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| updated logoHedgehogs Class Medium Term Planning for**History Summer Term 2024** |
| Topic: Animals and wildlife**Exploration of prehistoric animals and extinct animals. Ask and answer questions about the past.****Go on a trip or local area walk linked to topic and sequence it on a timeline afterwards.** | This topic will be continually developed throughout the curriculum every day. It will build on children’s interests and be developed through exploratory play and role play.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 vocab: history, extinct, dinosaur, fossil |

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| **Lesson 1 - Link it**Dinosaur role play (tuff tray) – dinosaurs, sensory play, sound buttons, communication mat to identify the dinosaurs. | **Lesson 2 – Learn it**Dinosaur fossils – trapped dinosaurs in ice. Melt the ice to rescue the dinosaurs. | **Lesson 3 – Learn it & check it**Starter – explorify ‘zoom in, zoom out – stomp and chomp’. What can you see?Helpkidzlearn – dinosaur interactive games (cross-curricular - computing).Dinosaur fossils in playdough – create prints using dinosaurs and dry pasta to create skeletons. | **Lesson 4 – Show it & know it**Create dinosaur fossils – use dinosaurs to create footprints and prints of the dinosaur’s body in clay. Once it has hardened, examine the fossils using magnifying glasses. |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **EYFS - Understanding the world / Past and Present** * 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.

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| **Key Stage One –** * Children should be taught about events beyond living memory that are significant nationally or globally.
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 | EYFS - * **Talk about what they see using a wide vocabulary.**
* **Comment on images of familiar situations in the past.**

Key Stage One - * **observe and use pictures, photographs and artefacts to find out about the past**
* **observe or handle evidence to ask simple questions about the past**
* **know and recount episodes from stories and significant events in history**
* **use drama/role play to communicate their knowledge about the past**
* **use words and phrases such as: old, past, before, after to show the passing of time**
* **know and recount episodes from stories and significant events in history**
* **use historical vocabulary to retell simple stories about the past**
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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 Links to child interest - dinosaurs | Activities provided during lesson Sensory play – cross-curricular links to science (melting ice) | Independent activities linked to lesson Cross-curricular links to computing – interactive dinosaur games | How will the pupils share knowledge during or end of lessonCreating dinosaur skeleton fossils (food play) | Retrieve or generalization of learning after lesson Creating dinosaur fossils and examining them (linked to extinction) |