



St Peter's History Medium Term Plan



Year 1

Autumn 1	Spring 1	Summer 1
Life within Living Memory	Voyagers Neil Armstrong and Christopher Columbus	Take Flight! Early aviation
EYFS: 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.		Prior learning: Y1 Voyagers
Lesson 1 - To sequence key events on a timeline. Historical context: discuss changes in the children's own lifetimes. <p style="text-align: center;"><u>Class timeline</u></p> Sequence 4 events/inventions on a timeline between 1945 and present day (don't include dates - stress the vocabulary above and the order in which the events happened)	Lesson 1 - To sequence key events on a timeline. Historical context: there were no places in the world that hadn't been discovered; outline of space exploration up to 1969; significant things in the children's lives that hadn't yet been invented. <p style="text-align: center;"><u>Class timeline</u></p> Sequence 4 events on a timeline (2 from last term's topic, plus the moon landing and Columbus' discovery of America (don't include dates - stress the vocabulary from autumn and the order in which the events happened).	Lesson 1 - To sequence key events on a timeline. Historical context: Early journeys in the sky: hot air balloons and gliders; main forms of transport before aeroplanes. <p style="text-align: center;"><u>Class timeline</u></p> Sequence 6 events on a timeline (1 from autumn term's topic, plus the moon landing and Columbus' discovery of America; plus the Wright brothers 1 st flight; Lindbergh's flight across the Atlantic & Earhart's flight across the Atlantic. Don't include dates, but stress the vocabulary from autumn, the order in which the events happened).
Lesson 2 - To explore what life was like in the past (within living memory). Invite grandparents/great grandparents in. Discuss key differences for them as young children and life for young children now.	Lesson 2 - To identify who Neil Armstrong was and why he was important. Recap historical context from lesson 1. Causes: why the USA wanted to send a man to the Moon. Significance: 1 st man to walk on the moon - most people never thought that would happen; most watched event on television at the time.	Lesson 2 - To identify who the Wright Brothers were and why they were important. Significance: discuss what they achieved (first powered aeroplane flight); where their flight took place in the world and how far they went. Explain that, at first, they only travelled for 12 seconds and 120ft (37m) show children how far this is using a meter stick.
Lesson 3 - To explore what toys were like in the past. Share examples and compare to toys today. Since 1945 within living memory.	Lesson 3 - To identify the legacy that Neil Armstrong left behind. Consequences of landing on the moon: further manned missions to the moon by USA. Legacy: further space exploration, e.g. International Space Station and possibility of sending man to Mars in the future.	Lesson 3 - To identify what the first aeroplane looked like and compare it to aeroplanes today. Share and discuss pictures of the Wright brothers' aeroplane. Discuss why it might have looked like that and what it was made of. Discuss how aeroplanes look today. If possible, speak to a pilot to discuss how planes are much safer today than they were a long time ago.

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<p>Lesson 4 - To explore significant changes to schools that have taken place in living memory.</p> <p>Since 1945 within living memory.</p>	<p>Lesson 4 - To identify who Christopher Columbus was and why he was important.</p> <p>Historical context: Known world at the time of Columbus; fastest transport was the horse (on land) relate to previous lesson; sailing ships fastest at sea; nobody had ever travelled in the air; recap significant things that were not yet invented.</p> <p>Causes: What Columbus was trying to achieve through his voyage in 1492.</p> <p>Significance: 1st European (briefly discuss where this is on the map) to sail across the Atlantic (identify where this is on the map) to America (identify on the map). Explain to children that this led to lots of other people going to America as well.</p> <p>Legacy: Briefly discuss Columbus day in USA (national holiday).</p>	<p>Lesson 4 - To identify who Charles Lindbergh was and why he was important.</p> <p>Significance: discuss what he achieved (first man to fly solo across Atlantic Ocean) recap the location of the Atlantic from Christopher Columbus in spring 2. Discuss where Lindbergh's flight took place in the world and how far he went.</p> <p>Discuss it took him around 33 hours (make this relatable for the children in terms of the school day) to travel 3600 miles (a really long way). Today on a plane that would take about 7 hours.</p>
<p>Lesson 5 - To explore significant changes to technology that have taken place in living memory.</p> <p>Since 1945 within living memory. Discuss game consoles, mobile phones and the use of Ipad and computers/laptops to access the internet.</p>	<p>Lesson 5 - To identify what transport was like a long time ago outside of living memory.</p> <p>Discuss what life was like over 500 years ago. Explain that this was before anyone the children know was born. Discuss the transport that was used and identify what hadn't been invented yet e.g. planes, sailing ships, cars and trains. Discuss the things that would be difficult to do without cars, trains, planes etc.</p>	<p>Lesson 5 - To identify who Amelia Earhart was and why she was important.</p> <p>Significance: why she was important and what she achieved (first woman to fly solo across Atlantic Ocean); where her flight took place in the world and how far she went Explain that unlike Lindbergh, Earhart was well known to people as a female pilot but had been travelling with other pilots.</p>
<p>Lesson 6 - To explore significant changes to transport that have taken place in living memory</p> <p>Since 1945 within living memory. Discuss what transport looks like now compared to in the past e.g. how cars</p>	<p>Lesson 6 - To make simple comparisons between Neil Armstrong and Christopher Columbus.</p> <p>Compare the journeys of Armstrong and Columbus. Discuss and compare how lives changed for people as a result of the journeys they both took.</p>	<p>Lesson 6 - To identify the legacy of early aviation.</p> <p>Legacy of early aviation in the present day (significance and consequences) e.g. people now fly all around the world; planes used to fight in WW2. If possible, visit Manchester Airport.</p>
<p align="center">Begin to identify and use historical sources, e.g. older living people, television, books, internet, all at an accessible level</p>		
<p align="center"><u>Vocabulary</u></p> <p>past, present, before, after, old, new, young</p>	<p align="center"><u>Vocabulary</u></p> <p>past, present, before, after, old, new, young, discovery, explorer, voyage</p>	<p align="center"><u>Vocabulary</u></p> <p>past, present, before, after, old, new, young, discovery, explorer, invent aviation, aviator</p>

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