



Digital Learners



Engineers



Global Enquirers



Designers



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Global Enquirers

Medium Term Plan: Global Enquirers- History

1. What has happened in my lifetime that I can remember?
2. How has the local area changed in my lifetime?
3. How can I use simple sources to find out about how our local area has changed over time?



Global Enquirers

Aspect of Study

Chronology and change
Historical enquiry

Transferable Knowledge:

past/present, chronology, change

National Curriculum Overview of Programme of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The national curriculum for history aims to ensure that all pupils: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

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 different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

During this area of study students should be taught to:

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries
- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Real World Links/Influential Figures

- Family history
- Local history
- Miners



Useful resources/Further Reading

<https://www.history.org.uk/primary/categories/672/resource/9201/learning-about-the-past-through-a-study-of-houses> (EYFS focus but could be adapted)

<https://www.history.org.uk/primary/categories/672/resource/8387/what-your-local-archive-service-can-offer-to-school>

<https://www.history.org.uk/primary/categories/672/resource/7479/chronology-developing-a-coherent-knowledge>

<http://www.dmm.org.uk/colliery/a007.htm>

<http://www.ashingtontowncouncil.gov.uk/ashington-history>

OPAL links

Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<ul style="list-style-type: none"> Talking about past and present events in their own lives and the lives of their families. 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries - Key events commemorated e.g. Remembrance Day changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> significant historical events, people and places in their own locality - castle in Northumberland. events beyond living memory that are significant nationally or globally - battles and the concept of invasion. the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - tbc

Language Plan

Key vocabulary	Concepts	Speaking and Listening
<ul style="list-style-type: none"> ● Memory ● Time ● Changes ● Differences ● Ashington ● Old/Oldest ● Recent/Most recent ● Baby ● Toddler ● Child ● Adult ● Years ● Months 	<p>Memories - Moments we can remember that have happened in the past.</p>	<p>ORACY FRAMEWORK STRANDS</p>



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Key Concepts

Chronology- timelines, dates

Cause and Consequence-why things happen, as a result of what?

Significance-who/what/event was important and why, explain the significance of events, people and developments in their context and in the present.

Interpretation- different ways the past is represented, why there are contrasting arguments and which are the most useful and why.

Sources- primary, secondary, artefacts etc

Communication and organisation- vocab etc

Possible misconceptions

- Issues around the concepts 'old' and 'new' e.g. something that might be 'old' to them may not actually be that old.
- How long ago things happened – where possible link to their lives, parents' lives, grandparents' lives.
- Things that are wooden are always old – something could be new and be made of wood.
- Things they take for granted now e.g. TVs, internet, mobile phones, Ipads have always been around.

Knowledge and Skills

- Develop an understanding that Ashington has changed over time.
- Develop an understanding that houses, jobs, schools, toys, clothing and hobbies have changed over time.
- Understand and use the terms past, present, modern, old, city, buildings, change, transport, new, young, days, months in context.
- Sequence a small number of images (e.g. Ashington from past and present)
- Tell the difference between past and present in own and other people's lives.
- Identify differences and similarities between Ashington at different points in the past.
- Describe and make comparisons between the characteristics of buildings from Ashington past and present..
- Use sources given to find out characteristic features of Ashington in the past and present.
- Describe and make comparisons between the characteristics of toys from the past and present. Identify differences and similarities between the characteristics of toys from the past and present.
- Describe and make comparisons between images of a small number of UK Kings and Queens.
- Begin to identify and recount some details from the past from sources (e.g. pictures, stories)
- Begin to identify ways to represent the past (e.g. photos, stories, adults talking about the past.)
- Find answers to simple questions about the past from sources of information.
- Sort artefacts into 'then' and 'now'.
- Use as wide a range of sources as possible including speaking and listening.
- Ask and answer questions related to different sources and objects.
- Suggest ways of finding sources to collect information on toys from the past.
- Talk about things that we have now that we didn't have 100 years ago.
- Read and hear first-hand accounts from people of different ages and their experiences of toys, jobs, school, hobbies.
- Recount some changes in the seaside from the past to modern day.

Sequence of Teaching and Learning



1. What has happened in my lifetime that I can remember?

Discuss around memories to work out pupils' prior knowledge and to introduce the concept of the past.

THROUGHOUT THE YEAR, DAILY MIXED RETRIEVAL PRACTICE CAN BE USED TO FACILITATE TRANSFER TO LONG TERM MEMORY.

1	<p>NC OBJ: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>EQ: What has happened in my lifetime that I can remember?</p>	<p><i>What can the children remember? Last birthday? Starting Reception?</i></p> <p>Start by looking at the year now and discuss any siblings that are older/family members and how long they have been alive for.</p>
2	<p>How have I changed?</p>	<p>Think about how we have changed over time. What can you do now that you couldn't do when you were a baby? Draw out responses...walk, talk, eat independently, go to the toilet.</p> <p>What can you do now that you couldn't do when you were in Nursery? Draw out responses...write, read, carry my lunch, ride a bike.</p>

Sequence of Teaching and Learning



3	How have toys and hobbies changed over time?	<p>What hobbies do you have? What do you enjoy doing in your spare time? Where do you go to do these things? What toys do you like to play with?</p> <p>Discuss leisure facilities in Ashington now – many run from the leisure centre building, there is also the museum at Woodhorn. In the past, many would run from the Flower Park pavilion or the People’s Park institute building. There were several cinemas and dance halls in the town too.</p>
4	How has Ashington changed over time?	<p>Present the children with various maps of Ashington from different time periods. Ask the children to work in small groups and try to order the maps from the oldest to most recent. How did you do it? What do all of the maps have in common? (the physical features are the same).</p> <p>Establish that Ashington was originally just a single farm (which still exists and is located not far from the south end of Wansbeck Road). Ashington suddenly grew in the 1900’s when the pit was opened and people moved here from surrounding areas in search of jobs. In recent years, Ashington has continued to grow and large housing estates have been built on the outskirts of the town.</p>

Sequence of Teaching and Learning



5	How has housing in Ashington changed over time?	<p>Look at a selection of maps and photographs of Ashington from different time periods. What do you notice about the houses at each time? (The first houses were individual in style and built from stone. The colliery houses were built in long terraced rows and built from bricks. They tended to have a small open garden and an enclosed, private yard. The modern houses are built in large estates in cul-de-sacs. They are built from brick and are all similar in style but have some variations. They tend to have gardens and garages too.)</p> <p>The children can match maps from 3 different times to pictures of the typical housing built during that time. HA – could write a description of the typical housing, making difference between the different periods clear.</p>
6	How has housing in Ashington changed over time?	<p>Ask the children to describe their house to a partner. What does it look like? What different rooms does it have? Do you have to share a bedroom room with anyone? What does it feel like?</p> <p>Do you think houses have always been like this? How might they have been different in the past?</p> <p>Explain the main differences between houses now and in the past (e.g. running water/no running water, indoor/outdoor toilet, central heating/open fire, colour / black and white (or no) TV, internet/ no internet etc.</p> <p>Provide the children with pictures of a modern house and a typical 1950's house. The children should describe the facilities in each house.</p>

Sequence of Teaching and Learning



7	How have jobs changed in Ashington over time?	<p>What jobs do people in your family do today? Where do they work? Do they have to travel far? Discuss ideas and establish that there isn't really a main industry in Ashington today. Establish that Ashington's rapid growth was due to the discovery of coal underground. The pits opened and people moved to Ashington from surrounding areas in search of jobs. Most men worked at the local pit.</p> <p>What do you think it would be like to work down the pit? Discuss the role of boys and men working down the pit. Discuss the role of women who usually stayed at home to look after their family and home.</p>
8	How have schools changed in Ashington over time?	<p>Do you know anyone who came to this school before it was called Bothal/Central Primary School? Do you think it was the same as it is today?</p> <p>Invite visitors into school to talk about what it was like to go to school in the 1950's. Focus on the main differences in terms of the lessons taught, the punishments, the exams, the uniforms, the children.</p>

Sequence of Teaching and Learning



9	How have the shops in Ashington changed over time?	<p>Show the children photographs of different parts of shops in Ashington (e.g. part of the Aldi sign, the Asda café, the ramp and doorway of Wilko etc.) Can they recognise the shops from the different photographs? What other shops do you go to in Ashington? What kinds of things do they sell?</p> <p>Show photographs of Ashington main street (Station Road) in the past. Can they see any of the shops that are there today? Explain that in the past, the shops were independent stores and now they are mainly high-street chain stores.</p> <p>Look at the supermarkets in Ashington today (Asda, Aldi, Lidl) and compare with the many Co-op stores which existed in the past.</p> <p>Look at the high-street now (DP, Burton, New Look, O2, Wilko etc.) and compare with the department stores which once existed such as Arrowsmiths and Joplings.</p> <p>Why do you think so many small businesses have closed down and been replaced by big high-street chains? Talk about how personal cars have impacted on the local highstreet, how this has led to 'out of town' retail parks opening, and about the impact of internet shopping in recent years.</p>
10	How has technology changed over time?	<p>Show the children old and modern objects e.g. telephones, typewriters, cameras, televisions. How are the objects different to current technology?</p>

Sequence of Teaching and Learning

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How has music changed over time?

MUSIC LINK

What music did my Grandparents listen to when they were young? Children talk about their favourite songs and listen to songs that their Grandparents would have listened to when they were young.

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