family tree and discuss each member and how they are related EXP – stick photos of Royal family on tree GD – stick photos of Royal family on tree. Using key vocab, fill in the blanks: King Charles was born in ____ Over a _____ ago, Queen Elizabeth was born
<u>Week 6</u>	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)	RECAP Who is our King?	Table of similarities and differences as a whole class SEN – support from TA
<u>Week 7</u>	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)	RECAP What is a coronation? Children to write a postcard from the King's coronation Post assessment – to be carried out after the lesson	SEN – use widgeits to construct a sentence EXP – use word mats, sentence stems and letter template GD – use word mats and letter template

Spring Term

<u>Week 1</u> How did people travel before cars and aeroplanes were invented? LO: To order events on a time line.	Pre-assessment as a whole class - can chn answer any of the quick fire questions.	Children will complete a timeline of the history of transport compared to when they were born (in intervals of 100s back to 500 years ago - see knowledge above). 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. 250 years ago, people could travel across land and sea by steam trains and steam ships. Air travel was possible for the rich in hot air balloons. 500 years ago, land travel was limited to horses and carts, and travelling by water in wooden ships or small boats was usually faster.	Create a group timeline working together.
<u>Week 2</u> Who invented the first flying machine? When did the Wright brothers invent the very first flying machine? LO: To recall facts from historical evidence.	Recap: How did people travel before cars and aeroplanes were invented? x	Draw and label (or write sentences) a picture of what they know about the Wright Brothers. Challenge: How do we know? To know the Wright brothers were born in America in 1867 and 1871. Wilbur and Orville Wright were brothers and American inventors who are now known as pioneers of aviation. 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. 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 Pénauud, - a French aeronautical pioneer - it was made of bamboo, cork and paper and had a rubber band to power its blades. This helicopter model sparked the Wright brothers love for aeronautics and flying!	Draw pictures and T scribe. Wigit as a prompt.

Week 3 Who invented the first flying machine? When did the Wright brothers invent the very first flying machine? LO: To identify the significance of this historical event.	Recap: Who invented the first flying machine? Explore different uses of planes (transporting goods, travel etc).	Draw and label (or write sentences) a picture of how the invention of planes impact on us now. Challenge: Is there another way planes were used? The Wright brothers invented and built the world's first-ever successful heavier-than-air aeroplane. On December 17th, 1903, and with 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.	Draw pictures and T scribe. Widgit as a prompt.
Week 4 Can you name a famous female pilot? LO: To recall facts from historical evidence.	Recap: Who invented the first flying machine? x	To sequence the life of Amelia Earhart in 5 pictures. 1 - Born 2 - Pilots licence 3 - First flight across the Atlantic 4 - Last flight across the Pacific 5 - Went missing? Challenge: To write captions for the pictures. Amelia Earhart was an American aviator. She flew planes and explored different parts of the world by plane. Amelia Earhart is one of the world's most important aviators. She was the first woman to fly across the Atlantic Ocean by herself. Amelia wanted to be adventurous and brave in her life, even when she was scared or frightened.	To sequence pictures as a group. T to scribe a caption from each child.
Week 5 Why was Amelia's achievement so significant? LO: To identify the significance of this historical event.	Recap: Can you name a famous female pilot? x https://kids.britannica.com/kids/article/Amelia-Earhart/353073#:.:text=She%20was%20the%20first%20woman,pilot%2C%20but%20she%20learned%20anyway.	Draw and label (or write sentences) a picture of how Amelia inspired other female pilots. She believed you could achieve anything you put your mind to, so long as you worked hard for it and never gave up. She was the first woman to fly across the Atlantic Ocean by herself.	Draw pictures and T scribe.
Summer Term			
Week	Main teaching	Main activity	Adaptive teaching.
Week 1	Pre-assessment	Look at Knowledge organiser and discuss key vocabulary.	

Quick Fire 5 When did Redditch Carnival first take place?	Go through Quick Fire 5 questions as a class and note any existing knowledge from the children. 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? When and where was the carnival held following this lapse?	Legacy, gymkhana, evolved, lapsed, parade, procession, volunteer, Council. When did Redditch Carnival first take place? For several years, in the late 1920s, the Redditch Motor Cycle and Car club held an annual gymkhana in aid of local charities. 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. Look at powerpoint about what a carnival is. L0 – To identify the significance of an event for the local area. Chd to draw a picture and write a sentence about what a carnival is and why it has been significant for Redditch.	SEND – Draw a picture and write a label or adult to scribe. GD – use some of the new key vocabulary as part of description.
<u>Week 2</u> Quick Fire 5 When did Redditch Carnival first take place? Who was involved in this?	Recap – When did Redditch carnival first take place? Explore who was involved in the first carnival. 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.	Look at photographs from the first carnivals during the 1920's and interviews with people who were there. L0 – To recall facts from historical evidence. Chd to write about what they can see in photographs, information from the interviews and what they tell us about some of the first carnivals.	SEND – Work as a group and explore a photograph together. Write key words as labels of what they can see or adult to scribe. GD – provide reasons for observations.

<u>Week 3</u> Quick Fire 5 What years did it not take place and why?	Recap – Who was involved in the first Redditch carnival? Explore why the carnival did not take place for some years and the reasons why. Redditch Carnival ran every year, except the war years 1940 and 1941.	Discuss the reasons why the War would have meant that there was not a carnival. Look at a timeline to see when the first carnival was in the 1920's and then when it did not take place in the 1940's, but then started again in the 1950's. Chd to explore the photographs and then plot them on a photograph time line from the oldest to the newest. LO – To order events on a timeline.	SEND – To work as a group or in pairs. Adult to support discussion. GD – To write reasons as to why some photographs look older than others and why.
<u>Week 4</u> Quick Fire 5 What caused it to lapse in 2000? What caused it to lapse in 2000?	Recap – What years did it not take place and why? Explore why there was not a Carnival in the year 2000. By 2000, it had run out of willing volunteers to help run and organise it and so it lapsed. Discuss how people within the Redditch community would have felt when the carnival stopped.	Look at powerpoint (Compare carnivals) about how the carnival has changed over the years and the significance of these changes. Chd to write about changes to 2 or more aspects of the carnival. – Costumes, floats, bands, food, fundraising, rides, performers, how people dressed. LO – To make observations using historical evidence.	SEND – Use photographs and compare which is old and new and why. Stick photographs in 2 columns to show old and new. GD – Provide reasons for changes, based on the evidence in photographs.
<u>Week 5</u> Quick Fire 5 When and where was the carnival held following this lapse?	Recap – What caused the carnival to lapse in the year 2000? Explore when and where the carnival was held following this lapse. In 2019, a small group decided it should be revised and organised a modest parade and a few events on Church Green. It was a great success and to everyone's delight it is now being planned annually.	Look at coloured photograph from 2019 and discuss why we think that this vibrant parade would have been a success. Chd to write a reason as to why the carnival is so important for Redditch and why it is now continuing. LO – To identify the importance of this historical event.	SEND – To make observations about the photograph. Write simple labels. Adult to support discussions and scribe. GD – Provide reasons, based on knowledge of Redditch carnival.

<u>Week 6</u> Quick Fire 5 All Quick Fire 5 questions.	Recap – Where was the carnival held following the lapse?	Carnival celebration parade. During week 6, children to create their own carnival masks and make flags. Come to school for a day in own bright clothes and have a carnival procession around the playground.	
<u>Week 7</u>	Post assessment task.		