

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 2**  
**History**

|  |  |           |            |           |
|--|--|-----------|------------|-----------|
| <b>Subject:</b> How do people create change?   |  |           |            |           |
| <b>Key Concepts/ Theme:</b> Historical and Scientific Developments   |  |           |            |           |
| <b>Prior Learning links:</b><br><br><b>KS1 C1, T5 Famous Faces</b><br><br><b>LKS2 C1, T1 Pioneers and Inventors</b>  |  |           |            |           |
| <b>Future Learning Links</b><br><br><b>LKS2 C1, T1 Pioneers and Inventors</b><br><br><b>UKS2 C2, T2 Super scientists; How have they changed the world?</b> |  |           |            |           |
| <b>Vocabulary:</b> significant, impact, famous, change, viewpoint, timeline  |  |           |            |           |
| <b>School specific areas to cover (Add in any local areas of study, trips and people)</b>  |  |           |            |           |
| <b>CP</b>  |  | <b>EH</b> | <b>SMV</b> | <b>PM</b> |
| 1.   | <b>Who was Neil Armstrong? What impact did he have?</b><br><br>Reconnect- Who have you learned about that has been significant in history? Why were they important? Look at timeline.<br><br>LO: <i>We are developing our knowledge of the lunar landing</i><br><br>Activity: Retell the lunar landing using puppets. How did this change the world? Explore one small step...   |           |            |           |
| 2.   | <b>Why was Kathryn Johnson significant? Why is she not well known?</b><br><br>Reconnection: What was the impact of Neil Armstrong and the lunar landing?<br>LO: <i>We are learning why Kathryn Johnson was important and how learning about her has changed</i><br><br>Activity; Class discussion, drama to share <b>significance</b> and understanding of how learning about Kathryn has changed. Reflection questions. |           |            |           |

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|                           | <p>Scaffold of facts for SEND chn</p> <p>Encourage HA chn to check the success criteria an include writing about how Charles' achievements have influenced modern understanding.</p>   |
| 3                         | <p><b>Why was saying no so important for Rosa Parks? Why was it controversial?</b></p> <p>Reconnection: Why was Kathryn Johnson significant?</p> <p>We are developing our knowledge of Rosa Parks and the changes that happened afterwards.</p> <p>Activity: Pupils to recreate bus journey and explore the timeline of events that followed Rosa Parks' bus journey.</p>  |
| 4                         | <p><b>Why is Frida Kahlo remembered? What can we learn from her approach to life?</b></p> <p>Reconnection: What is the timeline of change created by Rosa Parks?</p> <p>LO: We are developing our knowledge of Frida Kahlo</p> <p>Activity: Explore life of Frida Kahlo and discuss important factors as to why we remember her.</p>   |
| 5                         | <p><b>Which famous people are the most important? Why do we need to change?</b></p> <p>Reconnection: Which people have we learned about?</p> <p>We are learning how to debate</p> <p>Activity: Children read over the previous lessons and think about other famous people who may have inspired them. Think about how they have caused change to occur. Who do they believe to be the most important (or use significant person if possible) person. Why? Can they convince others to agree with them</p> |
| 6                         | <p><b>Assessment Question- A table</b></p> <p><b>Pupils draw or write why we remember certain people.</b></p> <p><b>Include what has changed because of the people studied</b></p> <p><b>Who do you think has had the most impact on the way we live today? Why?(give reasons)</b></p>   |
| <b><u>End Points:</u></b> |  |

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**To know and use historical vocabulary.**

**To know how significant individuals have had an impact throughout time.**

**To know and identify famous people and key facts about their lives and achievements.**

**To know what makes someone a notable person in history.**

**Evaluation:** What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**