

# Guerrilla Curriculum - Medium Term Planning: Discover Y5/6

<b>Core Skills:</b>		
<p style="text-align: center;"><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>• To seek out and enjoy challenges</li> <li>• To collaborate with others</li> <li>• To show commitment and perseverance</li> <li>• Assess themselves and others</li> </ul>	<p style="text-align: center;"><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>• To speak clearly and convey ideas confidently</li> <li>• To read and communicate ideas in writing efficiently and effectively</li> <li>• To calculate efficiently and apply skills to solve problems</li> <li>• To use new technologies confidently and purposefully</li> </ul>	<p style="text-align: center;"><b>Creative Thinking</b></p> <ul style="list-style-type: none"> <li>• To ask questions to extend thinking</li> <li>• To generate ideas and explore possibilities</li> <li>• To overcome barriers by trying out alternatives</li> <li>• To connect ideas and experiences in inventive ways</li> </ul>


<b>Themed Skills: Discover: When did inequality begin?</b>		
<ul style="list-style-type: none"> <li>• Plan and research</li> <li>• Analyse and evaluate</li> <li>• Show empathy</li> <li>• Show a commitment to justice</li> <li>• Explore issues, events and problems from different perspectives</li> <li>• Support conclusions using reasoned arguments and evidence</li> <li>• Communicate their learning in different ways</li> </ul>		
<b>Key learning</b> (What will the children learn?)	<b>How</b> (What opportunities am I going to give the children so that they can learn?)	<b>Outcomes</b> (What will the learning look like? How will the learning be recorded?)
<p>Use, evaluate and link a range of sources to find out about an aspect of the past. (To recognise the difference between primary and secondary sources).</p> <p>Use the knowledge gathered to work out how conclusions were</p>	<p>Research lesson. Chd to use books and websites to find out about Stone Age – Iron Age. Chd to decide on trustworthy sources. Research homework.</p> <p>Video about archeologists findings discussing how they have reached their conclusion through the discovery of</p>	<p>Chd will have a better understanding of what life was like during these times. Chd to record findings in their books. Homework findings/work displayed in classroom.</p> <p>Chd to be aware that we can only draw conclusions from artefacts as there are no</p>

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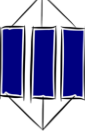
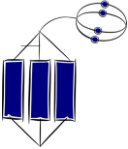
<p>arrived at.</p> <p>Use evidence collected to build up a picture of life in the time studied.</p> <p>Place current study on a timeline in relation to other studies, to sequence events.</p> <p>Compare beliefs and behavior with the modern day era.</p> <p>Looking at inequalities for homeless people and deciding whether or not we should give homeless people money.</p> <p>Use evidence to support and illustrate an explanation on the causes and effects of a past event.</p> <p>Identify and describe reasons for and results of historical events, situations and changes</p>	<p>artefacts. Discussion with chd about validity.</p> <p>Look into life in the Stone Age and compare how it is different to modern life. Chd to create a Stone Age village 'map' and explain what happened in their lives.</p> <p>Chd to organise events from sorting cards. Chd to create their own timeline placing the Stone Age – Iron Age on a time line in relation to other well-known events.</p> <p>Chd to compare life across the time periods and on their planning sheets. Chd to use their increasing depth of factual knowledge to describe past events and societies and periods and begin to make links between them.</p> <p>Chd to research about homelessness and look at the work homeless charities do. Class debate as to whether we should give the homeless money for not.</p> <p>Class visitor to show WW1 findings and have a discussion with chd and how this changed life.</p> <p>Picture News question on Armistice day. Discussion on whether we should still celebrate Armistice day (child led). Linking to key concept words.</p>	<p>written records dating back to this period.</p> <p>Chd to understand how life in this period was different to today and know how they survived. Chd's work to but put into their folders.</p> <p>Time line in chd's project folders. Chd to be able to explain the difference of BC/AD. (also BCE)</p> <p>Non chronological report (Writing link).</p> <p>Chd to present the pros and cons of giving the homeless money.</p> <p>Pic collage added to folders.</p> <p>Key concept words linked to the how WW1 effected our lives.</p>
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<p>in the periods and societies studied.</p>	<p>Chd to record whether or not we should, linked to concept words and explaining the reasons for their choices.</p>	
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<h2 style="text-align: center;">History Assessment</h2>		
<p><b>Developing</b> (Multi-structural)</p> 	<ul style="list-style-type: none"> <li>• <b>Recall</b> and place a range of relevant dates and events on a timeline</li> <li>• Recognise and <b>interpret</b> primary and secondary sources to find out about an aspect of the past</li> <li>• Use factual knowledge to <b>describe</b> past societies, periods and events</li> <li>• <b>Examine</b> and describe the beliefs, behaviour and characteristics of people from the past</li> </ul>	<p style="text-align: center;">Names of children</p>
<p><b>Securing</b> (Relational)</p>	<ul style="list-style-type: none"> <li>• <b>Map</b> the current area of study on timeline in relation to other studies</li> <li>• <b>Analyse</b> a range of primary and secondary sources to find out about an aspect of the past</li> </ul>	

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	<ul style="list-style-type: none"><li>• Use factual knowledge to describe past societies, periods and events, <b>making connections</b> between them</li><li>• <b>Summarise</b> the beliefs, behaviour and characteristics of people, recognising difference in views and feelings</li></ul>	
<p><b>Enriched</b> (Extended abstract)</p> 	<ul style="list-style-type: none"><li>• <b>Evaluate</b> the usefulness of primary and secondary sources and <b>consider</b> how conclusions were arrived at</li><li>• Use a range of sources to <b>generalise</b> about an aspect of the past, suggesting omissions and the means of finding out missing information</li><li>• <b>Elaborate</b> on factual knowledge when describing past societies and periods and begin to make links between them</li><li>• Use evidence to <b>hypothesise</b> about the reasons for historical events, situations and the actions of individuals</li><li>• <b>Appreciate</b> that aspects of the past have been represented and interpreted in different ways, and give the reasons for this</li></ul>	