

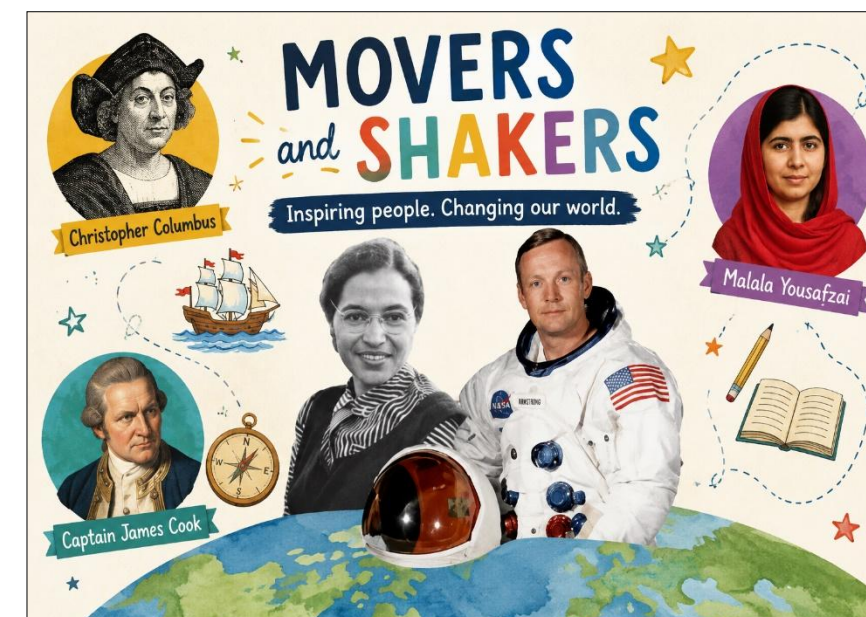


Movers and Shakers MTP

(Year 2 – Autumn Term)

This project teaches children about historically significant people who have shaped the world and our local area. Children study a smaller number of carefully selected individuals in greater depth, helping them understand why these people are remembered and how their actions continue to influence life today. The project has been adapted to reflect our local context through the study of **Captain James Cook** and a visit to Whitby. Children also study **Christopher Columbus, Neil Armstrong, Malala Yousafzai and Rosa Parks**. They use timelines, stories, photographs and other historical sources to explore significance, compare achievements and consider how people's actions have affected lives both positively and negatively.

Why has the project been chosen for Colburn Community Primary School?	This project has been carefully adapted to meet the needs of our pupils and reflect our local context. By studying a smaller number of significant people in greater depth, children develop a stronger understanding without experiencing cognitive overload. The inclusion of local figures, such as Captain James Cook, alongside our visit to Whitby, helps make history meaningful and relevant. The project also supports pupils in understanding how individuals can shape the world and encourages them to consider the lasting impact of people's actions, achievements and decisions on society today.
What aspect of historical period will the project focus on?	This project focuses on historically significant individuals from different periods in history and explores how their actions and achievements have influenced the world. Children study Christopher Columbus, Captain James Cook, Neil Armstrong and Malala Yousafzai, comparing explorers and changemakers from different eras. Through these individuals, pupils develop an understanding of chronology, historical significance, and how people's ideas, discoveries and actions have led to change over time.



National Curriculum	What specifically do we want children to know?	Vocabulary
Pupils should be taught about: - the lives of significant individuals in the past who have contributed to national and international achievements, with some used to compare aspects of life in different periods; - significant historical events, people and places in their own locality; - changes within living memory, where appropriate, to reveal aspects of change in national life; - events beyond living memory that are significant nationally or globally. Pupils should also develop an awareness of the past, use common words and phrases relating to time, place events and people within a chronological framework, identify similarities and differences, use historical vocabulary, ask and answer questions and use sources to find out about the past.	By the end of the project, children should know that: - A significant person is someone whose actions or achievements had an important and lasting impact. - People can be significant for different reasons. - Dawson's Model can be used to help judge whether a person is historically significant. - Captain James Cook was an explorer with strong links to Whitby. - Christopher Columbus was an explorer who sailed across the Atlantic in 1492. - Neil Armstrong was the first person to walk on the Moon in 1969. - Exploration changed over time because developments in transport, science and technology allowed people to travel further. - Malala Yousafzai is an activist who campaigns for girls' right to education. - Rosa Parks challenged racial segregation and became an important figure in the struggle for civil rights. - Timelines place events and people in chronological order. - A year is 365 days, a decade is 10 years and a century is 100 years. - Historians use sources such as photographs, objects, written accounts, films, memorials and buildings to find out about the past. - Memorials, monuments, plaques and statues can be used to remember significant people. - People may have different views about whether a historical person was a positive or negative role model.	Previously learned: past, present, old, new, before, after, timeline, map, landmark, monarch, king, queen Core historical vocabulary: significant, significance, chronology, chronological, decade, century, living memory, beyond living memory, source, evidence, compare, similarity, difference, change, continuity Topic vocabulary: explorer, activist, campaign, rights, protest, discovery, achievement, role model, legacy, navigation, voyage, astronaut, civil rights.

Lesson sequence	Key Knowledge/skill	Disciplinary Knowledge/Skills (How children think as historians)	Substantive Knowledge/Skills (What children know)
LO: To use a historical model to make a judgement about significance. (IK1) 2 lessons	What makes a person historically significant? Key knowledge - Significant means important and remembered. - Dawson's Model gives criteria for judging significance. - A person may be significant because they changed lives, changed thinking or left a lasting legacy. Disciplinary knowledge and skills - Use criteria to make a historical judgement. - Give reasons for an opinion. - Compare two people using the same model. Suggested activity Apply Dawson's Model first to a familiar person, such as the class teacher or Headteacher, and then to a historical individual such as Christopher Columbus or Henry VIII. Assessment Can pupils explain which parts of Dawson's Model apply and justify their judgement?	Chronology Children will: - sequence events on a timeline; - use historical language including before, after, past, present, century and decade; - compare events from different periods. Historical Significance Children will: - use Dawson's Model to explain why someone is historically significant; - recognise that significance can be judged in different ways; - explain why people continue to be remembered today. Historical Enquiry Children will: - ask and answer simple historical questions; - use photographs, artefacts, books and stories to find evidence; - distinguish between primary and secondary sources. Similarity and Difference Children will: - compare the lives of significant people; - identify what changed and what stayed the same; - compare different periods of history. Interpretation Children will: - understand that different sources tell us about the past; - recognise that historians use evidence to answer questions.	Historical significance Children will know: - what the word significant means; - that significant people have made important changes; - that their actions may have improved or worsened people's lives; - that some people changed how others thought; - that some ideas or achievements remain influential today; - that significant people may be viewed as positive or negative role models. Exploration Children will know: - what an explorer is; - why Captain James Cook, Christopher Columbus and Neil Armstrong are remembered; - that Cook and Columbus travelled by sea, while Armstrong travelled into space; - that technology, transport and navigation changed significantly between their lifetimes; - that exploration had different consequences for different groups of people. Rights and activism Children will know: - what rights are; - what an activist is; - why Malala Yousafzai campaigns for girls' education; - why Rosa Parks challenged unfair treatment; - that individuals can help bring about social change. Chronology Children will know: - that the people studied lived at different times; - that Christopher Columbus lived before Captain Cook; - that Captain Cook lived before Neil Armstrong; - that Malala Yousafzai is a significant person of the present day; - how to place key events on a timeline. Local history Children will know: - that Captain James Cook trained and worked in Whitby; - that places, buildings and memorials in Whitby help us learn about his life; - that local history connects national and global events to places near us.
LO: To describe the importance of a local person (ME/E1)	Why is Captain James Cook significant? Key knowledge - Cook had strong links with Whitby. - He trained as a sailor in Whitby. - He later led major voyages of exploration. - He is remembered through local places, buildings and memorials. Disciplinary knowledge and skills - Use local evidence to answer questions. - Explain why a person is significant locally and more widely. - Make deductions from photographs, maps, buildings and memorials. Suggested activity Use photographs and evidence linked to Whitby. Children complete a simple evidence table: "What can I see?" and "What does this tell me about Cook?" Assessment Can pupils explain why Cook matters to the history of Whitby?		
LO: To sort historical information into categories. (E2)	How can significant people be grouped? Key knowledge - Significant people can be explorers, activists, artists, scientists or monarchs. - Categories describe the main reason a person is remembered. - Some people may fit more than one category. Disciplinary knowledge and skills - Sort and classify historical information. - Explain choices. - Recognise that classifications are sometimes open to debate. Suggested activity Sort the people already studied into categories and justify each choice. Assessment Can pupils explain why a person belongs in a category?		
LO: To use a structural model to present historical information (E3)	Who was the most significant? Key knowledge - Historical significance can be compared. - Different people may reach different conclusions. - A judgement should be supported by reasons. Disciplinary knowledge and skills		

	- Rank information using a diamond nine or simplified ranking model. - Justify placement. - Listen to and evaluate another viewpoint. Suggested activity Rank (using diamond 9) familiar and historical people using Dawson’s criteria. Assessment Can pupils give evidence for their highest and lowest choices?		
LO: To sequence significant information in chronological order (E4)	What happened during Captain Cook’s life? Key knowledge - A timeline orders events by date. - Events happen before, after, earlier and later. - Cook’s life contained key events that led to his historical significance. Disciplinary knowledge and skills - Sequence dated events. - Use chronological language. - Identify important turning points. Suggested activity Order event cards and create an illustrated timeline. Assessment Can pupils accurately order events and use chronological language?		
LO: To use sources to find out about a historical explorer. (D1.1/2)	Why is Christopher Columbus remembered? Key knowledge - Columbus sailed across the Atlantic in 1492. - He travelled in wooden sailing ships. - He was seeking a new route to Asia. - His voyages had important and harmful consequences for Indigenous peoples. Disciplinary knowledge and skills - Use different sources to answer questions. - Separate what a source shows from what pupils already know. - Begin to recognise that historical events may be viewed differently. Suggested activity Source enquiry using a map, ship image, portrait and short written extract. Assessment Can pupils explain why Columbus is remembered and identify one consequence of his voyages?		
LO: To explain why Neil Armstrong is historically significant. (D1.3)	Why is Neil Armstrong significant? Key knowledge - Armstrong was an astronaut. - Apollo 11 travelled to the Moon in 1969. - Armstrong became the first person to walk on the Moon. - The Moon landing changed ideas about what humans could achieve. Disciplinary knowledge and skills - Apply Dawson’s Model. - Use photographs and film as sources. - Explain significance using evidence. Suggested activity Analyse Moon landing sources and complete a Dawson’s Model judgement. Assessment		

	Can pupils explain why the Moon landing was significant beyond Armstrong's own life?	
LO: To sequence key events in a person's life. (D1 4)	What were the important events in Neil Armstrong's life? Key knowledge • Armstrong's achievements developed over time. • Training, teamwork and technology contributed to the Moon landing. • The Moon landing took place within living memory. • Disciplinary knowledge and skills Sequence events. • Distinguish between important and less important details. • Identify causes leading to an achievement. Suggested activity Create and annotate a timeline of Armstrong's life. Assessment Can pupils explain which event was most important and why?	
LO: To describe change and continuity between different periods (D1.5)	How did exploration change between Columbus and Armstrong? Key knowledge • Columbus travelled by wooden sailing ship; Armstrong travelled by spacecraft. • Columbus used maps, compasses and stars; Armstrong's mission used advanced computers and communication systems. • Both journeys required planning, teamwork and courage. • Technology allowed exploration to reach further. Disciplinary knowledge and skills • Identify similarities and differences. • Describe change and continuity. • Explain why change happened. Suggested activity Complete a comparison grid or Venn diagram, followed by the sentence: Exploration changed because... Assessment Can pupils explain at least one change, one continuity and one reason for change?	
LO: To explain why a person today can be historically significant. (D2.1)	Why is Malala Yousafzai significant? Key knowledge • Malala campaigns for girls to have the right to education. • She spoke publicly about unfair restrictions. • Her campaigning has influenced people around the world. • Significant people are not only people from the distant past. Disciplinary knowledge and skills • Apply Dawson's Model to a living person. • Explain cause and consequence. • Distinguish between achievement and historical significance. Suggested activity Create a profile using evidence and Dawson's criteria. Assessment Can pupils explain how Malala's actions affected others?	
LO: To sequence and explain important events. (D2.2)	What happened during Malala's life? Key knowledge • Events in Malala's life led to her becoming an international campaigner. • Her actions had consequences for wider awareness of girls' education. Disciplinary knowledge and skills	

	- Sequence events chronologically. - Identify cause and consequence. - Select the most historically important events. Suggested activity Create a timeline with short cause-and-consequence annotations. Assessment Can pupils explain how one event led to another?		
LO: To explain the significance of Rosa Parks. (D3.3)	Why is Rosa Parks remembered? Key knowledge - Rosa Parks challenged racial segregation. - Her arrest contributed to the Montgomery Bus Boycott. - Her actions became part of the wider civil rights movement. - She is remembered because her actions helped bring attention to racial injustice. Disciplinary knowledge and skills - Use sources to construct a fact file. - Explain cause and consequence. - Apply Dawson's Model independently. Suggested activity Create a fact file with a final paragraph answering: Why was Rosa Parks significant? Assessment Can pupils distinguish between facts about Rosa Parks and reasons why she was significant?		

Memorable experience	Whitby visit The visit should support children to: - identify places connected to Captain Cook; - observe memorials and buildings; - collect evidence through sketches, photographs or notes; - connect classroom learning to a real historical location; - understand why Cook remains locally significant. A short enquiry booklet would help ensure the visit is part of the curriculum rather than simply an enrichment activity.	Adaptive teaching	To support access for all pupils: - pre-teach key vocabulary using visuals; - use short, carefully selected sources; - provide oral rehearsal before writing; - use timelines, picture cards and sorting activities; - provide sentence stems such as "This person was significant because..."; - reduce the quantity of written recording without reducing historical thinking; - revisit the same disciplinary concepts across several lessons; - use mixed-attainment discussion and adult modelling; - provide opportunities for pupils to demonstrate understanding orally. For greater depth, pupils should be encouraged to: - compare competing viewpoints; - explain both positive and negative consequences; - decide which evidence is most useful; - identify limitations in a source; - justify why one person may be considered more significant than another.
Subsequent Learning	This project prepares pupils for later history by developing: - chronological understanding; - the use of sources and evidence; - historical significance; - comparison across periods; - change and continuity; - cause and consequence; - awareness that historical interpretations may differ. These skills will be revisited in projects including Magnificent Monarchs, Through the Ages, Emperors and Empires, Invasion, Ancient Civilisations, Ground-breaking Greeks, Tudors, Maafa and Britain at War.	Prior Learning	Children build on: - the EYFS project Long Ago; - Year 1 work on past and present; - personal timelines and family history; - the coronation of Queen Elizabeth II; - local landmarks and maps; - simple comparison between old and new; - the Year 1 projects Childhood and School Days.

Expected End point
By the end of the project, most pupils should be able to: • place the people studied in broad chronological order; • explain the meaning of historical significance; • use Dawson’s Model to make a simple judgement; • describe why Captain Cook is locally significant; • compare Christopher Columbus and Neil Armstrong; • explain how exploration changed over time; • explain why Malala Yousafzai and Rosa Parks are remembered; • use a range of sources to answer historical questions; • justify ideas using evidence.