Springfield School

|  |
| --- |
| Blackbirds Class Medium Term Planning for History |
| Topic: North and South America and a Summer of Sport |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson 1**  **The Culture of Mexico.**  Exposition – PPT (Explore what we know about Mexico)  Group 1 – Try Mexican foods, explore Spanish language and dancing  Group 2 – Explore Mexican fabrics.  Plenary - share pictures and discuss | **Lesson 2**  **Culture – Explore the history of Mexico**  Exposition – PPT explore the Day of the Dead  Group 1 – Explore and learn about the story of the Day of the Dead  Group 2 – Make masks.  Plenary – Share picture and discuss. | **Lesson 3**  **Culture – Explore different Mexican foods**  Exposition – PPT explore different Mexican foods  Group 1- Cook a range of Mexican foods  Group 2 – Taste a range of Mexican foods  Plenary – Share pictures and discuss | **Lesson 4**  **The Culture of Brazil.**  Exposition – PPT (Explore what we know about Brazil)  Group 1 – Try Brazilian foods, explore Portuguese language, and music  Group 2 – Explore Brazilian prints  Plenary - share pictures and discuss |
| **Lesson 2**  **Culture – Explore the Rio 2016 Olympics that took place in Rio**  Exposition – PPT explore the Olympics that took place in Rio in 2016  Group 1 – What games took place during these Olympics?  Group 2 – Who was the Rio mascot for the Olympics?  Plenary – Share picture and discuss. | **Lesson 3**  **Culture – Explore different Brazilian foods**  Exposition – PPT explore different Brazilian foods  Group 1- Cook a range of Brazilian foods  Group 2 – Taste a range of Brazilian foods  Plenary – Share pictures and discuss |  |  |

Take the objectives for the LO stickers from this section

|  |  |
| --- | --- |
| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **Chronological Understanding**  **Children can:**  sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;  understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).  **Knowledge and Understanding of events, people and changes in the past**  **Children can:**  note key changes over a period of time and be able to give reasons for those changes;  find out about the everyday lives of people in time studied compared with our life today;  explain how people and events in the past have influenced life today;  identify key features, aspects and events of the time studied;  describe connections and contrasts between aspects of history, people, events and artefacts studied. | * note key changes over a period of time and be able to give reasons for those changes; * find out about the everyday lives of people in time studied compared with our life today; * explain how people and events in the past have influenced life today; * identify key features, aspects and events of the time studied; * describe connections and contrasts between aspects of history, people, events and artefacts studied. |

Progression of Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils   * Talk about past and present events. * Recognise and make comments about people in pictures. | Activities provided during lesson  Resources  Learn about the history of Mexico and Brazil and the historical and current culture. | Independent activities linked to lesson  Resources  PPTs  Books  Art resources  Interactive Whiteboards  Foods | How will the pupils share knowledge during or end of lesson  Explore and discuss photographs of lessons  Share and celebrate the culture and understand where it has come from. | Retrieve or generalization of learning after lesson   * Discussion around other historical events compare and contrast. * Show knowledge of the events that shaped the culture of countries like Mexico and Brazil * Link to knowledge to of countries to experiences |