

Year Group	1
Term	Spring
Subject	History

Topic	David Attenborough a significant individual
Curriculum Intent	Be able to suggest at least one reason why a person or event is seen as historically significant Recall some facts about events that happened beyond living memory to do with the significant individual

Key Vocabulary	Important, significant, famous, person, people, explorer primary secondary sources facts
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Skills	• Be able to suggest at least one reason why David Attenborough is seen as a significant individual. • Know some of the ways we can find out about this significant individual. • Start to ask questions and make observations about these individuals. • Handle sources of evidence and make observations to find out about this individual. • Develop an awareness of the past, using common words and phrases relating to the passing of time.
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Knowledge				
Spring MTP				
Week	Learning Objective	Activities	Differentiation	Outcome
1	To understand and explain what makes a person significant.	Important People: Ask the children to think about who is important in their lives, school and community. Can they give reasons why they are important? Explain the meaning of the word 'significant'. Discuss the top three most important reasons and the three least important reasons as to why someone is significant.	Class discussion and adult scribing ideas in floor book.	I can think of people who are important to me. I can think about some reasons why someone might be significant. I can talk about the different reasons why someone is important or significant.
2	To understand how we might find out about a significant individual.	Show the children a picture of David Attenborough. Who is this? What is he famous for? Explain who he is and that he's British! Ask the children how could they find out about DA? What sources could the use? Discussion of primary and secondary sources. Children generate some questions they would like to ask DA. How shall we find out about him?	Discussion and adult scribing Talk partners	Children can name at least 3 ways to find information about someone. Children are starting to think like a historian by asking thoughtful questions.

				Children can name 3 primary and 3 secondary sources
3	I can find out about events in the life of David Attenborough	David Attenborough -find out about his life. Get the children to use sources of information, objects, newspaper reports, books to act like a historian and find out as much information about DA as possible. Children to report back their findings to the class.	A variety of sources including pictorial information, videos, diary entry, pictures	Children are starting to act like historians to use sources to find out some information about David Attenborough.
4	I can create a timeline	Continue by looking at sources to find out about David Attenborough's life and then create visual timeline of events in his life. Discuss why he was significant.	Teacher works with group to support with timeline. Paired timelines	They can place some of David Attenborough's life in chronological order. Children are starting to name why he was famous.
5	Assessment opportunity-I know why David Attenborough is a significant individual	Who is this? Discuss with partners what you have found out about them How did you find out about them? Why is this person significant- what are his achievements?	Adult scribes Think pair share Scribe ideas on whiteboards with talk partner	Children can name why DA is a significant individual. Children know how they found out about him.