



Significant People and Events (page 1)

1. Can I place significant events and people on a timeline?

(note to teachers: begin teaching at end of Sept to align with Black History Month (Oct), Guy Fawkes (5th Nov), Remembrance Day (Nov 11th))

- **Vocab:** historian, chronological order, timeline, place, sequence
- **Prior learning:** Placed Explorers (James Cook, Neil Armstrong, Amelia Earhart) on a timeline
- Know that, as historians, we can place events/people in history on a timeline using the dates
- Know that some people are in the past and some are present (still alive today)
- Know that this term we will be learning about significant people and events and why they are remembered in history. Recap that significant means important.
 - **David Weir (1996-2024)** → A significant modern British individual (Paralympic achievements) celebrated nationally
 - **Rosa Parks (1955)** → A significant individual who contributed to civil rights (international achievement). Remembered in Black History Month
 - **Remembrance Day (1918)** → A significant national event remembered annually (linked to World Wars).
 - **Guy Fawkes (1605)** → Gunpowder Plot, 1605 significant event in history in Britain
- **Chronology:** Place (using dates) events and people on a timeline. Concept of past/present

2. Can I explain why David Weir is remembered as an important British athlete and why he is significant to Sutton?

- **Vocab:** historian, significance, achievement, inclusion/inclusive
- **Prior learning:** learnt why Christopher Columbus and James Cook are important explorers
- **Why is David Weir an important British athlete?**
 - **Achievements:** David Weir is one of Britain's most successful Paralympic athletes. He has won six gold medals across multiple Paralympic Games and dominated the London 2012 Paralympics, winning four golds in the 800m, 1500m, 5000m, and marathon events. He has also won the London Marathon eight times, making him a record-holder and a household name in wheelchair racing.
 - **Role Model for Inclusion:** His career helped raise awareness of disability sports and inspired many people to see what athletes with disabilities can achieve. He is often called the "Weirwolf" because of his determination and strength.
 - **Long Career:** He competed in seven Paralympic Games from 1996 to 2024, showing perseverance and commitment over decades
- **Why is David Weir significant to Sutton?**
 - **Local Roots:** David Weir was born in Wallington, which is part of the London Borough of Sutton. He started his sporting journey here, representing Sutton in wheelchair athletics at the London Youth Games.
 - **Community Recognition:** Sutton Council awarded him the Freedom of the Borough, the highest civic honour, for his achievements and contribution to the community. This was the first time in 30 years someone outside the council received this award.
 - **David Weir Leisure Centre:** in Carshalton is named after him, celebrating his impact and providing a space for sport and fitness for local people.
- **Historical Significance:** learn about famous people and events

(Note to teachers: This lesson to be taught during Black History Month in October. Complete any other relevant BHM activities during October before moving onto lesson 4)

3. Can I explain what caused Rosa Parks to give up her seat and the consequence of her actions?

- **Vocab:** historian, cause, consequence, segregation
- **Prior learning:** why (cause) and Amelia Earhart wanted to fly across the Atlantic and what happened as a result (consequence)
- Know that, as historians, we must think about why something happened (the cause) and what happened afterwards (the consequence)
- **Know background to Segregation:**
 - In the 1950s in parts of America, Black and white people were not treated the same. There were rules called *segregation laws*. These rules said that Black people and white people had to stay separate in many places.
 - They had different schools – Black children could not go to the same schools as white children.
 - They had different restaurants – Black families could not eat in the same places as white families.
 - Even on buses, Black people had to sit at the back, and if the bus got full, they had to give up their seat for a white person."
- **Know why Rosa Parkes didn't give up her seat (the cause):**
 - On December 1, 1955, Rosa Parks was riding a bus in Montgomery, Alabama. When the bus filled up, the driver told Rosa Parks to move. She said "No."
 - She thought the rule was unfair: Black people had to give up their seats for white people. Rosa believed everyone should be treated the same.
 - She wanted equal rights: Rosa wanted Black people to have the same rights as white people.
 - She was part of a group trying to change the rules: Rosa worked with people who wanted to stop unfair laws.
 - She was tired of unfair treatment: Rosa had faced unfairness all her life and wanted it to stop.
- **Know what happened as a result (the consequence):**
 - Rosa Parks was arrested. She had to pay a fine because she broke the bus rule. This was very scary for her, but she stayed calm and brave.
 - People protested: After Rosa was arrested, lots of people stopped using the buses. This was called the Montgomery Bus Boycott.
 - The boycott lasted for over a year: People walked or shared cars instead of taking the bus.
 - The law changed: After the protest, the court said bus segregation was wrong. Black and white people could sit anywhere on the bus.
 - It started something bigger: Rosa's action helped begin the Civil Rights Movement, which worked to make life fair for everyone.
- **Cause and Consequence:** Understand the actions of one person can impact the future



(Note to teachers: This lesson to be taught around November 5th)

4. Can I use primary sources to ask historical questions about Guy Fawkes and the Gunpowder Plot?

- **Vocab:** historian, primary source, secondary source, historical question, Parliament, Catholic, Protestant,
- **Prior learning (Y1 summer):** Used sources (photos) to learn about Amelia Earhart (first woman to fly across Atlantic)
- Know that historians need to use sources to learn about the past. These can be primary sources (made at the time) or secondary sources (made by people/historians after the event)
- Know Guy Fawkes was a man involved in a plot to blow up the Houses of Parliament in 1605.
- Know the Gunpowder Plot was a plan by a group of Catholics to kill King James I and his government.
- Know it happen because there disagreements between two religions (Catholics and Protestants)
- Know that on 5th November 1605 the plot was discovered; Guy Fawkes was caught guarding gunpowder.
- Know that it is remembered today on Bonfire Night (fireworks, effigies of Guy Fawkes).
- Know that as historians we look at sources and can ask questions to find out for information:

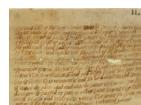
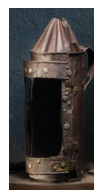
Guy Fawkes' lantern: (<https://www.ashmolean.org/guy-fawkes-lantern>)

- **Questions children could ask:** What is this object made of? Who used this lantern and why? What does this tell us about how people saw in the dark in 1605? Why might Guy Fawkes have needed a lantern?

Monteagle letter warning of plot: (<https://www.nationalarchives.gov.uk/education/resources/gunpowder-plot/source-1/>) Anonymous letter warning not to attend Parliament on 5th Nov

- **Questions children could ask:** Who wrote this letter and why? What does the letter warn about? How did this letter help stop the plot? What does this tell us about communication in 1605? Why is this letter important in history?

- **Historical Enquiry:** Use sources to ask basic questions about the past



5. Can I understand that historians can have different opinions when looking at sources about Guy Fawkes and the Gunpowder Plot?

- **Vocab:** interpretation, opinion, historian, source (primary/secondary), artefact
- **Prior learning (Y1 summer):** understood historians have different opinions about James Cook
- Know that sources (artefacts) give clues (not the full story) so historians can have different opinions when looking at them.
- **Guy Fawkes' lantern—possible opinions**
 - One historian might say the lantern shows Guy Fawkes was trying to see in the dark while guarding the gunpowder.
 - Another historian may argue the lantern represents secrets and the danger of the plot.
 - Others could see it as evidence of bravery (risking his life for his beliefs), while others see it as proof of helping a dangerous and illegal plan.
- **Monteagle letter warning of plot:**
 - Historians might say the letter shows someone was loyal to the King and wanted to protect lives.
 - Others might argue the writer was scared and wanted to avoid punishment.
 - Some could interpret it as evidence of divided opinions among Catholics—some supported the plot, others opposed it.
- **Interpretation of the Past:** Notice that artefacts tell us about the past. Understand that historians can have different opinions

6. Can I compare the similarities and differences of how we remember events and people in history?

- **Vocab:** historian, similarity, differences, Black History Month, Guy Fawkes Night, Remembrance Day
- **Prior learning (Y1 summer):** Compared similarities/differences of James Cook/Neil Armstrong
- Know that as historians, it is important we compare historical events
- Recap this term: Black History Month, Guy Fawkes and Remembrance Day
- Know how we remember events and people in history:
 - **Black History Month:** Celebrated in October in the UK to honour the achievements and contributions of Black people in history. Remembered in schools, through community events (art/talks and speeches/musical performances)
 - **Guy Fawkes Night (Bonfire Night):** Remembered on November 5th to remember the Gunpowder Plot of 1605, when Guy Fawkes tried to blow up Parliament. Remembered through firework displays, bonfires, effigies of Guy Fawkes.
 - **Remembrance Day:** Observed on November 11th to remember soldiers who died in World War I and later conflicts. Remembered by holding two minutes' silence at 11am, wearing poppies, services at war memorials.
- **Key Similarities:** All are commemorations of significant people/events.: all involve symbols (poppies, fireworks, posters) and are annual events with traditions.
- **Key Differences:** Black History Month celebrates achievements and promotes equality; Guy Fawkes Night remembers a failed plot and is more festive; Remembrance Day honours sacrifice and promotes reflection.
- **Similarity and Difference:** Linked to personal experiences (remembering people and events in

7. Can I explain what has changed and what has stayed the same about Remembrance Day?

- **Vocab:** historian, continuity, change,
- **Prior learning (Y1 summer):** continuity and change when exploring the world
- Know that in history, some things change and other stay the same.
- Know facts about Remembrance Day
 - 11th November was the end of World War I in 1918 and called Armistice Day
 - It is a day to remember soldiers and normal people who died in wars.
 - 2 minutes' silence at 11am; large ceremonies at war memorials.
 - People wore red poppies to remember soldiers.
- **Changes:**
 - After World War II: became Remembrance Sunday (closest Sunday to 11th November) with larger parades and services.
 - Today, we still wear poppies and hold ceremonies, but we also remember soldiers from later wars (not just WW1)
 - Technology allows ceremonies to be shown across the country and around the world.
- **Continuity (what's stayed the same):**
 - 2 minutes silence at 11am on 11th November
 - People still wear poppies
 - There are still services at war memorials
- **Continuity and Change:** Identify what has changed and stayed the same in a familiar context. Link to personal experience