|  |
| --- |
|  Squirrels 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.  |

|  |  |
| --- | --- |
| 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- ChronologyLink the passage of time with a variety of indicatorsELG – CommunicatingUse 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ‘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. |