



Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan History



Year Group: FS2	Term: Autumn	Teacher: Mrs Eason	Subject lead: Dionne Sanati	Overview: Amazing Me All About Me – using the children’s own lives to demonstrate change and passage of time through stories, their lives and the lives of people around them.	Key End Points: Past and Present ELG Children at the expected level of development will: <ul style="list-style-type: none"> • Talk about the lives of the 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;
Common Misconceptions: Some children may think:		Unit key Vocabulary: Model and encourage children to use vocabulary such as: then, before, now, next, soon, different, Same, Order, change, Change over time, Oldest, Most recent, past Expose children to supplementary vocabulary used in future year groups such as: compare and contrast, sequence, significant.			
Links to other learning: Maths – sequencing, classification, measurement, shape and number recognition. Science – human life cycles.	Prior Learning:	Future Learning: In the Spring Term, chn will learn how toys and games have changed over time comparing and contrasting these with their own lives, lives of their parents, grandparents and further back in time. In KS1, chn will explore the idea of significance in further depth.	High Quality Text: Non-fiction texts: Heinemann’s <i>Human Life Cycles</i> by Anita Ganeri Fiction texts: <i>Once There Were Giants</i> by Martin Waddell <i>The Queen’s Knickers</i> by Nicholas Allan Role Play opportunities: Role-playing the changes they go through as they grow up using props, puppets and pictures taken from the story ‘Once there were giants’ or ‘The Queens Knickers’ to help the children internalise the language and the concept that they too are growing up and will, with time, be able to do more things	Teacher CPD: Historical Association scheme of work - How have I changed since I was a baby?	

Characteristics of Effective Learning			
PLAYING AND EXPLORING	ACTIVE LEARNING	CREATING AND THINKING CRITICALLY	
<p>Finding out and exploring <i>Showing curiosity about objects, events and people</i> <i>Using senses to explore the world around them</i> <i>Engaging in open-ended activity</i> <i>Showing particular interests</i></p> <p>Playing with what they know <i>Pretending objects are things from their experience</i> <i>Representing their experiences in play</i> <i>Taking on a role in their play</i> <i>Acting out experiences with other people</i></p> <p>Being willing to ‘have a go’ <i>Initiating activities, seeking challenge</i> <i>Showing a ‘can do’ attitude</i> <i>Taking a risk, engaging in new experiences, and learning by trial and error</i></p>	<p>Being involved and concentrating <i>Maintaining focus on their activity for a period of time</i> <i>Showing high levels of energy, fascination</i> <i>Not easily distracted; Paying attention to details</i></p> <p>Keeping on trying <i>Persisting with activity when challenges occur</i> <i>Showing a belief that more effort or a different approach will pay off</i> <i>Bouncing back after difficulties</i></p> <p>Enjoying achieving what they set out to do <i>Showing satisfaction in meeting their own goals</i> <i>Being proud of how they accomplished something – not just the end result</i> <i>Enjoying meeting challenges for their own sake rather than external rewards or praise</i></p>	<p>Having their own ideas <i>Thinking of ideas</i> <i>Finding ways to solve problems</i> <i>Finding new ways to do things</i></p> <p>Making links <i>Making links and noticing patterns in their experience</i> <i>Making predictions; Testing their ideas</i> <i>Developing ideas of grouping, sequences, cause and effect</i></p> <p>Choosing ways to do things <i>Planning, making decisions about how to approach a task, solve a problem and reach a goal</i> <i>Checking how well their activities are going</i> <i>Changing strategy as needed</i> <i>Reviewing how well the approach worked</i></p>	
<p>Provision Creative area: chn to role-playing the changes they go through as they grow up using props, puppets and pictures taken from the story ‘Once there were giants’ to help the children internalise the language and the concept that they too are growing up and will, with time, be able to do more things Investigation area: sequencing activities e.g. sequencing photographs of themselves or their peers, sequencing chair sizes, . The activities need to be able to develop children’s vocabulary as well as physical development and critical thinking skills. Ideas should show the children how much they have changed and developed. Outside provision: In the environment:</p>			
<u>Learning Intention – Linked to ELG</u>	<u>Lesson Outline</u>	<u>Resources</u>	<u>Vocabulary</u>
1	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Talk about the lives of the</p> <p>Over-arching enquiry question: How do people change over time?</p> <p>Enquiry question: What is a timeline? Show chn blank timeline on working wall. Explain that a timeline organizes events in the order/ in the sequence that they happened.</p> <p>Read <i>Once There Were Giants</i> by Martin Waddell to the children/watch the video version available online. You may need to read it/watch it a few times until the children are familiar with the plot.</p> <p>Use language associated with time: then, before, now, next, soon.</p>	<p>Timeline on working wall with ages (sequential impact of numerals)</p> <p>Once There Were Giants by Martin Waddell</p> <p>Images from the story to order/ sequence</p>	<p>Then Before Now Next Soon Different Same Order/ sequence, change Change over time, Oldest Most recent</p>

	<p>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</p>	<p>Draw the children’s attention to how the main character gains new skills with the passage of time: sitting up, walking, talking, running, starting school. Ask the children to look at the physical changes to the little girl on each page. What is happening to the girl? Why does the little girl think her mum and dad are giants? Do they look like giants as she gets bigger? What is happening to her? Has she really become a giant? Activity 1: Ask the children to help you to order/sequence images from the story. Once they have achieved this, ask the children to help you retell the story in their own words.</p> <p>Activity 2: Maths link: Repeat sequencing activity this time with large pictures of the girl and place it along a timeline on working wall with her age underneath so that the children can see the sequential impact of numerals, time and the physical changes associated with the passage of time.</p> <p>Early Years professionals could also bring in photos of themselves at different stages of their lives for the children to sequence and also add to working wall timeline. Ask the children to talk about the similarities and differences between themselves as babies/toddlers/young children compared with the adults in their life.</p> <p>Activity 3: Extend to explore a significant person in the past, e.g. the Queen. Read <i>The Queen’s Knickers</i> by Nicholas Allan. Chn to construct questions that they would have liked to ask the Queen about her life as a young girl. Display chn’s questions in speech bubbles next to sequenced images from the book on working wall timeline.</p> <p>Continuous provision: chn to role-playing the changes they go through as they grow up using props, puppets and pictures taken from the story ‘Once there were giants’ or ‘The Queens Knickers’ to help the children internalise the language and the concept that they too are growing up and will, with time, be able to do more things</p>	<p>The Queen’s Knickers by Nicholas Allan</p> <p>Images from the story to order/sequence</p> <p>Teacher to bring in photos of themselves for chn to order at different stages in their lives</p>	<p>Past significant</p>
2	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Talk about the lives of the people around them and their roles in society</p>	<p>Chn to bring in photographs of themselves as babies, toddlers and now prior to the lesson.</p> <p>Enquiry question: How have I changed since I was a baby?</p> <p>Read <i>A Chair for Baby Bear</i> by Kaye Umansky and Chris Fisher. You may want to read it to the children a few times so that they can become familiar with the sequence of events and the different types of chairs that Baby Bear encounters. Have a selection of different chairs for the children to explore in continuous provision e.g. different sizes, shapes, types and materials used to make the chairs. Can the children recreate their story using their own imaginative play?</p> <p>Draw the children’s attention to the ‘baby chair’. Is it something that the children would use now? Why not? Get the children to think/talk about how they have grown and can’t use the chair anymore. Use this as a starting point to explore other ways in which the children have changed since they were babies. This could be linked to maths and PE lessons.</p>	<p>Timeline on working wall with ages (sequential impact of numerals)</p> <p><i>A Chair for Baby Bear</i> by Kaye Umansky and Chris Fisher</p> <p>Different types/sizes of chair – ensure one is very small/a highchair</p> <p>Toys the children played with/would</p>	<p>Then Before Now Next Soon Different Same Order/ sequence, change Change over time, Oldest Most recent Past significant</p>

	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>Activity 1: Have a look at a selection of toys for babies. Would the children play with them/need them now? Why not? What do they like to play with now? Give the children two hoops and ask them to sort the toys into two groups: ‘toys I played with when I was a baby’ and ‘toys I like to play with now’.</p> <p>Activity 2: Now look at some non-fiction books that show the different stages of growing up. Heinemann’s <i>Human Life Cycles</i> by Anita Ganeri has good images for this task.</p> <p>Ask the children to order pictures from a baby to an old person. More able children (Reception) might be able to read/write labels for the photographs.</p> <p>Activity 3: Now look at the photographs that the children have brought in from home. Ask the children to talk about what they can see. Compare their baby photos with their toddler photos and their photos of them as they are now. Ask the children to try to identify what is similar and different about themselves. Demonstrate continuous provision activity of sequencing one of the chn’s set of photographs on working wall timeline and adding speech bubble explanation with key vocab e.g. <i>First I was a baby, then I was a toddler and now I am a child. I have changed over time because I used to have/ do...now I have/ can do...</i></p> <p>Continuous provision: Create an area for investigation that includes sequencing activities. The activities need to be able to develop children’s vocabulary as well as physical development and critical thinking skills. Ideas should show the children how much they have changed and developed e.g. chn to sequence photographs of themselves and peers brought in for activity 3 on working wall timeline.</p>	<p>have played with as babies, toddlers and now – try to keep similar themes, showing increasing complexity. Ensure teething rings, rattles and pram mobiles are available</p> <p>Non-fiction books that show the different stages of growing up</p> <p>Photos of the children as babies, toddlers and now</p>	
3	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and</p>	<p>Enquiry question: What did our parents/carers look like when they were babies?</p> <p>*For this session you may want to get the children to create/decorate invitations to take home, inviting family members to celebrate the children’s work on sequencing and thinking about the passage of time. Ask the adults to bring in a toy they played with when they were a child and a photograph of themselves as a very young child.</p> <p>Activity 1: Set up as a ‘pop up museum’ ask the parents/carers to share their photos and toys with the chn as the chn rotate around the museum. Ask the children to look for any similarities/differences between the children in the class and the picture of their family member. Maybe the parent had the same colour hair/eyes as their child, etc. Also ask the chn to look for similarities/ differences between the toys they play with today and the toys that the adult used to play with in the past. Take close up photographs of the visitors with their pictures as children and toys to add to working wall timeline in activity 2.</p> <p>Activity 2 (to be completed after visitors have left to give teacher time to print off photographs from the ‘pop up museum’): Extend the timeline on the working wall in increments of 10 years (decades) and add some of the photographs of visitors with their picture as a child and their toys to it. This should demonstrate to children that their parents/ grandparents were younger further back in the past. It will also help chn begin develop their chronological understanding of how far back in the past their parents/ grandparents lived.</p>	<p>Extended timeline on working wall in increments of 10 years (decades) to demonstrate that their parents/ grandparents were younger further back in the past</p> <p>Visiting parents/ guardians/carers/ grandparents</p> <p>Photos of visitors when they were younger and a toy they played with</p>	<p>Then Before Now Next Soon Different Same Order/ sequence, change Change over time, Oldest Most recent Past significant</p>

differences between things in the past and now, drawing on their experiences and what has been read in class	Continuous provision: On IWB show programmes that parents watched as young children and compare with the programmes the children watch now.		
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