

KSI MEDIUM TERM PLANNER

The Wright brothers



The history curriculum at KSI asks schools to provide a little more coherence in their choice of famous people to study, suggesting that they might be linked by theme. Here we have a possible theme of flight which might allow pupils to compare the Wright brothers with Amy Johnson and even with an event such as the Moon Landing. To make the physical link, a sample of wood and fabric from the Wright Flyer was carried to the surface of the Moon by the crew of Apollo 11 in 1969. The key is to look for opportunities to develop pupils' ability to think historically. Accordingly, next to each key question we have indicated the focus skill and concept and the depth of treatment it warrants. We have also suggested the use of a home study - the 7th question which would be launched after session 1. At KSI we envisage that the study will be broadly cross-curricular, but what you see here is history-led, with literacy and ICT links.

Key questions (show how content and concepts link)	Differentiated Learning objectives	Teaching & Learning activities (linked directly to objectives)	Resources (to help pupils reach the learning objectives)	Written and non-written Outcomes (assessment, including homeworks)
① What do these clues tell us about why the Wright brothers were famous?	<p>Pupils are able to piece together visual clues to work out that they were early aviators</p> <p>Pupils are able to see why the Wright brothers' invention was so ground-breaking.</p>	<p>Slow reveal of images in carefully designed sequence.</p> <p>Pupils can sequence 6 major developments in flight over time placing the Wright brothers in correct chronological position</p>	<p>KQ1 Ppt 1 contains custom-animated image for the slow-reveal and variety of other images of flight through time for sequencing</p> <p>https://archive.org/details/WrightBrothersFirstFlight v.short but fascinating original film</p>	
② How did the Wright brothers manage to be the first to launch a man powered flight?	<p>Pupils are able to listen and re-tell at least 4 main episodes of the story leading up to Kitty Hawk flight in chronological order.</p> <p>Pupils can link props to part of the story.</p> <p>Pupils are able to re-tell the story in sequence.</p> <p>More able pupils can identify turning points in the Wright brothers' fortunes.</p>	<p>Activity 1: Story telling relay using props RS1</p> <p>Activity 2: Living graph</p>	<p>RS1 Story with suggestions of props to use</p> <p>RS2 Living graph events</p> <p>RS3 Living graph axis template</p> <p>https://archive.org/details/TheWrightBrothers_201407 (animated film) 0-3m shows early attempts to fly</p> <p>3-5.20 Bicycle shop to Kitty hawk</p> <p>5.30-1400 (less interesting)</p> <p>14.00-15.55 successful first flight</p> <p>16.00-26 public demonstration of their flight in France</p>	<p>Pupils annotate own copy of living graph with at least 4 events. More able can pinpoint key turning points</p>

<p>3</p> <p>Why did the Wright brothers succeed where others had failed?</p>	<p>Pupils are able to offer valid reasons for the Wright's success based on the story and can discern features of the brothers' personality that led to success.</p> <p>More able can prioritise reasons and can cite specific examples when the brothers showed particular tenacity, determination, creativity curiosity etc</p> <p>Pupils can use their contextual knowledge of the story to pose valid historical questions to teacher-in-role.</p>	<p>Activity 1: Diamond 4 ranking activity</p> <p>Activity 2: Hot seating Orville Wright. Pupils generate questions to ask</p> <p>Activity 3: Reconstruction relay: a fun team drawing activity</p>	<p>KQ3 PowerPoint</p> <p>RS1 cards for diamond-4 ranking activity</p> <p>RS2 ideas for questions to ask Orville about his flight</p> <p>PowerPoint Image to use for Reconstruction relay Flyer</p> <p>RS4 Silhouette of the brothers</p>	<p>Pupils annotate around silhouette of the two brothers the characteristics that made the successful.</p> <p>Drawing of the <i>Flyer</i></p>
<p>4</p> <p>How do we possibly know about their first successful flight, when it happened over 100 years ago now?</p>	<p>Pupils are able to work out which evidence is likely to have survived. They can then accurately match statements to the evidence provided. The more able to go further to work out which is the strongest evidence.</p>	<p>Activity 1: Prove it. Pupils are given statements that appear in books about the Wright brothers and then have to work in pairs to find a source (i.e. image) that provides evidence to prove the statement is correct.</p> <p>Activity 2: Pupils write a diary entry as if Orville Wright.</p>	<p>Outstanding lesson PowerPoint KQ4 provides images needed for prove it!</p> <p>RS1 provides the statements</p>	<p>Pupils diary entry</p>

<p>5</p> <p>How did flight change as a result of the Wright brothers' work?</p>	<p>Pupils can explain at least 2 consequences They can attach significance to several different ideas. Pupils are able to sequence images of 100 years of flight with the more able showing a heightened sense of chronology.</p>	<p>Activity: Spectrum. Pupils firstly speculate about possible changes before being given some cards with ideas on (RS1) which they have to place on a spectrum (RS2-enlarged to A3)</p>	<p>RS 1 gives cards to be cut up and distributed to small groups RS2 template for spectrum activity to be enlarged to A3</p>	
<p>6</p> <p>How should we commemorate their great achievement?</p>	<p>Pupils can use their prior knowledge of looking at how other significant people have been commemorated to suggest appropriate ideas Pupils can pick out the key details they need to include and Can identify less important information that could be excluded</p>	<p>Activity 1: Pupils suggest, share and then rank possible ways of commemorating before creating their own memorial of their choosing Activity 2: pupils re-write the existing plaque to make it comprehensible to pupils</p>	<p>KQ6 PowerPoint presentation RS1 Ideas bank supports the arguments for pupils to sort and prioritise.</p>	
<p>7</p> <p>Pupil-initiated home study <i>(allows choice, promotes creativity and independence but within parameters including writing for audience Start this after session 1 so that they have sufficient context to make an informed choice)</i></p>				