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|  Squirrels Class Medium Term Planning for **History Spring Term 2024** |
| **Topic: Traditional Tales*** Identify features of a historical castle.
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| Lesson 1 – Link itLook at pictures of castles from traditional tales and photos of real castles. (e.g. Caverswall, Windsor, Warwick).Create a model castle as a group.  | Lesson 2 – Learn itLearn about and label a castle with it’s features using symbols/words. | Lesson 3 – Learn itExplore jobs within castles. Compare to modern day life.Role-play, food tasting, music, etc. | Lesson 4 – Check itCreate a timeline of castles. Make comparisons between older and newer castles. | Lesson 5 – Show it/Know itVisit to Mow Cop castle. Apply our learning of it’s features. Compare to modern castles such as Windsor. |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **KS1**Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify differentways in which it is represented.Pupils should be taught about:* changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
 | **EYFS – Understanding the world / Past and Present**

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| * 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.
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KS1Historical InterpretationsChildren can: b observe and use pictures, photographs and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction; d explain that there are different types of evidence and sources that can be used to help represent the past. Chronological UnderstandingChildren 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 pastChildren 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; Presenting, organising and communicatingChildren can: b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; d use drama/role play to communicate their knowledge about the past.  |