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|  Squirrels Class Medium Term Planning for **History Summer 2023** |
| **Topic: Flight*** Research and present information about first ever flight
* The Wright Brothers
* Reginald Mitchell
 | We will discuss changes and key events within our own history at key times.We will visit The Potteries Museum this term to view and explore the Spitfire exhibit.We will learn about Amelia Earhart during English this term too. |

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| **Lesson 1 - Link it****What are aeroplanes?**Explore photos of aeroplanes past and present. Order the aeroplanes on a timeline using dates to help us. Some of us may sort between past and present. | **Lesson 2 – Learn it****The Wright Brothers**Discover the story of The Wright Brothers.Write a fact and/or colour a picture to show our understanding of this era.  | **Lesson 3 – Learn it****Reginald Mitchell**Discover the story of Reginald Mitchell as a local historical figure. Create a paper plane with the design of a spitfire. Discuss how the shape of planes have changed from the first plane to the Spitfire to the present day. | **Lesson 4 – Know it****Spitfire**We will visit The Potteries Museum to explore the Spitfire exhibit. | **Lesson 5 – Show it****Collating Information**We will look at photos of our trip and recap on what we learnt. Can we remember any facts? Create a PowerPoint as a group. | **Lesson 6 - Know it****Communicating Information**We will invite a visitor to our classroom to share our PowerPoint with. |

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| 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.

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| KS1 – History**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. **Presenting, organising and communicating****Children can:** a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; 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. |

 | 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 – Investigate and Interpreting * Observe or handle evidence to ask questions and find answers to questions about the past.
* Use simple vocabulary relating the passing of time such as ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’.
* Ask questions such as: What was it like for people? What happened? How long ago?
* Use artefacts, pictures, stories, online sources and databases to find out about the past.

Identify some of the different ways the past has been represented.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.
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**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Discover planes past and present. Order on a timeline.  | Learn about notable figures – The Wright Brothers and Reginald Mitchell. | Visit to The Potteries Museum. | Create a PowerPoint as a group, containing facts and photos.  | Present and share information using a PowerPoint. |