

Medium Term Plan: How people like Rosa Parks made the world safer - Cycle B

Historical Concept	Previous historical vocabulary	New historical vocabulary
<ul style="list-style-type: none"> Historical enquiry Cultural, ethnic and religious diversity 	old; new; past; today; tomorrow; yesterday; long ago; before; after; different; same; similar; like;	Segregation; apartheid Discrimination Inequality
Previous Learning End Point Assessment in this concept:	End Point Assessment Statements:	End Point Assessment Statements:
<ul style="list-style-type: none"> I ask and answer “why” questions about a text that has been read to me I understand the past through settings, characters and events encountered in books I can talk about my own family and the people around me and describe features of them I can talk about the lives around me and their role in society 	<ul style="list-style-type: none"> I can ask and answer questions I can answer questions by using a specific source, such as an information book. I know about the different ways we find out about the past 	<ul style="list-style-type: none"> I know who Rosa Parks is and why she is famous I know who Nelson Mandela is and why he is famous I understand that life was different for people of colour in the past I understand the actions of Rosa Parks and people like her changed attitudes and beliefs

	Revisit of knowledge short Afl lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4 (Reflection and end of unit lesson)
Learning Question		Why is Rosa Parks famous?	What was life like for Rosa Parks and how did she change things?	Who was Nelson Mandela and why is he famous?	What can we learn from Rosa Parks and Nelson Mandela?
Conceptual Knowledge		I know who Rosa Parks is and why she is famous	<ul style="list-style-type: none"> I understand that life was different for people of colour in the past I understand the actions of Rosa Parks and people like her changed attitudes and beliefs 	I know who Nelson Mandela is and why he is famous	I know the significance of Rosa Parks and Nelson Mandela’s actions and how it changed attitudes and beliefs
Review/ Revisit	Recap of significant historical people they have already learned about and why they are important		Why is Rosa Parks famous? Recap her actions Recap vocabulary and understanding of segregation	Recap of segregation	Recap of both people and what we know about them
Read		Later in lesson... Section from Little People, Big Dreams book about Rosa Parks	Section from Little People, Big Dreams book	Read later in lesson...	Read section of text about both people
Teach		Explain - We’re going to learn about a person who became very famous because of something she did. It made lots of people think differently and started a big change and do you know what it was that she did? She sat on a bus! But first there’s something we must do... Divide children up into 2 groups using a criteria only known to teacher (i.e. name starting with letter in first half of alphabet or similar). Explain that one group are going to have extra playtime and snacks and the other group have to sit in silence in the classroom. Wait for the uproar and discuss is this fair? Reasons why not – how did they get chosen? Could they do anything about it? So why is she famous? https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zkhknrd Discuss and take questions – When did it happen? Make sure children understand time on a timeline when 1955 is to now – link age of possibly family or known person. Where? Show Alabama on flip Explain segregation and what it meant. Why do you think she did it?	Today, we’re going to find out more about Rosa’s life and what it was like for her living in Alabama. https://www.bbc.co.uk/teach/class-clips-video/true-stories-rosa-parks/z7rtvk7 Pause before the bus incident – what was life was like for black people in parts of America at that time. How would it feel having to put up with that every day and thinking it wouldn’t change? Complete video and discuss Slideshow of images of Rosa Parks etc - https://www.bbc.co.uk/teach/school-radio/assemblies-rosa-parks-black-history-month-slideshow/zttmdp3 Ensure children understand the importance of Rosa’s actions	Teach main points of Nelson Mandela’s life. https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zj3p8xs https://www.bbc.co.uk/newsround/25254295 Look at timeline of Rosa parks and add on details of Nelson Mandela. Both wanted equality for black people at the same time) Emphasise that Nelson Mandela showed no anger about his imprisonment – he only wanted to make the world fair. Reflect on his peace work – Nobel Prize	What does significant mean? Why are Rosa Parks and Nelson Mandel significant? What are attitudes and beliefs? How did they change things? Would life for black people have changed without them doing what they did?

Practise		Share ideas and write on flip ideas about why she is still famous today. Use sentence starters and ensure children are speaking in sentences to support their writing	How did Rosa's actions change things? Discuss and share ideas of what happened and how it made things better.	Why is Nelson Mandela important? What did he do? Write ideas	Share ideas and write down
Apply		Sentence starter given for children to complete Rosa Parks is famous because... LA children – to draw a picture of what Rosa did and adult to write a caption to go with it.	Question for children to respond to in books... What happened after Rosa wouldn't give up her seat on the bus? 3 box cartoon strip for LA to complete to draw pictures of the consequences of Rosa's actions and how it changed things	Question in books Why is Nelson Mandela famous?	Question How did Rosa Parks and Nelson Mandela change people's attitudes and beliefs? Small groups – mind maps/ charts to share their ideas.
Reflect		How did you feel when we treated some of you differently? Did someone who was going out with the snacks feel differently to someone to had to stay in? Why? Is it fair...even if it's better for you? Next time, we're going to learn more about Rosa what life was like for her and why she decided to say no.	How can one small action make such a big change? Was it the right thing to do? Was it difficult to do?	Did Rosa Parks and Nelson Mandela meet? Yes – show was chosen as one of the people to meet him when he was released from prison. What do they have in common?	What would happen if people like Rosa and nelson didn't stand up and do something when they believed something was wrong? Can they think of any other significant people who have changed things?

Medium Term Plan: Why are ipads more fun than my grandparents toys- Cycle B

Historical Concept	Previous historical vocabulary	New historical vocabulary
<ul style="list-style-type: none"> Historical enquiry Chronological understanding Change and Continuity 	old; new; past; today; tomorrow; yesterday; long ago; before; after; family; mum; dad; sister; brother; grandma; grandad; different; same; similar; like;	clockwork; battery; electrical; tin; metal; plastic; wooden; blackboard; chalk;
Previous Learning End Point Assessment in this concept:	End Point Assessment Statements:	
<ul style="list-style-type: none"> I take an interest in and comment on unknown objects I listen to and talk about non-fiction books and apply new knowledge and vocabulary I talk about my ideas regarding artefacts using my knowledge or seeking more information I can use the vocabulary today, tomorrow, yesterday in the correct context I am beginning to understand that some events that happened out of my own timeline I know some similarities and difference between things in the past and now drawing on my experiences and what I have learned in class I can talk about my own family and the people around me and describe features of them I understand what different and similar means 	Key Skills <ul style="list-style-type: none"> I can ask and answer questions I can find out about the past by asking an older person I can identify old and new things from photographs and in pictures I can talk about things that happened when I was little. I understand and use words and phrases like: before I was born, when I was younger. I understand and use words and phrases like: old, new and a long time ago. I can put objects in chronological order (recent history). I can identify the main differences between old and new objects 	Key Knowledge <ul style="list-style-type: none"> I know how I have changed since I was born. I know how my local area was different in the past. I know the similarities and differences between my life and that of my grandparents when they were young

	Revisit of knowledge short AfL lesson	Lesson 1	Lesson 2 <i>Need a baby photo for each child that can be copied and put in books</i> <i>Answers from grandparents' questions</i>	Lesson 3	Lesson 4	Lesson 5
Learning Question		What toys did my grandparents play with? <ul style="list-style-type: none"> How toys have changed within living memory 	2 part lesson <ol style="list-style-type: none"> I know how I have changed since I was born What did I learn about my grandparents toys? 	What was school like when my grandparents were my age?	What games did my grandparents play?	What was on TV when my grandparents were children?
Conceptual Knowledge	Previous unit assessment end points.	<ul style="list-style-type: none"> I can ask and answer questions I can find out about the past by asking an older person I can identify old and new things in a photograph and in pictures. I can identify the main differences between old and new objects 	<ul style="list-style-type: none"> I know how I have changed since I was born. I can find out about the past by asking an older person I know the similarities and differences between my life and that of my grandparents when they were young 	<ul style="list-style-type: none"> I know the similarities and differences between my life and that of my grandparents when they were young I can find out about the past by asking an older person 	<ul style="list-style-type: none"> I know how my local area was different in the past. I know the similarities and differences between my life and that of my grandparents when they were young 	<ul style="list-style-type: none"> I can ask and answer questions I know the similarities and differences between my life and that of my grandparents when they were young I can find out about the past by asking an older person
Review/ Revisit	Revisit learning from Reception Put pictures of family members in order – discuss oldest and youngest	Timeline Showing present and going back to 1960. Counting back in 10 year blocks. Identifying around time their parents were children and time grandparents were children. Explain this will be different for different families as people have children at different ages.	Timeline Go back and show on timeline when Y1s and Y2s were born. Then reflect on when grandparents were likely to have been born.	Revisit timeline – add in when certain toys were available. Remind how things have changed over time	Discuss the feedback from grandparents about school.	What can we remember so far? What is different about growing up and when their grandparents were growing up?
Read		Keywords to be used in the lesson	Keywords to be used in the lesson	Keywords – simple text about school in 1970s	Keywords for today's lesson Instructions on how to play games	Keywords for today's lesson

Teach	Put pictures of objects in sequence from oldest to newest - Discuss reasons	What do you like to play with now? Take ideas from children. What do you think your grandparents liked to play with when they were children? Look at photos of toys and children playing with them from 1970s. What is the same? What is different? Discuss in trios and talk as a whole class. What's different? Materials used Electricity/ battery use Have colours used changed? What's the same? Lego Dolls etc Anything else	Part 1 Look at a baby/ childhood photo of teacher – who is this? When was it taken? How have they changed? Recall a memory of an event when you were young. GO TO TASK 1 Part 2 Collate information from grandparents questions and discuss the answers – what have we found out? What was different? Was anything similar to now.	Look at images of 1970s school – what do they notice? What is different? What is the same? Images and discuss (compare to now and how it has changed) Blackboards No computers; ipads etc; 1 TV for whole school moved around or in hall had to watch live Often no uniforms in primary school Milk bottles School dinners Family service Nit nurse School dentist Injections at school Lift up desks – wooden furniture	Video clip of 1960s-70s children playing Discuss Photos of 70s children playing – what do these photos tell us? What is different to now? What is the same? Instructions for traditional games: Hopscotch Skipping Grandmother's footsteps Marbles Snakes and Ladders Ludo	Teach content TV was very different when grandparents were young. TV was black and white until end of 1969. There was only 3 channels. No streaming! No youtube etc! TVs didn't have remotes! Programmes not on all day – there was the testcard. Show names of some popular 1970's early 80s programmes. Show video clips of them Discuss what they noticed... How are they different to what they watch now?
Practice		Have 4 photos – mix of 70s toys and current toys – ask children which are which and how can they tell?	Task 2 Have sentence starters and discuss in trios My grandparents favourite toy was... Etc.	Rehearse in trios from sentence starters	Go out and play the outdoor games	What did you like about the olde programmes? Collect ideas What do you prefer about programmes now? Collect ideas
Apply		2 tasks First sorting images out into grandparents toys and toys from now. Y2s to write about what is different about the two groups. 2 nd task Split into small groups of mixed Y1/2 (approx. 4 children) to think of questions they can ask their grandparents about their favourite toys when they were their age.	TASK 1 Copy of baby photo in books Children to write how they have changed since the photo. Write about something they remember from when they were younger e.g. first day at school; a birthday party etc. TASK 2 Write about (LA children - draw) about what we found out from grandparents. How have things changes from then to now? Y2 as above and why have toys changed over time?	Write sentences about what school was like for their grandparents Y2 as above and what they like from their grandparents school. What d they think was the best part. What would they miss the most from now?	Write about your favourite game. In sentences tell me what game was your favourite, what you had to do and why you enjoyed it.	Y1 - Write 3 things you liked about the old TV programmes. Which do you prefer? Old or new and why? Y2 - Write 3 things you noticed or liked about the old TV programmes. Then 3 things about what you like about TV now. Which do you prefer and why?
Reflect		Come together to agree a set of questions to be set out on dojo and as a letter home to ask for information for next lesson. (about 6 questions) Choosing the best questions to get the most information.	Are there any toys your grandparents talked about that you would have liked to have? Why? Why have toys changed over time?	You are going to be history detectives at home again! We're going to think of questions we can ask our grandparents about what they remember about school when they were your age.	Explain the rules of snakes and ladders to each other. Play the game with a partner	Homework sheet explanation to find out what grandparents watched on TV when they were growing up

End of unit assessment:

Follow up on feedback on TV programmes from grandparents

Zig zag book one side with pictures and captions from grandparents childhood and other side with pictures and captions of now

Final page – saying which they prefer and why.