

KPI History Curriculum Plan – Cycle B

LOCAL HISTORY (6 Lessons)

Prior Knowledge	National Curriculum Objectives Covered	End of Unit Assessment
<p><u>EYFS:</u> Know about changes to familiar landmarks locally Talk about significant changes within their lives and the lives of those around them</p>	<p>Significant historical events, people and places in their own locality</p>	<p>Use appropriate dates to talk about events from their life and their locality Be aware of the experiences of children and women within the local history Explain changes over time, within their locality Know how life in the local area changed over time and explain the causes of this Talk about the importance of local landmarks and historical events and the impact they had on the local area and community</p>
Key Concepts	Links Made	Vocabulary
<p>KC1 – Chronological Understanding KC2 - Diversity KC3 – Change & Continuity KC4 - Cause and consequence KC5 – Significance KC7 - Communicating about the past</p>	<p>Geography – local area</p>	<p>Now, present, landmarks, village, pit, colliery, coal mine, change, different, same, present, past, job, work, difficult, dangerous, timeline, change, order, move, expand, positive, negative, opinion, disruption, retraining</p>

KPI History Curriculum Plan – Cycle B

Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources and Vocab
LOCAL HISTORY (6 Lessons)				
KC5 – Significance	To talk about what life is like in Kiveton Park now	Talk about key landmarks in Kiveton	Discuss with the children what we know about life in Kiveton now. Where in the village do they like to visit? Where can they walk, eat, shop etc. Create lists, use google Earth to view etc. Children choose photos of landmarks to stick in books and write labels/captions for	Photos of Kiveton landmarks Vocab Now, present, landmarks, village
KC3 – Change & Continuity	To understand what Kiveton Park used to be like	Know that the woodland used to be the site of a coal mine Explain what a coal mine is	Recap on the pit top/ fishing ponds that children discussed last week. Why is it called the pit top? What is a pit and what would it have been used for? Share images from the powerpoint about the pit opening and who worked there. Take children for a walk in the local community, identifying key landmarks and talking about if/how they have changed	Kiveton Colliery PowerPoint Vocab Pit, colliery, coal mine, change, different, same, present, past
KC7 - Communicating about the past	To understand what life was like for people who worked in the pit	Know that miners worked underground Say some of the jobs miners did Talk about what life was like for miners	Share videos about working underground. https://www.bbc.co.uk/teach/class-clips-video/history-ks2-black-british-stories-mac-williams/zng3f82 Discuss photos on working underground powerpoint and use notes as discussion points. Would people enjoy it do they think? Why was it dangerous? Discuss and share ideas. Add comments to class floor book. <i>Post on dojo informing parents that we are learning about Kiveton Colliery this term and to send in any photos/artefacts or stories they have from family members who worked there</i>	BBC Teach video Working Underground PowerPoint Vocab Pit, colliery, coal mine, job, work, difficult, dangerous

KPI History Curriculum Plan – Cycle B

<p>KC1 – Chronological Understanding</p>	<p>To understand the timeline of Kiveton pit</p>	<p>Understand that the pit opened a long time ago and closed before they were born</p> <p>Understand that a timeline shows us things from the past that happened, and the order they happened in</p> <p>Share experiences of family members who worked in the mine</p>	<p>Create class timeline for when the pit was open 1866 to 1994, then to present day. Discuss how long this was and how many things would have changed over this period of time.</p> <p>Encourage children to share stories/information about family members who worked in the mine.</p> <p>Add the pit opening and closing and the years the children were born to the timeline.</p>	<p>Paper for timeline</p> <p>Vocab Timeline, change, past, order</p>
<p>KC3 – Change & Continuity</p>	<p>To know how life changed once the pit opened</p>	<p>Know that Kiveton was a very small place before the mine opened</p> <p>Explain that people moved to Kiveton to work in the mine, and that shops and houses had to be built for them</p>	<p>Look at powerpoint about PPT - Changes in Kiveton PowerPoint</p> <p>What Kiveton was like before the pit opened. What happened when it opened? Influx of workers etc.</p>	<p>PPT - Changes in Kiveton PowerPoint</p> <p>Vocab Changes, move, expand</p>
<p>KC2 - Diversity</p>	<p>To understand the timeline of</p>	<p>Know that not just men worked in</p>	<p>Revisit timeline and add dates for use of ponies, women and children working etc, machinery.</p>	<p>Paper for timeline</p>

KPI History Curriculum Plan – Cycle B

	<p>mining and how it changed over time</p>	<p>mines, but that women and children did too</p> <p>Talk about how mining changed over time and give examples e.g. replacing ponies with machinery</p>	<p>Dates for new houses being built and churches being built or demolished.</p>	<p>Vocab Past, change, timeline</p>
--	---	---	---	--

KPI History Curriculum Plan – Cycle B

HISTORY OF THE OLYMPICS (5 lessons)		
<p>Prior Knowledge</p>	<p>National Curriculum Objectives Covered</p>	<p>End of Unit Assessment</p>
	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - 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 	<p>Create simple timelines (Y1) Use historical vocabulary when talking about the past (Y1) Communicate their knowledge in a variety of ways, through posters, stories and labelled drawings (Y1) Using developing understanding of chronology to describe changes within and beyond living memory, relating these to each other (Y2) Order events in chronological order and explain their ordering (Y2) Consider the significance of key figures from history and developments that have occurred (Y2) Communicate knowledge and understanding of history in a variety of ways (Y2)</p>
<p>Key Concepts</p>	<p>Links Made</p>	<p>Vocabulary</p>
<p>KC3 Change and Continuity KC4 Cause and Consequence KC5 Significance KC6 Historical Enquiry, Using Evidence and Interpretation</p>	<p>PE Current events</p>	<p>Significant, event, past, history, ancient, modern, origins, festival, traditions, preparation, compare, train, practise, first, founded, reasons, symbolic, meaning, represent, significance</p>

KPI History Curriculum Plan – Cycle B

Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources and Vocab
HISTORY OF THE OLYMPICS (5 lessons)				
KC5 Significance	To understand what the Olympic Games look like today	<p>Understand that the Olympic Games are a significant global event</p> <p>Know some facts about the modern Olympics e.g. how often they are held, some of the sports that are part of the games</p>	<p>Retrieval – in pairs, children order dates written on the board (e.g. 1867, 1993, 2001, 2022) and discuss how they knew the correct order</p> <p>Ask children if they have heard of the Olympic Games, and collect any idea they have about it.</p> <p>Use PowerPoint to introduce the Summer games as a significant global event, stopping to clarify understanding throughout. Adult create mindmap on A3 paper, adding new facts as they are learnt. Add key dates to class timeline (modern Olympics started in 1896, London hosted Olympics in 2012, Olympics are happening this year – 2024)</p> <p>Children create Olympics mindmap in their books. Children can draw images or stick in ones from the PowerPoint</p> <p>Challenge/extension – children complete Olympic cities sheet, adding places where the modern games have been held</p>	<p>Olympics PowerPoint Images from PowerPoint, printed Olympic Cities sheet Card for timeline</p> <p>Vocab Significant, event, past, history, ancient, modern</p>
KC6 Historical Enquiry, Using Evidence and Interpretation	To find out about the origins of the Olympic Games	<p>Know that the Olympic Games started over 2000 years</p> <p>Name some of the sports that were part of the ancient Olympics</p>	<p>Retrieval – modern Olympics true or false (children can work individually, in pairs or as a class)</p> <p>Use parts of the BBC Bitesize website to learn about the ancient Olympic Games:</p> <ul style="list-style-type: none"> - When were the first Olympic Games? - Attending the Olympics - Olympic sports events 	<p>Olympics true or false sheet BBC Bitesize Website Fact Cards</p> <p>Vocab Ancient, event, past, history, modern, origins, festival</p>

KPI History Curriculum Plan – Cycle B

		Remember some key facts about the ancient Olympics	Model creating a poster about the Ancient Olympics, adding in facts from the lesson. Children create own poster in their books Children can use fact cards to find out more information	
KC3 Change and Continuity	Imagine what it would have been like for the first Olympic athletes	Talk about how ancient Greek athletes prepared for the Olympic Games Try some of the food they would have eaten Take part in some of the sports they would have done	Retrieval – match events to dates Ask children to imagine what it would have been like for the Ancient Greek athletes as they prepared for competing at the Olympic Games. How would they feel? What might they do to prepare? Explain that the athletes had a strict diet of figs, cheese and bread dipped in olive oil which they believed gave them strong minds and strong bodies. Give children opportunity to try these foods (be aware of any allergens or dietary requirements in your class) Explain that they had to train hard to be the best at their sports. They would have had gyms to train in and coaches to help them get better. Take children into the hall or onto the playground and practise some of the sports from the ancient Olympics e.g. discus, running, long jump, javelin How do modern athletes prepare? What is the same? What is different? Take photos throughout the lesson and add to floor book with comments.	Figs, feta cheese, bread, olive oil Vocab Traditions, preparation, compare, train, practise
KC4 Cause and Consequence	To find out how the modern Olympic Games were established	Remember when and where the first modern Olympics was held Say some of the reasons why the	Retrieval – modern or ancient Olympics? Watch video of the history of the first modern Olympic Games https://youtu.be/H3Uq5amGfBg?si=lyWoUpfUyhFidDHI Pause at key facts (e.g. 1884 – IOC founded, 9 sports) and discuss and make notes. Children make notes in their books at the same time under photo of first modern Olympics (children choose which photo).	Modern or Ancient Olympics Quiz Photo from 1896 Olympics Vocab First, modern, founded, reasons

KPI History Curriculum Plan – Cycle B

		<p>modern Olympics were set up</p> <p>Talk about what the first modern Olympics was like (e.g. events, countries that took part, opening ceremony)</p>		
KC5 Significance	Understand the significance of the Olympic rings	<p>Understand the Olympic rings are symbolic</p> <p>Talk about what the rings represent</p>	<p>Retrieval – Ancient Olympics true or false (children can work individually, in pairs or as a class)</p> <p>Do children know what the Olympic rings are? Introduce them as the symbol of the modern Olympic games. Use website (https://olympics.com/ioc/olympic-rings) or video to explain the meaning of them to children. Add key dates to class timeline.</p> <p><i>“The Olympic symbol expresses the activity of the Olympic Movement and represents the union of the five continents and the meeting of athletes from throughout the world at the Olympic Games.” (Olympic Charter, Rule 8)</i></p> <p>Children draw the rings in their books and explain (verbally or in writing, depending on ability) the meaning of the rings</p>	<p>True or False sheet</p> <p>Vocab Symbolic, meaning, represent, significance</p>

KPI History Curriculum Plan – Cycle B

SPORTSPEOPLE (4 lessons)		
<p style="text-align: center;">Prior Knowledge</p> <p>Use historical vocabulary when talking about the past (Y1) Using developing understanding of chronology to describe changes within and beyond living memory, relating these to each other (Y2) Consider the significance of key figures from history and developments that have occurred (Y2)</p>	<p style="text-align: center;">National Curriculum Objectives Covered</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - 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 	<p style="text-align: center;">End of Unit Assessment</p> <p>Be aware of the experiences of children and women within the local history (Y1) Understand the diverse experiences and ideas of significant individuals from the past (Y2) Consider the significance of key figures from history and developments that have occurred (Y2)</p>
<p style="text-align: center;">Key Concepts</p> <p>KC2 Diversity KC3 Change and Continuity KC6 Historical Enquiry, Using Evidence and Interpretation</p>	<p style="text-align: center;">Links Made</p> <p>PE Current events</p>	<p style="text-align: center;">Vocabulary</p> <p>Famous, significant, important, well know, achievements, accomplishments, compete, find out, preparation, compare, train, practise, improve, change, performance, records, meal, nutrition, past, present, ancient, modern</p>

KPI History Curriculum Plan – Cycle B

Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources and Vocab
SPORTSPEOPLE (4 lessons)				
<p>KC2 Diversity KC6 Historical Enquiry, Using Evidence and Interpretation</p>	<p>To find out about famous Olympians and Paralympians</p>	<p>Know that athletes who take part in the Olympics are known as Olympians</p> <p>Know that disabled athletes have their own competition and are called Paralympians</p> <p>Talk about the achievements of key well known athletes</p> <p>Use sources of information to find out some facts independently</p>	<p>Retrieval – Which sports are Olympic sports? Children to use clues in pictures to decide</p> <p>New learning - athletes who compete in the Olympics are called Olympians. Disabled athletes compete in the Paralympics and are called Paralympians.</p> <p>Use PowerPoint to introduce children to some famous Olympians and Paralympians, sharing key facts about their accomplishments. Model reading information sheet and finding key facts.</p> <p>Children choose 2 athletes to create a poster about. Include key facts about their lives, what events they competed in and any medals they won. Have sheets about the athletes available for children to refer back to. Add key dates any children find to class timeline</p> <p>Extension – compare the lives and achievements of the 2 athletes.</p> <p>Use sheets in reading comprehension lessons.</p>	<p>Famous Olympians PowerPoint A range of athlete comprehension sheets and fact files</p> <p>Vocab Famous, significant, important, well know, achievements, accomplishments, compete, find out</p>
<p>KC3 Change and Continuity</p>	<p>To learn about a typical day in the lives of an Olympian or Paralympian</p>	<p>Talk about some ways that Olympic athletes prepare for competition</p> <p>Compare how ancient athletes</p>	<p>Retrieval – how did ancient Greek athletes prepare for the Olympics? Look at photos in floor book to help support children’s recollection</p> <p>What do children think modern Olympic athletes do to prepare for competition? How often do they train? What do they eat?</p>	<p>Pictures of Olympic athletes</p> <p>Vocab Preparation, compare, train, practise</p>

KPI History Curriculum Plan – Cycle B

		and modern athletes prepared for the Olympics	<p>Watch Ellie Simmonds video and Team USA training video, stopping at key points to discuss and check for understanding</p> <p>Children choose a picture of an Olympic athlete to stick in their books and annotate with ways they might prepare for competition</p> <p>Compare how modern and ancient athletes trained – what’s the same? What’s different?</p>	
KC3 Change and Continuity	To investigate how athletes are changing	<p>Understand that athletes have got stronger/faster over time</p> <p>Talk about how records can be made and broken</p> <p>Think about how the way athletes prepare and train helps them to break records</p>	<p>Retrieval – match the sport to the athlete (can complete individually, in pairs or as a whole class)</p> <p>Take children into hall or outside and measure how many laps they can run in 2 minutes.</p> <p>Do they think they can improve this, or is that the best they can do? Repeat activity, encouraging children to try their best and beat their previous ‘personal best’.</p> <p>In the classroom, pose the question ‘are athletes stronger and faster now than they were in the past?’; children discuss with a talk partner.</p> <p>Watch video comparing Usain Bolt and Jesse Owens and compare the times they ran (JO – 10.3 seconds, UB – 9.58 seconds)</p> <p>Explain that new world records are set when someone runs faster/lifts more weight/swims faster than anyone else has ever done before. Lots of athletes want to be a record breaker and train hard to achieve this.</p>	Vocab Improve, change, compare, performance, records
KC3 Change and Continuity	To learn about nutrition in the past and present	Remember what ancient Greek athletes ate	<p>Retrieval - what did ancient Olympic athletes eat to help them prepare for the games?</p> <p>What do children think modern athletes eat? In pairs/small group, look at example athlete diets and share with rest of class.</p>	<p>Pictures of different athlete meals</p> <p>Vocab</p>

KPI History Curriculum Plan – Cycle B

		Find out what modern athletes eat Compare ancient and modern athlete diets	Children split page in half and on one side draw and label what ancient Greek athletes ate (feta, figs, bread) and on the other side what modern athletes eat	Prepare, meal, nutrition, past, present, ancient, modern
--	--	---	---	--

KPI History Curriculum Plan – Cycle B

KC1	Chronological Understanding	<ul style="list-style-type: none"> a. Understanding and using appropriately dates, vocabulary, and conventions that describe historical periods and the passing of time. b. Developing a sense of period through describing and analysing the relationships between the characteristic features of periods of societies. c. Building a chronological framework of periods and using this to place new knowledge in its historical context. 	
KC2	Diversity	Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the World.	
KC3	Change and Continuity	Identifying and explaining change and continuity within and across periods of history.	
KC4	Cause and Consequence	Analysing and explaining the reasons for, and results of, historical events, situations and changes.	
KC5	Significance	Considering the significance of events, people and developments in their historical context and in the present day.	
KC6	Historical Enquiry, Using Evidence and Interpretation	HE	<ul style="list-style-type: none"> a. Identify and investigate, individually and as part of a team, specific historical questions or issues making and testing hypothesis. b. Reflect critically on historical questions or issues.
		UE	<ul style="list-style-type: none"> a. Identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment. b. Evaluate the sources used in order to reach reasoned conclusions.
		I	<ul style="list-style-type: none"> a. Understanding how historians and others form interpretations. b. Understanding why historians and others have interpreted events, people and situations in different ways through a range of media. c. Evaluating a range of interpretations of the past to assess their validity.
KC7	Communicating about the Past	<ul style="list-style-type: none"> a. Present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary. b. Communicate their knowledge and understanding of history in a variety of ways, using chronological conventions and historical vocabulary. 	