

Medium-term plan – Year 4/5

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| Year group: 4/5 | Term: | |
| Topic/unit: Local study/post 1066 aspect of history. | | |
| Children make progress in | | Evidence for knowledge/understanding developed |
| Substantive knowledge (what we want children to know and remember) | | |
| <ul style="list-style-type: none"> Knows many of the wide-ranging innovative projects Brunel was responsible for and that some are still in use today. Understands that Brunel was one of the most important engineers and innovators of his time. Sees that some of his failures may have been as a result of him trying to be too ambitious. | | <ul style="list-style-type: none"> Creates suitable captions for the living graph exercise at step 3. In debate at step 5, cites, eg, wide gauge, the decision to tunnel under Hodd Hill, the building of the massive Great Eastern. Some may even mention putting other people's lives or livelihoods at risk. |
| Disciplinary knowledge (use HIAS AREs.) | | |
| <ul style="list-style-type: none"> Historical interpretation – can describe how different interpretations arise. Understands that historical understanding is continuously being revised; if we find new evidence, we must rewrite the past. Understands that different accounts of the past emerge for various reasons - different people might give a different emphasis. Understands that some interpretations are more reliable than others. | | <ul style="list-style-type: none"> Explains that an investor in one of the companies that lost money on one of Brunel's ventures or the families of workers who were killed building the tunnels, etc, would feel very differently than people who travelled on his ships or railways as passengers. Can explain why a museum would focus on positive aspects of Brunel's life, whereas a newspaper might not. |
| Key question to drive the enquiry to promote children's progress: Isambard Kingdom Brunel: engineering genius or reckless risk-taker? | | |
| Knowledge specific vocabulary | | Promoting SMSC |
| <ul style="list-style-type: none"> America. Atlantic. Atmospheric railway. Celebrate. Clifton Suspension Bridge. Commemorate. Engineer/engineering. Great Western Railway. Invented/inventor. Interpretation. Locomotive. Memorial. Narrow gauge/broad gauge. Paddle steamer. Propellers. Railway. Reckless. Royal Albert Bridge (over the river Tamar). The Great Britain (ship). The Great Eastern (ship). The SS Great Western (ship). Tunnel. | | <ul style="list-style-type: none"> Spiritual: Moral: considers whether the loss of life on some projects means Brunel should not be thought of as great today. Social: group work/collaboration. Cultural: sees that some of Brunel's bridges etc are celebrated as great by many today. |
| | | Cross-curricular links |
| Resources | | |
| <ul style="list-style-type: none"> Brunel monuments, Portsmouth. Swindon Great Western Steam Museum: www.steam-museum.org.uk/learning. | | |