



Digital Learners



Engineers



Global Enquirers



Designers



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Global Enquirers

Medium Term Plan: Global Enquirers- History

What makes a person significant?

How can we use sources to find out about the Great Fire of Newcastle?



Global Enquirers

Aspect of Study

Chronology and change
Historical enquiry

Transferable Knowledge:

Concept of change, structures

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
- significant historical events, people and places in their own locality.



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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 chronology – not understanding how long ago things happened. Continually link learning back to prior knowledge and refer to the number of years ago (roughly) that something happened.
- That men and women/people of different races were always thought of as equal.
- Misconceptions linked to geography in terms of the location where these events take place – use google maps to show location, always relating it to where they live.

Knowledge and Skills

- Place key events in chronological order.
- With support, locate the date of the Great Fire of Newcastle on a historical timeline, linking to previous learning.
- Use words and phrases related to the passing of time such as: recently, before, after, now, later, to describe some changes.
- Recount some changes in Newcastle (at the time of the fire) from the past to present day.
- Can make some comparisons between firefighting today and in 1666 (Great Fire of London) and 1854 (Great Fire of Newcastle).
- Know the impact of the fire on Newcastle today.
- Recount main events of the Great Fire of Newcastle and consider the emotions, behaviour and choices of people during the fire.
- Explore books and pictures to find information about the past (and eye-witness accounts, photos, artefacts, buildings and visits, internet).
- Compare pictures or photographs of people or events in the past.
- Identify different ways in which the past is represented.
- Consider and select which information is the most useful.
- Ask and answer relevant questions to develop understanding.
- Present findings about the past using speaking, writing, ICT and drawing skills.
- Physically sequence some events from the lives of significant individuals (Rosa Parks, Emily Davison)
- Compare similarities and differences between equality today and in the past.
- Begin to consider and understand why some people in the past did things.

Real World Links/Influential figures:

Rosa Parks
Emily Davison (buried in Morpeth)
Local area



Resources/Further Reading

<https://www.history.org.uk/primary/resource/7484/scheme-of-work-significant-individuals-at-key-sta>

<https://www.history.org.uk/primary/categories/781/module/6769/significance-at-key-stage-1/6771/teaching-significant-individuals-to-key-stage-1>

<https://www.history.org.uk/primary/categories/781/module/6769/significance-at-key-stage-1/6774/rosa-parks>

<https://www.history.org.uk/primary/categories/781/module/6769/significance-at-key-stage-1/6777/emily-davison>

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"> 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 – Emily Davison, Rosa Parks. 	<p><u>Year 2 Summer</u></p> <ul style="list-style-type: none"> 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 (explorers) events beyond living memory that are significant nationally or globally (explorers) <p><u>Year 3 Autumn Term</u></p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain

Language Plan

Key vocabulary	Concepts	Speaking and Listening
compare similar different source year equality race gender timeline significant important protest	change chronology similarities differences cause effect significance	ORACY FRAMEWORK STRANDS

Sequence of Teaching and Learning



LAUNCH?

Daily mixed retrieval to be used in order to ensure pupils transfer key information from previously taught topics into long term memory.

1	LO: To locate the date of the Great Fire of Newcastle on a historical timeline, linking to previous learning.	Link in events that have been covered (World Wars, when castles were built) and locate The Great Fire of London and The Great Fire of Newcastle. Look at the distance between London, Newcastle and Ashington. Explain that we will be focusing on The Great Fire of Newcastle. Refer back to this timeline throughout the topic and display on working wall.
2	LO: To use sources to compare Newcastle past and present.	

Sequence of Teaching and Learning

3

LO: To ask and answer questions about events in the past.

Examine a range of pictures from The Great Fire of Newcastle (discussing how we have photographs of it due to the fact cameras had been invented is a useful teaching point). Pupils to use questions stems to come up with questions to ask in order to find out more information.

4

LO: To use sources to find out about The Great Fire of Newcastle.

Sequence of Teaching and Learning



5	LO: To explain what happened during the Great Fire of Newcastle.	
6	LO: To explain the impact of the Great Fire of Newcastle.	

Sequence of Teaching and Learning



LAUNCH?

7

EQ: How has firefighting changed over time?

Look at the differences between equipment/safety for firefighters in 1666 (Great Fire of London), 1854 (Great Fire of Newcastle) and now.

Sequence of Teaching and Learning



Significant Individuals – to run alongside PSHE Equalities topic.

1	EQ: What makes a person significant?	<p>Discuss the definition of the word 'significant' and use MTYT to help pupils to commit it to long term memory.</p> <p>Show a range of pictures of 'important' people that they might recognise.</p>
2	LO: To locate dates on a historical timeline.	<p>Introduce Emily Davison (it is worth mentioning she is buried in Morpeth to link to local knowledge) Explain who it is and when they lived through a short biography. Calculate with the children using a means that they will understand how long ago this was. For example William Caxton 1422-92. Some people like to make reference to clocks to demonstrate the passing of time - but with a period of time either a long way away from the present or a period of time in the past that lasted for a long time, there is a danger of confusion. The important thing is to quantify what that period of time looks and feels like. You could use a living timeline across the room using the children to demonstrate the timespan involved. You could use a jar of counters, each representing a year to quantify the number of years, you could make references to people, for example the combined ages of a number of children's grandparents, or the combined ages of a whole class/classes in the school.</p>

Sequence of Teaching and Learning



Significant Individuals

3	LO: To sequence some events from Emily Davison's life.	
4	EQ: Why do people remember Emily Davison?	

Sequence of Teaching and Learning



Significant Individuals

5

EQ: What changed because of her actions?

Repeat sequence of learning for Rosa Parks

- **Ensure that links are made with geography – explain that this was happening in America and use Google Maps to show pupils where it is in relation to the U.K.**