



Cherry Tree Academy Medium Term History Cycle A

Autumn 2		
KS1	Events Beyond Living Memory – The Gunpowder Plot Why is the Gunpowder Plot remembered?	
	Year 1	Year 2
	L1: What was the Gunpowder Plot? L2: Why and how do we remember the Gunpowder Plot today?	L1: What was the Gunpowder Plot? L2: Why and how do we remember the Gunpowder Plot today?
Key Concepts to assess	L1: Children know that the Gunpowder plot was a plot to blow up the houses of Parliament and kill James I. L2: Children know that we have bonfire night to remember how the plot failed.	L1: Children know that the Gunpowder Plot was a plot to blow up the houses of Parliament and kill king James I and they can explain why this is significant. L2: Children can describe and explain why we have bonfire night.
Vocabulary	memory, king, catholic, protestant, plotters, parliament, remember,	significant, national, remembrance, events, war, significant, commemorate, symbol, battlefield, cenotaphs
Experiences		
SMSC	Culture – Bonfire night has become part of British culture.	
British Values	Democracy / Rule of law	
School Values		



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KS1	Events Beyond Living Memory – Remembrance Why do we celebrate Remembrance Day?	
	Year 1	Year 2
	L1: What is the history behind Remembrance Day? L2: Why do we celebrate Remembrance Day? L3: How do we celebrate Remembrance Day?	L1: What is the history behind Remembrance Day? L2: Why do we celebrate Remembrance Day? L3: How do we celebrate Remembrance Day?
Key Concepts to assess	L1: Children can explain that Remembrance Day happens to remember soldiers that have died. L2: Children can explain the significance of Remembrance Day and why it's important that we celebrate it. L3: Children can name and describe two things that people might do to celebrate Remembrance day.	L1: Children can explain that Remembrance Day happens to remember soldiers that have died and can talk about Remembrance in relation to the World Wars. L2: Children can identify the Cenotaph, Flanders Field and the Poppy as a key feature of Remembrance. L3: Children can identify more than two things people might do to celebrate Remembrance day and can talk about the significance of what they are doing.
Vocabulary	memory, king, catholic, protestant, plotters, parliament, remember,	significant, national, remembrance, events, war, significant, commemorate, symbol, battlefield, cenotaphs
Experiences	Walk to local war memorial at the Church or in the Town center.	
SMSC	Moral - War	
British Values	Individual liberty Tolerance	
School Values	Inclusive	



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Spring 2		
KS1	Events beyond living memory – The Great Fire of London What happened to London during the fire of 1666?	
	Year 1	Year 2
	L1: What does it mean when events happened beyond living memory? L2: What happened during the Great Fire of London? L3: Why did the fire spread so quickly? L4: How has fire-fighting equipment changed over time? L5: Who is Samuel Pepys and why is he important? L6: What happened after the Great Fire?	L1: What does it mean when events happened beyond living memory? L2: What happened during the Great Fire of London? L3: Why did the fire spread so quickly? L4: How has fire-fighting equipment changed over time? L5: Who is Samuel Pepys and why is he important? L6: What happened after the Great Fire?
Key Concepts to assess	L1: Children know events can happen beyond living memory and understand this means nobody alive today can remember the event. L2: Children can explain that the fire destroyed a large part of London including St. Paul's Cathedral. L3: Children know the fire spread quickly because the buildings were built close together and they were made of wood. L4: Children know there was no trained fire- fighting service at the time. L5: Children know Samuel Pepys was an eyewitness and his diary has been used to understand what happened because no one alive today witnessed the GFoL. L6: Children know that Christopher Wren designed the new St. Paul's Cathedral.	L1: Children know events can happen beyond living memory and understand this means nobody alive today can remember the event. L2: Children can explain that the fire destroyed a large part of London including St. Paul's Cathedral. They know where the fire started and how long the fire lasted. L3: Children know the fire spread quickly because the buildings were built close together and they were made of wood. They know how people tried to stop the fire. They know that the hot summer and windy weather contributed to how the fire spread. L4: Children know there was no trained fire-fighting service at the time. They can compare fire-fighting equipment from the past and present. L5: Children know Samuel Pepys was an eyewitness and his diary has been used to understand what happened because no one alive today witnessed the GFoL. They can recall some of the things that Pepys wrote in his diary. L6: Children know that Christopher Wren designed the new St. Paul's Cathedral, how London was rebuilt and how the fire service was developed.
Vocabulary	Events, beyond living memory, significant, consequence, fire service, national	events, memory, beyond, significant, monument, national, cause, consequence, building materials, equipment, king, cathedral, rebuild, national
Experiences	Visit from the National Emergency Museum and use of their Loan box. Visit from the Fire service.	
SMSC	Moral – consequences of poor planning on human life. The necessity to ensure improvements are made after disaster.	
British Values	The rule of law – fire regulations were introduced after the GFoL to safeguard people's lives. Individual liberty – the right to a safe home.	
School Values		



Cherry Tree Academy Medium Term History Cycle A

Summer 2		
Change within living memory – Toys How have toys changed since the 1930s?		
	Year 1	Year 2
KS1	L1: Which toys are from the past? L2: What toys did my parents / grandparents play with? L3: What were toys like at different times in the past (1950s – 1990s) L4: Which toys are new and which are old? L5: How are toys similar / different? L6: How has the material of toys changed over time?	L1: Which toys are from the past? L2: What toys did my parents / grandparents play with? L3: What were toys like at different times in the past (1950s – 1990s) L4: Which toys are new and which are old? L5: How are toys similar / different? L6: How has the material of toys changed over time?
Key Concepts to assess	L1: Children know living memory means people are alive today who can remember the changes / events and can identify which toys are from the past. L2: Children will be able to identify what toys parents and grandparents played with. L3: Children know what a timeline is and can place easily distinguishable toys onto the timeline. L4: Children can recognise and talk about ways we can distinguish between old and new toys. L5: Children will be able to develop an understanding of the terms same and different and begin to use them. L6: Children can name some materials that toys are made from and recognise how the materials toys are made from have changed over time.	L1: Children know living memory means people are alive today who can remember the changes / events and can identify which toys are from the past. They can use the language of the past and present to talk about their work. L2: Children will be able to identify what toys parents and grandparents played with and use the language of time to talk about them. L3: Children can place a range of toys onto a timeline. L4: Children can recognize and talk about ways we can distinguish between old and new toys and can talk about what toys were like at different times in the past. L5: Children will be able to develop an understanding of the terms same and different and begin to use them. L6: Children can name the materials that toys are made from, can recognize and talk about how materials have changed over time and use this information to help them decide how old a toy is.
Vocabulary	Past, living memory, changes, present day, similarities, differences, material, timeline	past, living memory, changes, present day, similarities, differences, material, timeline, decade, plastic, metal, wood, clockwork, battery powered
Experiences	Visit from Wakefield Museum – Toys from the past workshop	
SMSC	Social – How has society changed?	
British Values		
School Values	Consideration – handling artefacts from the past	