|  |
| --- |
| updated logo Hedgehogs & Butterflies Class Medium Term Planning for **History Autumn Term 2022** |
| Topic: People who help us* **Look at how uniforms have changed**
* **Florence Nightingale**
 | This topic will be continually developed throughout the curriculum every day. My classroom and the school building will be accessed daily and children will be supported to make transitions.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.  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson 1 - Link it****Role play – exploring uniforms**Accessing the role play area – do children already know how to wear the uniform? Do they match the uniform? Do they look at the photos to help them?Plenary – share photos of children dressing up | **Lesson 2 – Learn it****Comparing uniforms**Activity – look at photos of uniforms – can children match the symbols to the uniforms? Do children recognize uniforms from the past?Plenary – Can children find the clothes to dress up to match the uniform on the photo? | **Lesson 3 – Learn it****Florence Nightingale**Share a sensory story of Florence Nightingale – explore the propsDo children explore the props independently afterwards? Can children use the props to re-tell the story? Can children match the symbols to the props?Plenary – share photos of children exploring the props | **Lesson 4 – Check it****Nurse role play**Do children access the role play independently? Do they dress up in the matching uniform? Do they access the sensory story props independently and use them correctly (e.g. making medicine?).Plenary - share photos of children exploring the role play area | **Lesson 5 – Show it****Nurse uniforms**Activity -identify pictures of nurses – post them into the nurse box Do children recognize uniforms from the past? Can children match the symbols to the uniform (e.g. hat, apron, bag, etc.)Plenary – can children find the clothes from the role play area when asked? | **Lesson 6 - Know it**Exploring photos of uniforms from the past and uniforms from the present. Can children match the uniforms to the symbols? Can children identify Florence Nightingale in the photos of the two nurses? Do children show a link between uniforms from the past and uniforms in the present?Plenary – share photos of children accessing the activity – can they identify themselves in the photos? |

|  |  |
| --- | --- |
| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **EYFS – 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 - Understanding the world / Past and Present** * Talk about the lives of 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.

|  |
| --- |
| **Key Stage One -** * observe and use pictures, photographs and artefacts to find out about the past;
* start to use stories or accounts to distinguish between fact and fiction;
* sequence pictures from different periods;
* 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.
* recognise some similarities and differences between the past and the present;
* identify similarities and differences between ways of life in different periods;
* describe significant individuals from the past.
* use drama/role play to communicate their knowledge about the past.
 |

 | EYFS - * **Compare and contrast characters from stories, including figures from the past.**
* **Comment on images of familiar situations in the past.**

Key Stage One - * **Use simple vocabulary relating the passing of time such as ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’.**
* **Use artefacts, pictures, stories, online sources and databases to find out about the past.**
* **Describe significant people from the past.**
 |

**Progression of Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils Explore the role play area – familiar dressing up clothes | Activities provided during lesson Learning about uniforms and what job role they representLearning that uniforms have changed over time but they still represent the same job roleLearning about Florence Nightingale – that she was a nurse who helped people a long time ago | Independent activities linked to lesson Role play – do children dress up in the matching uniforms? Can children re-tell the story of Florence Nightingale using the story props? | How will the pupils share knowledge during or end of lessonMatching and identifying uniforms – can children identify parts of a uniform? Can children identify nurse uniforms? Do children make a link between the nurse uniforms from ‘a long time ago’ and ‘now’? | Retrieve or generalization of learning after lesson Showing that I can make a link between the past and the present by recognizing uniforms from the past and present |