

Key Stage 1: History: Unit 1

Enquiry: *What does it take to be a great explorer?*

What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none"> What an explorer does both in the past and in modern times The achievements of Ranulph Fiennes and why he is recognised as the world’s greatest living explorer The accomplishments of Amy Johnson Why Amy Johnson’s achievements were particularly remarkable given the expectations of women in society at that time What Christopher Columbus succeeded in doing during his expeditions Why Christopher Columbus was able to accomplish what he did Who Neil Armstrong was and what he achieved in 1969 What the ‘space race’ was during the 1960s The particular challenges that will be faced by explorers to Mars The personal qualities that most explorers must have in order to succeed <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. 	<ul style="list-style-type: none"> Photographs Films Paintings Woodcut prints Letters Maps <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>‘Say what you see’. 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Key Stage 1 History: Unit 2

Enquiry: *Who is the greatest history maker?*

What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none"> Who Guido (Guy) Fawkes was and what he attempted to do in 1605 Why Guy Fawkes and his conspirators planned to blow up Parliament How this failed attempt is commemorated each year? Why Guy Fawkes can be considered a significant person in history What Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O'Malley and Elizabeth I achieved in their life times How the accomplishments of these people compare with each other? Which they consider having made the most significant contribution as a 'history maker' What perspective means when it comes to judging people and events in history <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements events beyond living memory that are significant nationally or globally. 	<ul style="list-style-type: none"> Photographs Paintings Statues Sculpture Maps Murals Buildings Engravings Books <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>'Say what you see'. 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Key Stage 1 History: Unit 3

Enquiry: *Why was Charles sent to prison?*

What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none"> When the First World War happened and where the Western Front was in Europe The countries that made up the Allies The countries that made up the Central Powers Some of the ways that life changed for people living in Britain during the war The main methods of communication in Britain at the time of the First World War and how they compare with today Why messenger pigeons were so important to the Allies during the First World War How horses were used during the First World War and why they were so significant to the war effort The ways in which many other animals were used as part of the war effort How animals are used in a variety of roles today in the military and in rescue and support services <p style="text-align: center;">National Curriculum Coverage</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally. 	<ul style="list-style-type: none"> Photographs Posters Memorial sculptures Maps Telegrams Newspapers <i>Pathe Newsreel</i> films <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>'Say what you see'. 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Key Stage 1 History: Unit 4

Enquiry: *Why do we know so much about where Sappho used to live?*

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<ul style="list-style-type: none"> Where the remains of the ancient Roman city of Pompeii can be found today What the Roman empire was and the lands it once covered Why the Romans built a huge empire Why the city of Pompeii was important to the Romans What an archaeologist does Some important artefacts that have been discovered at Pompeii by archaeologists What these artefacts suggest about what life was like in Pompeii during the Roman Empire for both rich and poor people Why the city of Pompeii was destroyed in AD 79 The difference between primary and secondary sources of evidence of this event How archaeologists and artists have gone about reconstructing what Pompeii looked like before it was destroyed Why the bodies of many people who died at Pompeii were preserved and how they have since been restored <p style="text-align: center;">National Curriculum Coverage</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally. 	<ul style="list-style-type: none"> Photographs Paintings Sculptures Maps Frescos Drawings Mosaics Animated films Artistic reconstructions <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>'Say what you see'. 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Key Stage 1 History: Unit 5

Enquiry: *How do our toys and games compare with those of children in the 1960s?*

What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none"> Some of the ways in which historians divide up time Why dividing up time into periods helps in the study of History How to construct a simple timeline of significant events in British history Some of the important events which occurred during the decade of the 1960s How to construct a timeline of the main events of the 1960s Why some of these events were of great significance Which were the most popular games and toys of the 1960s How these toys and games compare with popular toys and games today Some of the reasons for the similarities and differences they observe How the invention of Tim Berners-Lee in 1989 led to a great change in toys and games What the term 'continuity and change' means in history Some of the significant memories and experiences of adults alive today who lived through the 1960s <p style="text-align: center;">National Curriculum Coverage</p> <ul style="list-style-type: none"> changes within living memory – where appropriate, these should be used to reveal aspects of change in national life the lives of significant individuals in the past who have contributed to national and international achievements 	<ul style="list-style-type: none"> Photographs Music Toys Games Films Oral histories Television shows <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>'Say what you see'. 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Key Stage 1 History: Unit 6

Enquiry: *Why is the history of my locality significant?*

What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<p>An historically significant place:</p> <ul style="list-style-type: none"> Who Britain was fighting during the Napoleonic War 1803-1815 What happened at the Battle of Trafalgar in 1805 The achievements of Lord Horatio Nelson Why Dartmoor Prison was built during the Napoleonic wars The living conditions of the men who were imprisoned there <p>An historically significant event:</p> <ul style="list-style-type: none"> What was discovered by archaeologist Arthur Ogilvy in Kents Cavern in Torquay in 1927 Why this artefact is so important Who Neanderthals were What the life of Neanderthals living around Kents Cavern might have been like 40,000 years ago <p>An historically significant person</p> <ul style="list-style-type: none"> Why Francis Drake was very important to Queen Elizabeth I How Francis Drake managed to circumnavigate the world 1577-1580 Why King Phillip of Spain sent the Spanish Armada to invade England in 1588 The actions that Francis Drake took that contributed to defeating the Spanish Armada <p style="text-align: center;">National Curriculum Coverage</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Photographs Paintings and portraits Statues Letters Artefacts Maps Propaganda posters Film <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>'Say what you see'. 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