



# Knowle CE Primary Academy

## Medium Term Plan: HISTORY





YEAR: 1 TERM: Autumn Term

TITLE: *Why do we 'celebrate' Bonfire Night?*

**Substantive Concept: Conflict and Invasion**

- Also taught in Yr 3 (Vikings), Yr 4 (Romans) & Yr 6 (World War 2)

REVISION / REMIND / REVISIT - Me in my world' - EYFS	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<p><b>THE BIG QUESTION</b></p> <p><b>Why do we 'celebrate' Bonfire Night?</b></p> <p><b>LINKS to NC/rationale:</b></p> <ul style="list-style-type: none"> <li>✓ Significant events beyond living memory</li> <li>✓ Time-bound i.e. 5<sup>th</sup> November</li> <li>✓ Links with own personal experiences</li> </ul>	<p><b>Knowledge acquired:</b></p> <ul style="list-style-type: none"> <li>Who was Guy Fawkes?</li> <li>Significant date: 5<sup>th</sup> November 1605</li> <li>Links between gunpowder and fireworks/the 'guy' on the bonfire</li> <li>The significant events</li> </ul> <p><b>Skills/Concepts explored:</b></p> <ul style="list-style-type: none"> <li>Chronology</li> <li>Asking and answering questions</li> <li>Thinking critically</li> </ul> <p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>Parliament</li> <li>Treason</li> <li>Gunpowder Plot</li> <li>In the past</li> <li>Many years ago</li> </ul>	<p><b>A variety of contributions to a classroom display based on the Big Question</b></p> <ul style="list-style-type: none"> <li>Photographic evidenced retained to record outcomes/impact</li> </ul>	<p><b>Moral values explored - right or wrong?</b></p> <p>The King and Parliament survived</p> <p>Hundreds of lives were saved</p> <p><b>The 'answers' to the BIG QUESTION</b></p> <p></p> <p><b>DEEP DIVE</b></p> <p></p>	<p>Parents' Association - Fireworks Party/Display</p> <p>Invitation to the community to share in remembrance/celebration</p>
<p><b>ASSESSMENT CRITERIA:</b></p> <ul style="list-style-type: none"> <li>Understand a wide range of time terminology and historical terms (see key vocabulary)</li> </ul>					

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|  | <ul style="list-style-type: none"><li>• Know where the people and events they study fit within a chronological framework (time line specific).</li><li>• Understand causes and effects for main events.</li></ul> |
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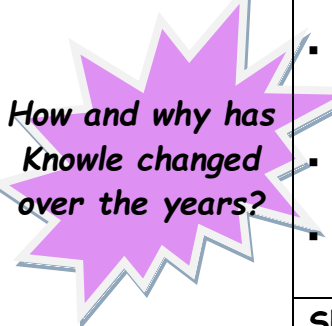



## Medium Term Plan: HISTORY



YEAR: 1

TERM: Spring

TITLE: How and why has Knowle changed?

<b>Substantive concept: Community and Culture</b> Also taught in Year 2 (Victorians), Year 3 (Egyptians and Vikings), Year 4 (Romans and Cadbury) and Year 5 (Greeks and Windrush)					
<b>REVISION / REMIND / REVISIT - Remembrance and chronology/ asking and asking questions.</b>	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<b>THE BIG QUESTION</b>    <b>LINKS to NC/rationale:</b> <ul style="list-style-type: none"> <li>✓ Significant places in their own locality.</li> <li>✓ Builds from EYFS own history to Local History.</li> <li>✓ Changes within living memory</li> </ul>	<b>Knowledge acquired:</b> <ul style="list-style-type: none"> <li>When and why did the school move buildings?</li> <li>Similarities/ differences between the school then and now.</li> <li>Why did Knowle get developed?</li> <li>Significant places in their own locality.</li> </ul> <b>Skills/Concepts explored:</b> <ul style="list-style-type: none"> <li>Awareness of the past</li> <li>Chronology</li> <li>Similarities/ differences between ways of life.</li> <li>Identify how we can find out about the past and how it is represented (sources)</li> <li>Ask and answer questions</li> <li>Changes over time.</li> </ul> <b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>Change</li> <li>Timeline</li> <li>Church</li> <li>Present</li> <li>Past</li> <li>Local</li> <li>Oral</li> </ul>	<ul style="list-style-type: none"> <li>A variety of contributions to a classroom display based upon the Big Question.</li> <li>Photographic evidence</li> <li>Observational drawings.</li> <li>Mrs History- tour around the local area.</li> <li>Venn diagram exploring similarities/differences.</li> </ul>	<ul style="list-style-type: none"> <li>How fortunate we are to live in supportive community</li> <li>How we are connected to people in the past</li> <li>Understand why Knowle was developed. (ie. On route between London and Birmingham, close to the Railway station)</li> </ul>   	<ul style="list-style-type: none"> <li>Mrs History- visit around the local area.</li> <li>Links with Knowle Society</li> <li>Links with Governor (Mrs Baker) and her memories of attending the old school on Kenilworth Road.</li> </ul>

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	<b>ASSESSMENT CRITERIA:</b>
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|  | <ul style="list-style-type: none"><li>• Understand and use a wide range of time terminology (see Key Vocabulary)</li><li>• Can identify similarities, differences and changes within a time period.</li><li>• Can ask and answer questions to complete the enquiry using the appropriate historical terms.</li><li>• Understand some of the ways we find out about the past and how it is represented. (Oral, visual, written)</li></ul> |
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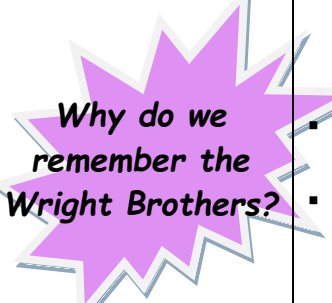



YEAR: 1

TERM: Summer

TITLE: Why do we remember the Wright Brothers?

**Substantive Concept: Exploration & Invention**

Also taught in Year 2 (Victorians – Stevenson) and Year 5 (Space Race and Shackleton)

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
<b>REVISION / REMIND / REVISIT – Chronology/ sources of evidence, Guy Fawkes (significant person)</b>	<b>THE BIG QUESTION</b>  	<b>Knowledge acquired:</b> <ul style="list-style-type: none"> <li>Who were the Wright Brothers and what did they do? (Invented the first human carrying plane).</li> <li>Key dates- 1903 First Piloted Flight.</li> <li>What is the name of the first plane? (The Wright Flyer)</li> <li>How planes have changed over the years.</li> </ul>	<ul style="list-style-type: none"> <li>A variety of contributions to a classroom display based upon the Big Question.</li> <li>Fact File about The Wright Brothers.</li> <li>Creating planes (Links to Design and Technology)</li> </ul>	The impact of the Wright Brothers on our lives: <ul style="list-style-type: none"> <li>How fortunate <b>some</b> of us are that we are to be able to fly anywhere in the world because of the Wright Brother's invention.</li> <li>How we can learn about different cultures now thanks to travel.</li> <li>How not everyone can afford to travel by planes.</li> </ul>   	<ul style="list-style-type: none"> <li>N/A</li> </ul>
	<b>LINKS to NC/rationale:</b> <ul style="list-style-type: none"> <li>✓ Significant historical events and people that have contributed to national and international achievements.</li> <li>✓ Relevant to children today- before the Summer Holidays.</li> <li>✓ Prepares children for Year 2 when they compare holidays now to in</li> </ul>	<b>Skills/Concepts explored:</b> <ul style="list-style-type: none"> <li>Awareness of the past</li> <li>Chronology</li> <li>Similarities/ differences</li> <li>Ask and answer questions</li> <li>The lives of significant people</li> </ul>			
		<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>Change</li> <li>Invention</li> <li>Present</li> <li>Past</li> <li>100 years ago</li> <li>Transport</li> <li>Flight</li> <li>Travel</li> </ul>			

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	the past.	▪ The world			
	<b>ASSESSMENT CRITERIA:</b> <ul style="list-style-type: none"><li>• Understand and use a wide range of time terminology (see Key Vocabulary)</li><li>• Know where people and events they study fit into a chronological framework.</li><li>• Can identify similarities, differences and changes within a time period.</li><li>• Can ask and answer questions to complete the enquiry using the appropriate historical terms.</li></ul>				