

Leavening Community Primary School Medium Term Plan

<b>Subject: History (inventors and inventions)</b>		<b>Number of Sessions: 8</b>	<b>Class: Oak Trees</b>
<p><b>Y3/4</b>  <b>Most children will be able:</b> understand how a particular invention has changed the way we live today.</p> <p><b>Some children who have not made much progress will be able:</b> identify some of the most famous inventions.</p> <p><b>Some children will have developed further and will be able:</b> talk about how inventions have developed over the years.</p>	<p><b>Y5/6</b>  <b>Most children will be able:</b> talk about how inventions have developed over the years.</p> <p><b>Some children who have not made much progress will be able:</b> understand how a particular invention has changed the way we live today</p> <p><b>Some children will have developed further and will be able:</b> talk about how inventions have developed over the years, naming significant people and dates.</p>	<p><b>Curriculum References:</b></p> <p><b><u>History</u></b>  a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b><u>Speaking and Listening</u></b>  Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p><b><u>Maths (Y6)</u></b>  <b><u>Statistics</u></b>  interpret and construct pie charts and line graphs and use these to solve problems</p> <p><b><u>Computing</u></b></p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a</p>	

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range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

<b>Learning Objectives:</b>	<b>Progression of skills:</b>	<b>Planned Learning Experiences:</b>	<b>Assessment Opportunities and Learning Outcomes:</b>	<b>Resources:</b>	<b>Cross-Curricular Links:</b>
<p><i>I can say what I know about an invention.</i></p> <p><i>I can plan my writing.</i></p>	<p>Y3/4</p> <p><b>I know how historic items have been used to help build up a picture of life in the past.</b></p> <p><b>I know how an event or events from the past has shaped our life today.</b></p> <p><b>I can draw a timeline with different historical periods</b></p>	<p><i>Session 1 – children explore clues in order to guess which major invention they will be researching and presenting on. They will be given their research sheets and asked to assign roles: manager; researcher etc. Children to brainstorm what they already know about the invention. Look at old mobile phones/game consoles.</i></p> <p><i>Session 2 – Children will choose how they want to record their research (templates provided). They will then decide how they want to present it to the rest of the class</i></p>	<p><i>Research notes and oral presentation to the class.</i></p> <p><i>Creation of timeline and chronological framework.</i></p>	<p><i>Ipads</i>  <i>Pens/pencils/sharpies</i>  <i>Large sheets of paper</i>  <i>Reference books</i>  <i>Dictionaries/thesauruses</i>  <i>Laptops</i>  <i>Research templates</i></p>	<p><i>Speaking and listening</i></p> <p><i>Writing</i></p> <p><i>Maths</i></p> <p><i>Computing</i></p>

**Leavening Community Primary School Medium Term Plan**

<p><i>I can take simple notes.</i></p> <p><i>I can collate the information I have researched.</i></p> <p><i>I can present information to the class.</i></p>	<p><b>showing key historical events.</b></p> <p><b>Y3/4 Speaker</b>  <b>I present ideas or information to an audience; I present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.</b></p>	<p><i>(powerpoint, posters, report, drama, poem etc.) Assign jobs etc. Start research.</i></p> <p><i>Session 3&amp;4 - research sessions.</i></p> <p><i>Session 5&amp;6 – Powerpoints, poems, drama etc. Collating all information to share with class.</i></p> <p><i>Session 7 – presenting their famous invention.</i></p> <p><i>Session 8 – timelines</i></p>			
	<p><b>Y5/6</b>  <b>I describe events from the past using dates when things happened.</b></p>				

Leavening Community Primary School Medium Term Plan

	<p><b>I know how to place features of historical events and people from the past societies and periods in a chronological framework.</b></p> <p><b>Y5/6 Speaker I engage the listener by varying my expression and vocabulary; I engage listeners through choosing appropriate vocabulary and register that it is matched to the context.</b></p>				
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**Key questions**  
What would the world have been like if we didn't have..?  
Why are smartphones more popular than mobile phones?

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