

Enquiry: *Who is the greatest history maker?*

| What pupils will know | Historical sources that the pupils will interpret | End Points of Learning | | | | | | | | | | | | | | | | | | | | | | | | |
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| <ul style="list-style-type: none"> Who Guido (Guy) Fawkes was and what he attempted to do in 1605 Why Guy Fawkes and his conspirators planned to blow up Parliament How this failed attempt is commemorated each year Why Guy Fawkes can be considered a significant person in history What Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O'Malley and Elizabeth I achieved in their life times How the accomplishments of these people compare with each other Which they consider having made the most significant contribution as a 'history maker' What perspective means when it comes to judging people and events in history <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements events beyond living memory that are significant nationally or globally. | <ul style="list-style-type: none"> Photographs Paintings Statues Sculpture Maps Murals Buildings Engravings Books <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>'Say what you see'. Give an account in words of something or someone</td> </tr> <tr> <td>Observe</td> <td>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</td> </tr> <tr> <td>Select</td> <td>Decide upon and choose that information considered most suitable or relevant</td> </tr> <tr> <td>Categorise/Classify</td> <td>Arrange information into particular groups according to shared qualities or characteristics</td> </tr> <tr> <td>Sequence</td> <td>Place a set of related events or things that follow each other into an order</td> </tr> <tr> <td>Compare and contrast</td> <td>Find similarities and differences</td> </tr> <tr> <td>Recall</td> <td>Remember and recount something learned</td> </tr> <tr> <td>Reason/speculate</td> <td>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</td> </tr> <tr> <td>Summarise</td> <td>Outline or sum up briefly the main points about something</td> </tr> <tr> <td>Empathise</td> <td>Placing yourself in another's position to better understand their motives, decisions and actions</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p> | Recognise | Name and point out who or what something is | Identify | Distinguish something or someone from others that may be similar | Describe | 'Say what you see'. Give an account in words of something or someone | Observe | Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others | Select | Decide upon and choose that information considered most suitable or relevant | Categorise/Classify | Arrange information into particular groups according to shared qualities or characteristics | Sequence | Place a set of related events or things that follow each other into an order | Compare and contrast | Find similarities and differences | Recall | Remember and recount something learned | Reason/speculate | Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition | Summarise | Outline or sum up briefly the main points about something | Empathise | Placing yourself in another's position to better understand their motives, decisions and actions | <p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Identify and describe who Guido (Guy) Fawkes was and what he attempted to do in 1605 Suggest reasons why Guy Fawkes and his conspirators planned to blow up Parliament Describe how this failed attempt is commemorated each year Suggest reasons why Guy Fawkes can be considered a significant person in history Describe what Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O'Malley and Elizabeth I are remembered in history for as 'history makers' Compare and contrast the accomplishments of these people Select in their view the most historically significant and suggest reasons for their choice <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> Recognise what perspective means when judging the significance of people in the past <p>Prior Learning</p> <p>Earlier in Key Stage 1 pupils:</p> <ul style="list-style-type: none"> Investigated a number of historical and modern explorers and compared their achievements Were supported to consider the personal qualities required to be a great explorer <p>In Nursery and Reception pupils:</p> <ul style="list-style-type: none"> Were introduced to people in stories about the past who did important things and are remembered today Were supported to make sense of their own life story and of past and present Examined and talked about images of familiar situations in the past Examined artefacts from the past commenting on similarities and differences to modern day equivalents Heard and discussed accounts of the past involving people, places and events through storytelling and role play Gained first-hand experience through visiting places locally of historic importance Were supported to organise events using basic chronology Recognised that things happened before they were born Compare and contrasted characters from stories including important figures from the past. |
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| Identify | Distinguish something or someone from others that may be similar | | | | | | | | | | | | | | | | | | | | | | | | | |
| Describe | 'Say what you see'. Give an account in words of something or someone | | | | | | | | | | | | | | | | | | | | | | | | | |
| Observe | Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Empathise | Placing yourself in another's position to better understand their motives, decisions and actions | | | | | | | | | | | | | | | | | | | | | | | | | |