Springfield School

|  |
| --- |
| Blackbirds Class Medium Term Planning for History  |
| Topic: India  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson 1** **The Culture of India.** Exposition – PPT (Explore what we know about India) Group 1 – Try Indian foods, listen to Indian music Group 2 – Explore Indian fabrics. Plenary - share pictures and discuss | **Lesson 2****Culture – Explore the history of India** Exposition – PPT explore India’s journey to independence. Group 1 – Create a time line of events that took India into independence. Group 2 – Explore the different wars that led up to independence. (Discovery Education) Plenary – Share picture and discuss.  | **Lesson 3** **Culture – Explore the different religions in India** Exposition – PPT explore the different religions of India and how they have been influenced Group 1- Explore the different religions and what they represent (Discovery Education) Group 2 – Explore some of the traditions in India – (Discovery Education) Plenary – Share pictures and discuss  | **Lesson 4****Culture – Celebrating key festivals** Exposition – PPT, celebrate the festival of Holi, what is this and why is it celebrated? Group 1 – Create colour pictures. Group 2 – Complete a colour run with coloured scarves. 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 India 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 lessonExplore and discuss photographs of lessonsShare 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 India
* Link to knowledge of religions
 |