ST PHILOMENA'S PRIMARY SCHOOL
HISTORY MEDIUM TERM PLANNING YEAR 1
2026 - 2027

CURRICULUM INTENT AND PROGRESSION	Teaching must build on prior learning and follow the planned progression of substantive knowledge (significant people, events, periods and historical concepts) and disciplinary knowledge (how historians investigate, interpret and explain the past). Identified sticky knowledge and vocabulary must be explicitly taught and revisited.
CULTURAL CAPITAL	Pupils must encounter significant people, events and experiences from different periods and cultures through historical artefacts, photographs, stories and accounts. Where appropriate, visits, local history and links with the wider community should enrich historical understanding.
HISTORICAL THINKING AND ENQUIRY	Pupils must develop chronological understanding, recognise similarities and differences, identify change and continuity, and begin to understand the significance of people and events. They should use historical sources to ask and answer questions about the past.
ASSESSMENT FOR LEARNING	Teachers must use targeted questioning, retrieval practice, discussion of historical sources and pupils' spoken, drawn or written responses to assess understanding. Misconceptions must be addressed, and pupils assessed against intended knowledge and historical enquiry end points, rather than factual recall alone.
ADAPTATION AND SEND	Teaching must be adapted to meet pupils' individual needs through appropriate scaffolding, visual resources, practical experiences, explicit vocabulary teaching and targeted support. Additional challenge should deepen historical thinking and understanding. Adaptations should maintain ambitious learning expectations for all pupils.
KS1 PUPILS SHOULD BE TAUGHT	Changes within living memory that reveal aspects of change in national life; events beyond living memory that are significant nationally or globally; the lives of significant individuals in the past who have contributed to national and international achievements; and significant historical events, people and places in their own locality. Pupils should also develop an awareness of the past, use chronological vocabulary, ask and answer historical questions, and understand ways in which we find out about the past.

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AUTUMN 1 –TOYS							
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
LEARNING OBJECTIVES	I can find out about toys today.	I can find out about toys in the past.	I can compare similar toys from different times.	I can compare Victorian toys with modern toys.	I can recognise how toys have changed over time.	Black History Month	I can use words relating to the passing of time. **End-of-topic assessment**
KEY VOCABULARY	Metal toys, modern, paper toys, plastic toys, the past, Victorian, wooden toys, 20th century, 21st century.						
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. Society, technology Substantive Knowledge – What children should know and remember. Toys have existed for thousands of years and have been made out of many different materials. Victorian toys were often made of wood. Poorer children would have played with homemade toys. Modern toys are usually made of plastic because it is safer and easier to make things with. Many modern toys work using electricity. Toys have changed over time. Toys that grandparents played with are very different to the toys that children play with now.						
DISCIPLINARY KNOWLEDGE	Disciplinary Knowledge – How children learn to think as historians. Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Continuity and Change: Begin to identify old and new things across periods of time through pictures, photographs and objects. Begin to understand that some things change and some things stay nearly the same. Similarities and Differences: Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. Identify that some things within living memory are similar and some things are different. Recognise some similarities and differences between the past and the present. Historical Enquiry – How children investigate and use evidence. Historical Interpretations: Observe and use pictures, photographs and artefacts to find out about the past. Historical Investigations: Observe or handle evidence to ask simple questions about the past. Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. Chronological Understanding: Describe memories and changes that have happened in their own lives. Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.						
PROGRESSION OF SKILLS	Chronological understanding: Use simple time words such as past, present, old, new, before and after to order toys from different times. Continuity and change: Identify how toys have changed and how some features have stayed the same. Similarity and difference: Compare toys from different periods, including Victorian and modern toys. Historical enquiry and evidence: Observe and handle objects, photographs and other simple sources to ask and answer questions about the past. Historical vocabulary: Use topic vocabulary to talk, draw and write about changes in toys over time.						
PREVIOUS LEARNING	EYFS – Understanding the World: Children have talked about past and present events in their own lives and in the lives of family members. They have explored similarities and differences between people, families, communities, places and objects. This unit builds on their understanding of familiar objects and introduces the idea that objects can provide evidence about the past.						

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AUTUMN 2 – GUNPOWDER PLOT TAUGHT AS A ONE DAY EVENT NEAR 5 NOVEMBER

	Focus 1	Focus 2	Focus 3	Focus 4	Focus 5	Focus 6	Focus 7
LEARNING OBJECTIVES	I can find out about Guy Fawkes.	I can find out about how the Gunpowder Plot started and some of the problems encountered.	I can find out about the main events of the Gunpowder Plot.	I can find out about what happened to the plotters after the Gunpowder Plot was discovered.	I can use parts of the Gunpowder Plot to show what I know and understand about it.	I can find out about how the Gunpowder Plot is remembered.	I can show what I have learnt about the Gunpowder Plot. **Assessment**
KEY VOCABULARY	Catholic, gunpowder, Guy Fawkes, King James I, London, plot, Protestant.						
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. City, the church, commemoration, government (parliament), religion, ruler (king). Substantive Knowledge – What children should know and remember. The plot happened in 1605. The plotters were Catholic and felt they were being treated unfairly by the King, who was Protestant. King James I was the King of England. The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament on 5th November 1605. The plot failed. On the 5th of November each year, people burn bonfires and light fireworks to commemorate the failure of the plot.						
DISCIPLINARY KNOWLEDGE	Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Continuity and Change: Begin to identify old and new things across periods of time through pictures, photographs and objects. Cause and Consequence: Understand that a cause makes something happen and that historical events have causes. Understand that a consequence is something that happens as a direct result of something else. Similarities and Differences: Recognise some similarities and differences between the past and the present. Historical Significance: Talk about why the event or person was important and what changed/happened. Historical Enquiry – How children investigate and use evidence. Historical Interpretations: observe and use pictures, photographs and artefacts to find out about the past. Historical Investigations: observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; sort some objects/artefacts into new and old and then and now. Chronological Understanding: sequence artefacts and events that are close together in time; sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. Knowledge and Understanding of Events and People in the Past: know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. Presenting, Organising and Communicating: talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past. Substantive Concepts and Historical Vocabulary: start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society; talk and write about things from the past using some historical vocabulary.						
PROGRESSION OF SKILLS	Chronological understanding: Build on ordering familiar objects by sequencing the main events of the Gunpowder Plot and placing 1605 in the past. Cause and consequence: Begin to identify why the plot happened and what happened as a result of its discovery. Historical significance: Explain why Guy Fawkes and the Gunpowder Plot are remembered today. Similarity and difference: Compare aspects of life in 1605 with life today. Historical enquiry and evidence: Use pictures, artefacts and simple written sources to ask and answer questions about the event and the people involved. Historical vocabulary: Use words such as plot, king, parliament, Catholic and Protestant when talking and writing about the past.						
PREVIOUS LEARNING	Children have learned in the Toys unit that the past is different from the present and that some things change over time. They have used simple sources, including objects and photographs, to ask and answer questions about the past. They have compared objects from different times and used vocabulary such as old, new, past, present, before and after. This unit extends their learning from changes in familiar objects to a significant event beyond living memory.						

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SUMMER 1 – EXPLORERS						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
LEARNING OBJECTIVES	I can understand and explain what makes a person significant.	I can discuss the ways in which we can find out about an explorer who lived long ago.	I can explore the achievements of Matthew Henson.	I can compare Felicity Aston's experience of polar exploration with Matthew Henson's.	I can explore and discuss Neil Armstrong's achievements.	I can show what I know about significant explorers. **Assessment**
KEY VOCABULARY	Achievement, astronaut, equipment, expedition, explorer, polar, significant.					
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. Commemoration, discrimination (including racism and sexism), exploration, technology, travel. Substantive Knowledge – What children should know and remember. Ibn Battuta was an explorer who travelled to learn about different places. He explored for nearly 30 years. Matthew Henson was one of the first explorers to reach the North Pole. Felicity Aston is the first woman to ski across Antarctica on her own. In 1969, the NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon. Significant people are people who society believes have achieved something important. They are often remembered with monuments and plaques.					
DISCIPLINARY KNOWLEDGE	Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Continuity and Change: Begin to identify old and new things across periods of time through pictures, photographs and objects. Begin to understand that some things change and some things stay nearly the same. Similarities and Differences: Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. Identify that some things within living memory are similar and some things are different. Historical Enquiry – How children investigate and use evidence. Historical Interpretations: start to compare two versions of past events; observe and use pictures, photographs and artefacts to find out about the past; explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. Historical Investigations: observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; use evidence to explain the key features of events; sort some objects/artefacts into new and old and then and now. Chronological Understanding: sequence artefacts and events that are close together in time; use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. Knowledge and Understanding of Events and People in the Past: know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. Presenting, Communicating and Organising: talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past. Substantive Concepts and Historical: start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society; talk and write about things from the past using some historical vocabulary.					
PROGRESSION OF SKILLS	Chronological understanding: Place explorers and their achievements in the correct order and recognise that they lived and travelled in different periods. Historical significance: Explain what makes a person significant and give reasons why particular explorers are remembered. Similarity and difference: Compare the experiences and achievements of explorers from different times and backgrounds. Continuity and change: Identify how exploration, travel and technology have changed over time. Historical enquiry and evidence: Use and compare different types of evidence, including photographs, written accounts and other sources, to find out about explorers. Interpretation and communication: Recognise that different sources provide information about the past and use evidence and historical vocabulary to explain findings. Commemoration: Identify ways significant people are remembered and explain why.					
PREVIOUS LEARNING	Children have previously learned that people and events from the past can be significant and can still be remembered today. From Toys, they can compare the past and present, identify change and use simple sources as evidence. From the Gunpowder Plot, they have begun to sequence events, explain simple causes and consequences and discuss why people and events are remembered. This unit builds on these skills by comparing several significant individuals across different periods and using a wider range of historical evidence.					