



History – KS1 Twinkl - Medium Term Plan
Autumn 2, Unit 1: The Gunpowder Plot



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Who was Guy Fawkes?	To can find out about Guy Fawkes. To understand some of the differences in how people such as Guy Fawkes lived, compared with today.	I can tell you some facts about Guy Fawkes. I can talk about what he looked like and the clothes he wore. I can pick some items that Guy Fawkes might have used in 1605. I can tell the difference between objects that Guy Fawkes could have used when he lived, compared with what he might have used today.	To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past by learning about Guy Fawkes and his life.	- Guy Fawkes - Gunpowder Plot, - Gunpowder - Catholic - King James I - Robert Catesby.	Resources: Lesson Pack Preparation: What Could Guy Fawkes Use? Activity Sheet as required.
Two: Problems for the Plotters	To find out about how the Gunpowder Plot started and some of the problems the plotters encountered.	I can talk about who some of the Gunpowder plotters were, why and how they wanted to carry out their plan. I can imagine and act out what the plotters may have talked about when they were planning their Gunpowder Plot.	To find out about events beyond living memory that are significant nationally by learning about the build-up to the Gunpowder Plot and the problems that the plotters tried to overcome.	- London - Houses of Parliament - Gunpowder - Gunpowder Plot - Plotters - Robert Catesby - Guy Fawkes - Thomas Percy - Catholic - Lord Monteagle	Resources: Lesson Pack Preparation: Problems for the Plotters Activity Sheet as required. The Gunpowder Plotters Role Play Masks as required.
Three: The End of the Plot	To find out about the main events of the Gunpowder Plot.	I can tell you some of the key facts of the Gunpowder Plot, such as who was involved, when and why it happened. I can put the events of the Gunpowder Plot into the correct order. I can create my own booklet of the story of the Gunpowder Plot.	To find out about events beyond living memory that are significant nationally by learning about the order and conclusion of the events of the Gunpowder Plot.	- Order - Event - Sequence - Failure - Firework - Bonfire	Resources: Lesson Pack Preparation: The Gunpowder Plot Sequencing Cards and Booklet Activity Sheet as required. Gunpowder Plot Questions Activity Sheet as required.

Four: The Search for Thomas Percy	To find out about what happened to the plotters after the Gunpowder Plot was discovered.	To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and to find out about events beyond living memory that are significant nationally by learning about what happened directly after the Gunpowder Plot.	To find out about events beyond living memory that are significant nationally by learning about what happened to the plotters after the Gunpowder Plot was discovered.	- John Johnson - King's Proclamation poster - Confession	Resources: Lesson Pack Preparation: Prepare Thomas Percy mask from The Gunpowder Plotters Role Play Masks for hot seating activity. The Gunpowder Plot Wanted Posters and Activity Sheet Wanted Poster as required. The Gunpowder Plot Wanted Poster Word Mat as required.
Five: The Plot in Six Acts	To use parts of the Gunpowder Plot to show what I know and understand about it.	I can ask and answer questions about the different people involved and the events of the Gunpowder Plot. I can perform part of the story of the Gunpowder Plot by acting within a group. I can evaluate how well our performance told the story of the Gunpowder Plot and what could have been better.	To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and to find out about events beyond living memory that are significant nationally through performing parts of the story of the Gunpowder Plot.	- Performance - Evaluate	Resources: Lesson Pack Preparation: Prepare masks from The Gunpowder Plotters Role Play Masks for groups 1, 2, 3, 5 & 6. Copies of Gunpowder Plot in Six Acts Activity Sheet and The Gunpowder Plot Word Mat as required.

Six: Remember, Remember...	To find out about how the Gunpowder Plot is remembered. To show what I have learnt about the Gunpowder Plot.	I can talk about what I notice in photographs and pictures of bonfire nights from the past. I can recite the 'Remember, Remember...'. rhyme about the Gunpowder Plot. I can create my own poster showing what I have learnt about the Gunpowder Plot. I can tell you some interesting facts about the Gunpowder Plot	To be taught about changes in living memory and where appropriate, these should be used to reveal aspects of change in national life and to find out about events beyond living memory that are significant nationally by finding about how the Gunpowder Plot is remembered in this country and how bonfire night has changed over the years.	- Treason - Bonfire night - Fireworks, - Sparklers - Guy	Resources: Lesson Pack Preparation: Remembering the Gunpowder Plot Poster Activity Sheets as required (<i>you may like to enlarge them onto A3 paper</i>). The Gunpowder Plot Write Up Activity Sheet as required.



History- KS1 Twinkl- Medium Term Plan
Spring 2, Unit 2: War and Remembrance

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: The Life of Walter Tull	To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past by learning about Walter Tull and his life.	I can talk about why Walter Tull is a significant person in history. I can recall some key facts about Walter Tull's life. I can use photographs to find out about the past and compare it to the present day. I can talk about some of the differences between Walter Tull's childhood experiences compared to my own.	To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past.	- Walter Tull - Family - Photograph - Children's Home - Playground - London - Football - First World War - Soldier - Officer - Compare - Past - Present.	Resources: Lesson Pack Preparation: Differentiated Compare Past and Present Activity Sheet as required
Two: Remembering Walter	To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past by learning about Walter Tull and his life.	I can talk about how Walter might have been feeling at different points in his life. I can complete a feelings graph relating to events in Walter's life. I can tell you some of the ways that people have chosen to remember Walter Tull. I can create a trophy to remember Walter Tull.	To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past.	- Walter Tull - War - Battle - Soldier - Officer - 1918 - Feelings - Graph - Memorial - Trophy.	Resources: Lesson Pack Preparation: Walter's Feelings Graph Activity Sheet Walter Tull's Memorial Cup Activity Sheet as required
Three: Life on the Front Line	To find out about events beyond living memory that are significant globally and nationally by learning about the First World War and soldiers' experiences during the conflict.	I can talk about when the First World War happened and which countries were involved. I can compare the First World War with other battles in history by completing a timeline. I can recall parts of a typical day experienced by a British soldier in the trenches. I can discuss different photographs taken during the First World War, talking about what I know, what I think and want to find out from the photo.	To find out about events beyond living memory that are significant globally and nationally.	- First World War - 1914 – 1918 - Allied Powers - Centra - Powers - Europe - western front - trenches - Battle of the Somme - Battle of Waterloo - Battle of Issus - Battle of Bosworth - no man's land - Front line.	Resources: Lesson Pack Scissors Glue Large world map or globe (optional) Preparation: Battles in History Timeline Differentiated Photographs of Life on the Front-Line Activity Sheets enlarged onto A3 if possible, between pairs as required. First World War

					Letter Template as required.
Four: Animals in the War	To find out about events beyond living memory that are significant globally and nationally by learning about the First World War and different animals' experiences during the conflict.	I can talk about how different animals helped the Allied forces in the First World War. I can recall some key facts about Sergeant Stubby. I can create a medal to honour Sergeant Stubby's achievements in the First World War.	To find out about events beyond living memory that are significant globally and nationally.	- Ambulance horse - Ammunition - Elephant - carrier pigeon - Cher Ami - casualty dog - Sergeant Stubby - Medal - Honour - Fact file.	Resources: Lesson Pack Colouring pencils/felt tips Preparation: Design A Medal Sergeant and Animals in War Fact File Activity Sheets as required. Check that the video links to BBC animations on the Lesson Presentation can be accessed.
Five: Women on the Home Front	To find out about events beyond living memory that are significant globally and nationally by learning about women's experiences on the home front during the First World War.	I can talk about how women's lives changed when the First World War started. I can recall some facts about the jobs women carried out on the Home Front. I can talk about how I would have felt working as part of the Home Front. I can ask and answer questions about women's experiences during the First World War.	To find out about events beyond living memory that are significant globally and nationally.	- Home Front - Job - Servant - Factory - gas worker - railway - munitions factory - Women's Land Army (WLA) - Nurse - Textile - Factory - Window cleaner	Resources: Lesson Pack Scissors Glue Preparation: Differentiated Women on the Home Front Activity Sheets as required. Check that the video link to BBC animation on the Lesson Presentation can be accessed
Six: Remembrance Day	To find out about events beyond living memory that are significant globally and nationally by learning about Remembrance Day.	I can explain when the events that are remembered took place. I can talk about what usually happens on Remembrance Day. I can explain why Remembrance Day is important to many people. I can create my own piece of work to mark Remembrance Day.	To find out about events beyond living memory that are significant globally and nationally.	- Remembrance Day - Armistice - Cenotaph - Poppy - Memorial - Statue - Peace.	Resources: Lesson Pack Scissors Glue Colouring pens/pencils A3 paper or card Preparation: Copies of all the Activity Sheets as required (the children will choose what they do so have enough range available).



History - Year 2 - Medium Term Plan

Summer 2, Unit 3: How did we learn to fly?



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Who were the Wright brothers?	- To explore the story of the Wright brothers.	- I can recount events using sources. - I can identify important events. - I can sequence events using a comic strip.	- 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].	- Beyond living memory - Evidence - Flight - Inventor - Past - Present - Source	Watch Teacher video: Continuity and change Have ready Presentation: Odd one out. Presentation: The Wright brothers. Link: Kapow Primary timeline. Link: Assessment – History Y2: How did we learn to fly? (optional – see Attention grabber). Print Activity: Comic strip (one each). Activity: Comic strip: support version (optional - see Adaptive teaching). Resource: Knowledge organiser: History - How did we learn to fly? (one each). Resource: Unit vocabulary (optional - one class set for display).
Two: When was the first flight?	To develop an understanding of historical significance.	- I know that a significant person or event can be someone or something that changed the lives of others.	- 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].	- Achievement - Beyond living memory - Evidence	Watch Teacher video: Historical significance Have

		- I can explain why some events are more significant than others. - I can give some reasons why events or people are significant.		- Historic - Historically Significant - Inventor - Past - Present - Source	ready Presentation: Anagrams. Presentation: Prince William. Presentation: The Wright brothers. Sticky notes (optional – see Adaptive teaching). Camera (one for the teacher).
Three: Why is Bessie Coleman significant?	To investigate why Bessie Coleman is historically significant using photographs.	- I can describe the impact of the first flight. - I can use sources to find out about Bessie Coleman. - I can ask questions about the events of her life.	- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].	- Achievement - Beyond living memory - Evidence - Historically significant - Lifetime - Past - Present	Watch Teacher video: Enquiry questions Have ready Presentation: Brain dump. Presentation: Bessie Coleman's life. Link: Kapow Primary timeline. Print Activity: Bessie Coleman (one per pupil). Activity: Bessie Coleman (support).
Four: Why is Amelia Earhart significant?	To develop an understanding of primary sources.	- I know that a primary source is an object from the time of the event. - I can use a primary source to find out more about the past.	- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].	- Achievement - Beyond living memory - Source - Eyewitness - Eyewitness account - Historically significant - Past - Present - Primary source	Watch Teacher video: Sources of evidence Have ready Presentation: Gimme five! Presentation: Amelia Earhart. Presentation: Eyewitness account. Camera (one for the teacher). Digital devices (one between two). Link: Kapow Primary timeline.
Five: Why was the Moon landing special?	To investigate why the Moon landing was a significant event in history.	- I can ask three questions about events in the past. - I can explain why an event in the past is significant. - I can describe the impact of the moon landing on future space explorations.	- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].	- Achievement - Evidence - Historically significant - Living memory - Past - Present - Primary source - Source	Watch Teacher video: Effective questioning Have ready Presentation: 3, 2, 1. Presentation: Why was the Moon landing special? Audio playback devices (optional – see Adaptive teaching).

					Link: Kapow Primary timeline. Link: Apollo 11 moonwalk Print Activity: Hot seating (one per pupil). Activity: Hot seating (support). Activity: Hot seating (extension).
Six: How did we learn to fly?	To place significant flight events on a timeline.	- I can sequence five events correctly on a timeline. - I can identify what changed and stayed the same. - I can explain that changes happen because of new technology.		- Beyond living memory - Historically significant - Living memory - Past - Present - Timeline	Watch Teacher video: Teaching chronology Have ready Presentation: Speak like an expert. Presentation: Tim Peake. Link: Kapow Primary timeline. Link: Assessment – History Y2: How did we learn to fly? (optional – see Wrapping up). Print Resource: Photographs (pre-cut, one between two). Activity: Timeline (one each).