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| updated logo Hedgehogs Class Medium Term Planning for **History Summer Term 2023** |
| Topic: PlacesWhere we live Now and then | This topic will be continually developed throughout the curriculum every day. There will be specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term. Key vocabulary: * Now
* Then
* Me, my home
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| **Lesson 1 - Link it****Sequencing photos of children at different ages**Group activity – Photos of children throughout different ages – can they sequence them? Ask children to put a photo of themselves onto a photo of their house. | **Lesson 2 – Learn it** **Washing dishes**Group activity – Compare washing the dishes in a dishwasher to then. Put the dishes in the water to soak, squirt in the soap and wash them with a sponge. Towel dry them and put them on away on the rack. | **Lesson 3 – Learn it****Hand washing clothes**Group activity – Compare washing clothes now to then. Use the water tray to hand wash clothes. Squirt the soap, dip them in and out of the water and peg them out on a washing line to dry. | **Lesson 4 – Learn it and check it****Bathing in front of the fire**Group activity – Compare bathing in a bathroom to then. Set up a fire video on IWB and put the water trays in front of the fire place. Children wash dolls using soap and sponges in front of the fire, then towel dry the dolls.  | **Lesson 5 – Show it & Know it****Home corner** Group activity – Accessing the home corner independently. Do children wash the clothes, dolls, and dishes independently using soap and sponges? Do they towel dry them/ peg them out independently? |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **EYFS – Understanding the world** Begin to make sense of their own life story and family’s history.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.

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| **Key Stage One -** To explore significant historical events, people and places in their own locality.To explore different periods, including similarities and differences. |

 | EYFS - * **Begin to make sense of their own life story and family’s history.**
* **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.**
* **Comment on images of familiar situations in the past.**
* **Talk about the lives of people around them and their roles in society.**

Key Stage One - * **observe and use pictures, photographs and artefacts to find out about the past;**
* **sequence pictures from different periods;**
* **identify similarities and differences between ways of life in different periods;**
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**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils Looking at photos of themselves at different agesKnowing that children live in their home | Activities provided during lesson There will be a range of fine motor, practical activities planned for children to explore how life used to be through role play | Independent activities linked to lesson Children will access activities through continuous provision by exploring role play in the home corner. | How will the pupils share knowledge during or end of lessonChildren will engage with the activities by copying the adult and washing/ drying in different contexts.  | Retrieve or generalization of learning after lesson Children will apply skills by accessing the home corner independently. |