



Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan History



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| Year Group: FS2 | Term: Summer | Teacher: Mrs Eason | Subject lead: Dionne Sanati | Overview: Animals | Key End Points: Past and Present ELG Children at the expected level of development will: |
| Common Misconceptions: Some children may think: <ul style="list-style-type: none"> • Animals have only ever been kept as pets by people. • Black and white photographs/ images always mean that something is old. | | Unit key Vocabulary: Model and encourage children to use vocabulary such as: Different, Same Order, Materials, change, Change over time, Oldest, Most recent, past, nowadays, today, now, technology, improvements Expose children to supplementary vocabulary used in future year groups such as: compare and contrast, sequence, modern | | | <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling; |
| Links to other learning: | Prior Learning: -Similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (Reception) | Future Learning: | High Quality Text: Non-fiction texts: Fiction texts: ‘Fly, Cher Ami, Fly!: The Pigeon Who Saved the Lost Battalion’ by Robert Burleigh. Stubby: A True Story of Friendship by Michael Foreman Role Play opportunities: Sending messages in role as soldiers and carrier pigeons | | Teacher CPD: https://horseyhooves.com/uses-of-horses/ |
| Characteristics of Effective Learning | | | | | |
| PLAYING AND EXPLORING | | ACTIVE LEARNING | | CREATING AND THINKING CRITICALLY | |

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| <p>Finding out and exploring <i>Showing curiosity about objects, events and people</i> <i>Using senses to explore the world around them</i> <i>Engaging in open-ended activity</i> <i>Showing particular interests</i></p> <p>Playing with what they know <i>Pretending objects are things from their experience</i> <i>Representing their experiences in play</i> <i>Taking on a role in their play</i> <i>Acting out experiences with other people</i></p> <p>Being willing to ‘have a go’ <i>Initiating activities, seeking challenge</i> <i>Showing a ‘can do’ attitude</i> <i>Taking a risk, engaging in new experiences, and learning by trial and error</i></p> | <p>Being involved and concentrating <i>Maintaining focus on their activity for a period of time</i> <i>Showing high levels of energy, fascination</i> <i>Not easily distracted; Paying attention to details</i></p> <p>Keeping on trying <i>Persisting with activity when challenges occur</i> <i>Showing a belief that more effort or a different approach will pay off</i> <i>Bouncing back after difficulties</i></p> <p>Enjoying achieving what they set out to do <i>Showing satisfaction in meeting their own goals</i> <i>Being proud of how they accomplished something – not just the end result</i> <i>Enjoying meeting challenges for their own sake rather than external rewards or praise</i></p> | <p>Having their own ideas <i>Thinking of ideas</i> <i>Finding ways to solve problems</i> <i>Finding new ways to do things</i></p> <p>Making links <i>Making links and noticing patterns in their experience</i> <i>Making predictions; Testing their ideas</i> <i>Developing ideas of grouping, sequences, cause and effect</i></p> <p>Choosing ways to do things <i>Planning, making decisions about how to approach a task, solve a problem and reach a goal</i> <i>Checking how well their activities are going</i> <i>Changing strategy as needed</i> <i>Reviewing how well the approach worked</i></p> | |
| <p><u>Provision</u> Creative area: Investigation area: investigating photographs and paintings Outside provision: In the environment: scaled and sequenced timeline on working wall, range of fiction and non-fiction books available</p> | | | |
| <p>Learning Intention – Linked to ELG</p> | <p>Lesson Outline</p> | <p>Resources</p> | <p>Vocabulary</p> |

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| 1 | <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and</p> | <p>Over-arching enquiry question: How has the way we used animals changed over time?</p> <p>Opening question to relate to their own lives: What pets do you have/ animals do you own? e.g. dog, cat, fish, hamster etc... Why do we keep animals as pets? e.g. because we like that type of animal and want to look after it. What other animals do people own? e.g. horses, sheep, birds, cows etc.... Why do people keep these types of animals? e.g. horses to ride, farmers might own them to produce food like cows for milk and meat, sheep for wool, chickens for eggs.</p> <p>Introduce chn to the over-arching enquiry question that they will be investigating in the next few lessons.</p> <p>Activity 1: Show chn photograph of toy water cart and horse. Guide discussions with questions below. Note chn's responses in speech bubbles to add around photo on working wall.</p> <p>1880-1899 - Toy water cart and horses of painted wood and metal.</p> <p>Questions: What can you see? What do you think this is? What is it made of? Who might have played with something like this? How old do you think it is? Why do you think it is that old?</p> <p>Activity 2: Explain to chn that this toy is actually based on real life from a time when we used horses to help us do different jobs. Show chn image below of a water horse and cart from 1877. Point to where 1877 would be on the scaled timeline on working wall from previous unit so chn can begin to link chronology of events. Guide discussions with questions below. Note chn's responses in speech bubbles to add around photo on working wall.</p> <p>https://digital.library.lse.ac.uk/objects/lse:koh989gek</p> <p>Questions: When do you think this photograph was taken? Why do you think that? What are the clues in the photograph? Where do you think this photograph was taken? Why do you think that? What are the clues in the photograph? What is the horse pulling? What is coming out of the back of the cart? Why do you think that is there?</p> <p>Continuous provision: have a range of photographs/ paintings on display of horses doing other jobs over time. Which one is not the same as the others? (it could be... photograph 1 because it is in a city, photograph 2 because it is of goats pulling a cart not horses, number 4 because it is a painting and not a photograph, number 5 or 7 because the horses are being used in war). What are the horses doing? Where do you think the photograph was taken? Why do you think that?</p> | <p>Image of toy water cart and horse.</p> <p>Photograph of water cart and horse.</p> <p>A range of photographs and paintings showing how horses have been used by people over time.</p> | <p>Change Change over time Compare Contrast Different Same</p> |
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| <p>what has been read in class</p> | <p>After the above activities guide chn to reflect on the enquiry question: How has the way we used horses in Britain changed over time? You could show images of horses being used today e.g. horse riding/jumping, horse racing to prompt their thinking. Do we still use horses to help us do jobs? Explain that we don't tend to use them to help us do jobs in Britain. However, other countries still use horses to help them do jobs like farming, pull/ carrying things etc...</p> | | |
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| 2 | | <p>Over-arching enquiry question: How has the way we used animals changed over time?</p> <p>Read or listen to the book 'Fly, Cher Ami, Fly!: The Pigeon Who Saved the Lost Battalion' by Robert Burleigh. https://www.youtube.com/watch?v=FLtwbrStfGY</p> <p>Pose the question: I wonder, how did Cher Ami carry the messages? Explore using the augmented reality link below. Point out the small metal case on his leg used to carry small pieces of paper with messages inside. https://www.twinkl.ca/resource/first-world-war-carrier-pigeon-ar-quick-look-model</p> <p>Show photographs below and guide discussions with questions. Note responses in speech bubbles to add to working wall. Why do you think the army gave Cher Ami a medal? What do you notice about his leg? What do you think happened to him?</p> <p>Continuous provision: Role play - chn to write messages back and forth to each other in role as soldiers and Cher Ami.</p> <p>After the above activities guide chn to reflect on the enquiry question: How has the way we use pigeons changed over time? Do we still use pigeons to send messages nowadays? How do we send messages now? e.g. text message, email etc... explain that because of improvements in technology we don't really use pigeons to carry messages anymore.</p> | <p>'Fly, Cher Ami, Fly!: The Pigeon Who Saved the Lost Battalion' by Robert Burleigh.</p> <p>Photographs of Cher Ami.</p> | <p>Compare Contrast Different Same Change Changed over time Nowadays improvements technology</p> |
| 3 | | <p>Over-arching enquiry question: How has the way we used animals changed over time?</p> <p>Real life hook: Who has a dog as a pet or knows someone who has a dog? Why do we have dogs as pets? Do you think dogs would be useful to help us with jobs? What sort of jobs?</p> <p>Read or watch author reading Stubby: A True Story of Friendship by Michael Foreman https://www.youtube.com/watch?v=DSac6JwiXt0 The clip is around 9 mins so might need to split into sections if this is too long for FS2.</p> <p>Activity: Show chn images of dogs being used over time for a range of purposes. Guide discussions using questions below. Note responses on speech bubbles to add to working wall. Guide dogs being used in 1929 The real life Sergeant Stubby in WW2 Dogs used in mediaeval times for hunting. Dogs used in the Stone Age for protection.</p> | <p>Stubby: A True Story of Friendship by Michael Foreman</p> <p>Photographs of dogs being used for a range of purposes over time.</p> | <p>Compare Contrast Different Same Order Sequence Change Changed over time past now today</p> |

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| | <p>Questions: What are the dogs doing in the photographs/ paintings? Where do you think they are? When do you think this was taken/ painted? Why do you think that?</p> <p>Continuous provision:</p> <p>After the above activities guide chn to reflect on the enquiry question: How has the way we use dogs changed over time? Model sentence stems. In the past we used dogs to....this is the same as now because.... In the past we used dogs to...this is different to today because....</p> | | |
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