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| Butterflies Class Medium Term Planning for **History Spring 2023** | |
| **Topic: Poles Apart**  **Climate Change**   * Investigating the impact of climate change of our polar regions. * David Attenborough * Greta Thunberg | We will discuss changes and key events within our own history at key times. |

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| **Lesson 1 - Link it.**  **What are polar regions?**  Locate polar regions on a world map or globe in the present day. Match animals to the polar regions. Explore ice and snow. | **Lesson 2 – Learn it**  **Climate Change**  Compare past and present photos of our polar regions. Discuss what has changed and why? Discuss what could happen in the future.  Create a poster about ways we can help our earth. | **Lesson 3 – Learn it, Check it**  **Notable People**  Learn about legacy of David Attenborough and Greta Thunberg. Link our knowledge of climate change to how these people are making a difference. | **Lesson 4 – Show it**  **Fact file**  Create a fact file about a notable figure. | **Lesson 5 - Know it**  **Timeline**  Create a timeline of the impact of climate change – past/present/future. |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| EYFS - Reception – Understanding the world  Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.  Begin to make sense of their own life-story and family’s history.  EYFS - ELG – Understanding the world / Past and Present  Understand the past through settings, characters and events encountered in books read in class and storytelling.   |  | | --- | | KS1 – History  **Historical Investigations**  **Children can:**  a observe or handle evidence to ask simple questions about the past;  b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;  c choose and select evidence and say how it can be used to find out about the past.  **Chronological Understanding**  **Children can:**  a sequence artefacts and events that are close together in time;  b order dates from earliest to latest on simple timelines;  c sequence pictures from different periods;  d describe memories and changes that have happened in their own lives;  e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.  **Knowledge and Understanding of events, people and changes in the past**  **Children can:**  a recognise some similarities and differences between the past and the present;  b identify similarities and differences between ways of life in different periods;  c know and recount episodes from stories and significant events in history;  d understand that there are reasons why people in the past acted as they did;  e describe significant individuals from the past. | | ELG - Investigating and Interpreting   * Listen and respond to familiar stories about the past. * Answer simple questions about historical artefacts and buildings. * Communicate some obvious distinctions between past and present experiences. * Identify if personal events and objects belong in the past or present.   ELG - World history   * Talk about past and present events in their own life and family members.   Recognise and make comments about familiar people in pictures of the more distant past.  ELG- Chronology  Link the passage of time with a variety of indicators  ELG – Communicating  Use everyday language related to time.  Y1/2 – World History   * Describe historical events. * Describe significant people from the past.   Recognise that there are reasons why people in the past acted as they did.  Y1/2 – Chronology   * Place events and artefacts in order on a time line. * Label time lines with words or phrases such as: past, present, older and newer. * Recount changes that have occurred in their own lives. * Use dates where appropriate.   Y1/2 – Communicating   * Use words and phrases such as: a long time ago, recently, when my parents were children., years, decades and centuries to describe the passing of time. |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Locate polar regions and link to Science knowledge. | Discover what climate change is and how it impacts us. | Link climate change to notable figures. | Create a fact file. | Create a time line. |