



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON
LEARNING
PARTNERSHIP



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Global Enquirers

Medium Term Plan: Global Enquirers- History

Who were the Native American tribes and how do their beliefs, cultures and traditions compare to our own?



Global Enquirers

Aspect of Study

Chronology and change
Historical enquiry

Transferable Knowledge

Chronology, concept of invasion,

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 continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

During this area of study students should be taught to:

- Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066-



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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

- Pupils may think that the Iroquois is all one tribe but it is actually a number of different tribes.
- Chronology – pupils may not understand the relative length of time periods or be able to put them in context.
- Pupils may think that society has always been equal and may not realise that activists like Martin Luther King were actually relatively recent in terms of their historical timeline.

Knowledge and Skills

- Use timelines to place the key events in history that they have learned about so far.
- Explore concurrent timelines with events in another place in the world. Know what was happening in Britain during the time of the Iroquois.
- Describe events using words and phrases such as: century, decade, BC, BCE, AD, after, before, during, era, period
- Develop understanding that people lived very differently in the past.
- Use a range of sources to collect information about the Iroquois.
- Begin to evaluate the usefulness of different sources for telling us about life at the time.
- Suggest reasons how and why key pieces of evidence from the past still exist thousands of years later.
- Recall key elements of Iroquois daily life.
- Can make comparisons and identify similarities and difference in life for the Iroquois and Anglo-Saxons/Vikings.
- Suggest ways that we can find out about people from the past.
- Explain who Martin Luther King was and the significance of his actions.

Real World Links/Influential People:

Martin Luther King
Protected Characteristics
British Values



Communication – understand and respect that people have different views.

Team-working – respect and listen to others, use the strength and skills of others.

Opportunities to apply Skills for Life during enquiry learning lessons.

Useful Resources/Wider Reading

<https://www.britannica.com/topic/Iroquois-people>

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"> ● Year 3 Autumn Term - changes in Britain from the Stone Age to the Iron Age ● the Roman Empire and its impact on Britain - Boudicca, What the Romans brought to Britain ● Year 4 Autumn Term - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (<i>the impact of the reign of Alfred the Great, struggle for power, the portrayal of the Vikings through historical sources, daily life.</i>) 	<ul style="list-style-type: none"> ● a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Martin Luther King and equality. ● Learn about a non-European society that provides contrasts with British history- Native Americans 	<ul style="list-style-type: none"> ● Year 5 Autumn Term - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (<i>how and way crime and punishment has changed over time including the treatment of people of different genders and social classes, the success of the British Empire and the Industrial Revolution and how this impacted on population and a rise in crime levels</i>).

Language Plan		
Key vocabulary	Concepts	Speaking and Listening
Climate Tourist Native Customs Racism Race Activist Protest equality State	Chronology Cause and Consequence Significance Interpretation Sources Communication and organisation Equality	ORACY FRAMEWORK STRANDS

Sequence of Teaching and Learning



1 Baseline spider diagram to be completed before the start of unit to inform planning.

If children don't know anything for some of the sections they can write 'I don't know anything' or they can write their own question about what they want to find out.

2 LAUNCH – ENGAGE –Flight simulation from Newcastle to New York and then build their own replica model of a USA landmark they have flown over.

Give each pupil their own flight ticket (see google drive for template) and imagine that they were boarding a flight from Newcastle to New York. Dim the room lights and play the flight simulation in this youtube link and children will pretend that they are flying over America and seeing all of these sights <https://www.youtube.com/watch?v=KcuDdPo0WZk> . Please **mute the video** as don't want to hear the man talking and think of some appropriate USA music to be playing to add atmosphere over the top.

Pupils then use a range of collected craft materials to build a group replica model of a USA landmark they have flown over in the youtube clip.

***Locational knowledge** - continual reference to world map throughout and discuss the countries they have studied previously, their location, relative size, distance from where they live, continents, northern/southern hemisphere, longitude, latitude.

3-4

E.Q. To explain what daily life was like for the Native American Iroquois tribe.

Begin the lesson by recapping the names of the 6 Iroquois tribes and where they were located in the USA. Place significant dates and events of Iroquois history on a timeline (e.g. merging together) and discuss.

Use a range of historical sources and any relevant artefacts from the Discovery Museum to research every-day life. Videos and pictures of reconstruction site should also be used. Findings could include: food, farming/jobs, clothing, homes, warfare, customs, languages and beliefs, arts and crafts. Chose a way you think is most appropriate for pupils to record and present their information.

Success criteria:

- Use a range of sources to find out about the daily life of the Iroquois (could do as a spider diagram with a picture of Iroquois in the middle)
- Explain how life for the Iroquois was different to life of the Anglo-Saxons or Vikings. (scaffold with diffe sections)

Sequence of Teaching and Learning



<p>5-6</p>	<p>E.Q. To explain who Martin Luther King was and why he was a significant person in USA</p>	<p>Use a range of resources like photographs, videos, newspaper reports, recounts to gather information about Martin Luther King. Discuss the climate in the USA at the time with regards to the separation and rights of black and white people. Link this to the Protected Characteristics.</p> <p><u>Success Criteria</u></p> <p>Explain who Martin Luther King was and some key facts about him. Give an opinion about what makes him iconic Discuss whether he has had a positive or negative impact on US society.</p>