



History Medium Term Plan

Year	B	Term:	Spring 1	Unit:	Asian History – Local History
Big Question:	How did Mohammad Rafique Malik influence the lives of others?				
Prior Substantive Knowledge	<p>People have been treated unfairly due to their skin colour or ethnicity.</p> <p>Childhood's in the past were much simpler and used less technology.</p> <p>Access to education has not always been easy.</p>			Cross-curricular	<p>PSHE – Difference Programme</p> <p>Geography – Locations on a map</p>
				Key Vocab	<p>Childhood – The period of time that you are a child.</p> <p>Significant – something that is important.</p> <p>Equality and Justice – Ensuring equal access to the world, while being fair for all.</p>
				Essential vocab	<p>Prejudice – An opinion that is not based on fact or actual experience.</p> <p>Influence – to effect the character, development or behaviour of someone or something.</p> <p>Difference – To have a significant effect on a person or situation</p>
Substantive Knowledge (Know what)				Disciplinary Knowledge (Think like)	
<ul style="list-style-type: none"> - Mohammad Rafique Malik was a Pakistani immigrant. - He was a well-respected head teacher. - He moved to Burnley, where he was treated unfairly. - He brought communities together for social justice and worked to stop discrimination. - He had influence on the local community and helped make it a fairer place with the help of Bishop John. 				<p><i>Cause and Consequence</i></p> <ul style="list-style-type: none"> - Recognise why some events happened and what happened as a result. - To recognise the impact of a major event, referencing the cause. - Classify causes into types or groups. <p><i>Historical Significance</i></p> <ul style="list-style-type: none"> - Understanding some of the ways in which people's lives have shaped this nation. - Identify historically significant people and events in different situations. - Discuss some historical events, issues, connections and changes. <p><i>Chronology</i></p> <ul style="list-style-type: none"> - Make some links between and across periods, such as the differences between clothes, food, buildings and transport. 	
Teacher Knowledge	<p>Mohammad Rafique Mohammad grew up in rural Pakistan in a place called Gujrat. His village was called Kamla and was three miles away from the local town. It was a small village with about 100 houses. He remembers lots of fields and fresh vegetables.</p> <p>Mohammad recalls a significant event in his childhood, when a man got into a struggle in the local river. He remembers pulling him out and saving his life, despite him being much bigger than him.</p> <p>His mother was a housewife and his father ran the village shop. The shop sold basic things like matches, oil and sugar – nothing like the big supermarkets we know today. Later, his father left to work on the railways to help support his family better.</p> <p>Kamla did not have a school and so he had to walk three miles to school and three miles home everyday.</p>			FRUITS	<p><i>Faith</i> – No matter our religion we can find community and commonality, trusting in our respective God to guide us and make the world a better place.</p> <p><i>Relationships</i>- We can have relationships with people of all faiths and ethnicities, making our world a fairer and more diverse place.</p>



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	<p>When he was a young man, Mohammad became a teacher, then headteacher. He was one of the youngest in Pakistan at just 26 years old. Here he worked hard to improve the school and its accessibility.</p> <p>When Mohammad came to Burnley, he worked in Mullards factory in Simonstone. Here they made TV tubes. Mohammad worked as a repair man and found the change from headteacher to repairer very difficult. He was once asked to sweep the floors instead and broke down and cried.</p> <p>He went to teaching college in Bradford and gained his qualifications to be a teacher again. He worked as a teacher for another 15 years. He and his wife settled in Burnley with other Pakistani families. They became a community that felt safe for them. He wanted to return home to Pakistan but realised that his new community were struggling with things like language barriers and paperwork as well as settling into the local community. He decided to stay and make a difference here.</p> <p>He set up the Pakistan Association, who helped people to learn to read and write English and fill out the paperwork that was needed.</p> <p>He set up Mosques, starting with a very small one in a house to now where he has built 8 or 9 bigger mosques that serve the local community.</p> <p>The government set up a race relations board and Mohammad was asked to join. People were being treated unfairly due to their backgrounds and ethnicities and he strove to stop that.</p> <p>He was elected as a local councillor and served for 30 years. He received support from people of all religions and worked hard to overcome injustices and build community between faiths. Together with the Bishop of Burnley, he set up Building Bridges, a charity that aims to bring people of faith and non-faiths together for special celebrations that show we have more in common than not.</p> <p>His daughter has followed in his footsteps and is now a current Lancashire County Councillor.</p>		
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Key concept	Learning objective	Key components	Main input	Activity	Adaptive strategies
Historical Significance	Who is Mohammad Rafique Malik?	<p>To know that Mohammad Rafique Malik did influential things.</p> <p>To know that influential means to change things.</p> <p>To understand that Mohammad had</p>	<p>As the children walk in have Punjabi music playing and images of Mohammad displayed. Explain to the children that we are going to act as historian's to find out more about a man who has done influential things.</p> <p>This man is called Mohammad Rafique Malik. He'd like to share his story.</p> <p>Show the children the image of Mohammad as a child, in the group photo (as a headteacher) and as a councillor in the UK.</p>	Children to use the C.S.Q model to record their ideas and why they have them.	<p>Dual coded sentence stems.</p> <p>C.S.Q model hands</p> <p>Visuals</p> <p>Targeted adult questioning</p> <p>Scribe</p>



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		different jobs throughout his life.	For each photograph, look closely to see how Mohammad had influence. (see PowerPoint for guidance). Have the children use C.S.Q model to record their ideas. To finish the lesson, using the PowerPoint, tell the beginning of his story.		
Childhood	What was Mohammad's life like in rural Pakistan?	To know that Mohammad had to walk a long way to school. To understand that education is important and valuable. To know that Mohammad became a headteacher. To understand the significance of him being one of the youngest head teachers in Pakistan.	Have the Punjabi music playing in the background as the children enter. Use the PowerPoint to tell Mohammad's childhood story. Throughout, ask the children if this is similar or different to their childhood? Make connections between their family childhoods (Family Album KS1) and his. Model creating an image and writing captions to explain the connections they have found. At the end of the session, look more closely at Mohammad's early career. Make connections between his age and yours. Have a discussion around the feat. Would it have been easy? What would he have had to do? What influence would that have given him? Do the children think that the power would change him? Finally look at his dream. Pose the next lesson's question: What was life like for Mohammad when he first came to Burnley?	Children to create an image (drawn or callage) that shows what life was like in rural Pakistan. Use captions to present information. This should show how far away he lived from school, what the village was like and what he would do for fun. Ext. How is his childhood different from yours?	Dual coded vocabulary Visuals Targeted adult questioning Scribe Pre-written captions.
Equality and Justice Industry	What was life like for Mohammad when he first came to Burnley?	To understand that Mohammad was unfairly treated due to his skin colour and ethnicity. To understand that his status and qualifications were not accepted in his new country. To reflect on our prejudices and judgements.	At the end of last lesson, today's question was posed. Pose it again and this time take responses. Do the children think that it was a positive experience? Do they think it would be easy or hard? Why? Use the PowerPoint to show what actually happened. Approach the topic sensitively and draw prior knowledge from the difference project. Be curious. Why did people treat him differently? Why did people call him nasty names? Why did people think he was only capable of sweeping floors? Should people have judged him? Were his qualifications any less in each country? Was this fair?	Children's responses to the session should be recorded by an adult listening to the discussion.	Visuals Links to prior learning. Dual coded vocabulary.



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Equality and Justice	How did Mohammad help others in Burnley and beyond?	<p>To recall that Mohammad saw a need in the community and sought to help them.</p> <p>To understand the significance of helping his community.</p> <p>To understand that his legacy has reached many and continues to have influence today.</p>	<p>Use the PowerPoint to continue to tell the story of Mohammad Rafique Malik. How did Mohammad's dreams change? What was the cause of his dream change? What influence did he have? How did he increase his influence? What is the consequence of him changing his dreams? What is his legacy? Would the community be as strong if he had not achieved what he has? Is the community perfect or is there still more to be done?</p> <p>Using the difference programme – Be Present, take suggestions for each of the questions -> Model making a reflection page.</p>	<p>Children to create a reflection board.</p> <p>What are their dreams? What do they want to change? What do they want people to remember them for?</p> <p>How can we help the community?</p> <p>How can we bring our community together?</p>	<p>Dual coded vocabulary</p> <p>Sentence stems</p> <p>Visuals</p> <p>Photographs</p> <p>Ideas for making positive difference</p>
Historical significance	What happened in Mohammad's life?	<p>To recall significant events in Mohammad's life.</p> <p>To make connections between each stage of his life.</p> <p>To understand the significance of his life on our community.</p>	<p>As a class, discuss the story of Mohammad Rafique Malik. Recall the key events and the significance of them. Children to make connections between the cause of the events in his life and the consequence of his actions.</p>	<p>Children to order and caption the events of Mohammad's life.</p>	<p>Visuals</p> <p>Dual coded vocabulary</p>
Equality and Justice Historical Significance Cause and Consequence	How did Mohammad Rafique Malik make a difference in the lives of others?	<p>To understand the influence Mohammad has had on our local community.</p> <p>To understand that he wanted to make the town inclusive.</p>	<p>Explain to the children, that we would like them to share Mohammad Rafique Malik's story with other's. To share his influence and help others to understand their power on making positive differences.</p> <p>Recap the events and previous discussion points.</p> <p>Model creating an information poster/ double page spread.</p>	<p>Children to create a poster to explain who Mohammad Rafique Malik is and the influence he has had.</p>	<p>Dual coded vocabulary</p> <p>Sentence stems</p> <p>Visuals</p> <p>Photographs</p>