



The History Curriculum

Year 1

Intent	<p>At Benjamin Adlard Primary School we aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past, world history and the role of significant people that have influenced the world we live in today. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; changes in living memory and beyond living memory and learn about the lives of significant people of the past. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.</p>
Implementation	<p>At Benjamin Adlard we have chosen to use resources from Rising Stars to support the delivery of our History curriculum. We have chosen this scheme as it provides stimulating resources which support pupils to consider questions, as well as to acquire knowledge, and therefore to have a greater depth of understanding.</p> <p>In Key Stage 1 and 2 each year group undertakes three half-termly units in History and these are outlined in the long term plan.</p> <p>Each of these units is informed by a Medium Term Plan which outlines the key question, key learning and key vocabulary for each unit</p>
Impact	<p>Pupils will:</p> <ul style="list-style-type: none"> • Have a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. • Have excellent knowledge of people, events and contexts from a range of historical periods and of historical concepts and processes. • Have the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences. • Have a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics. <ul style="list-style-type: none"> • Have the ability to think, react, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. • Have a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

Progression through the National Curriculum

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

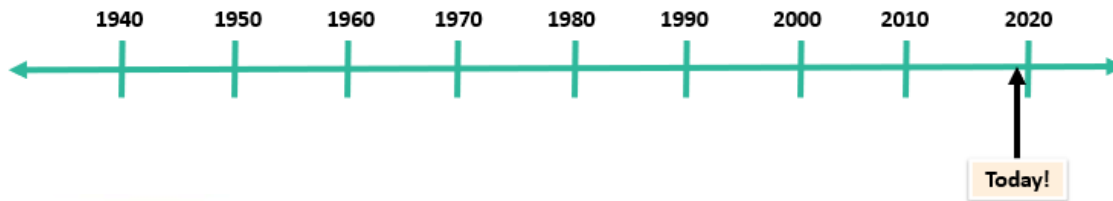
Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- This could include:
- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- the Roman Empire and its impact on Britain
- This could include:
- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army

- successful invasion by Claudius and conquest, including Hadrian's Wall
 - British resistance, for example, Boudica
 - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
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- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
 - This could include:
 - Viking raids and invasion
 - resistance by Alfred the Great and Athelstan, first king of England
 - further Viking invasions and Danegeld
 - Anglo-Saxon laws and justice
 - Edward the Confessor and his death in 1066
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- a local history study
 - a depth study linked to one of the British areas of study listed above
 - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
 - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
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- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
 - the changing power of monarchs using case studies such as John, Anne and Victoria
 - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
 - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
 - a significant turning point in British history, for example, the first railways or the Battle of Britain
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- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
 - Ancient Greece – a study of Greek life and achievements and their influence on the western world
 - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Year 1 – Autumn		Unit 1 – My Family History		
National Curriculum Objectives Covered				
<ul style="list-style-type: none">Understand some of the ways in which they find out about the past and identify different ways in which it is represented.				
Cross Curricular links				
<ul style="list-style-type: none">DT: toy and household object design and manufactureEnglish: conducting interviewsGeography: map work, local services, comparing the changes over time using maps and photographs				
Prior Learning				
In EYFS, children learn to talk about members of their immediate family and community. They will comment on images of familiar situations in the past and recognise some environments that are different from the one in which they live.				
By the end of this unit, pupils will:				
Historical Enquiry – Using sources as evidence <ul style="list-style-type: none">Knows how to extract some information from more than one type of source to find out about an aspect of the past. e.g. about their grandparent’s childhood. These sources could include written, visual, oral sources and artefacts including the environment. Historical Knowledge – Sequencing the past <ul style="list-style-type: none">Knows and is beginning to use a range of common words relating to the passage of time, e.g related to a discussion of their grandparent’s pupilhood, e.g. now, then, new old, when, before, etc.Demonstrate a secure understanding of the words used				
History Programme of Study				
Next Steps – Progression through the History curriculum				
Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry – Using sources as evidence.				
<ul style="list-style-type: none">Knows how to select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions, e.g. about a local hero.Knows that some sources are more useful than others in providing information to answer a historical question.	<ul style="list-style-type: none">Knows how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?'Knows that some sources may be more useful than others in answering certain historical questions.	<ul style="list-style-type: none">Knows the possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like.Knows how to use the sources to compile a detailed description of what Dick Turpin was like.Knows that some sources may be more useful than others by commenting on the importance of some of the sources.	<ul style="list-style-type: none">Knows, from a range of sources provided, to accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the Anglo-Saxons?'Knows why they have made that selection, possibly with some references to utility and reliability.	<ul style="list-style-type: none">Knows the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit.Knows why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.

Historical Knowledge – Sequencing the past				
<ul style="list-style-type: none">- Knows how to sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied, e.g. seaside holidays in the past in the correct order.- Knows why they have placed the items in this sequence and can explain why.	<ul style="list-style-type: none">- Knows how to sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms, e.g. grouping a range of images related to the Bronze to Iron Age into the correct time periods.- Knows to valid reasons why they have chosen this time period for most of the images.	<ul style="list-style-type: none">- Knows how to accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms, e.g. they can accurately construct a timeline of Roman Britain and with some accuracy link this with a timeline of the Bronze to Iron Age (or other relevant topics previously studied).- Knows to provide detailed valid reasons why they have sequenced the events/objects in this way.	<ul style="list-style-type: none">- Knows how to sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across topics covered using appropriate dates, period labels and terms, e.g. place many of the important developments, people and events in the Anglo-Saxon period on an annotated timeline.- Knows and begins to make some links between this sequence to the events and people within other time periods studied.	<ul style="list-style-type: none">- Knows how to sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates.- Knows how to accurately identify links between this sequence and the events of other periods studied.
Unit Overview				
<p>In this unit, the children will explore similarities and differences between their own lives and those of people their grandparents’ age. The unit focuses on different topics, including homes, toys, shops and schools, and provides opportunities for classroom visitors, as well as trips to the local area and museums. Resources are provided, but to get the most out of this unit, you will need to assemble your own bank of resources so that children can see and handle real objects, rather than just photographs. The resources provided reference mostly the 1950s and 1960s when the majority of the children’s grandparents were children. If you find the average age of the children’s grandparents is lower, you may want to adjust the planning to reflect a childhood in the 1970s. While this unit focuses on a childhood in Britain, it is possible that many of the children’s grandparents may have been born overseas. You also need to be aware that some children may have lost their grandparents. In these cases, you may need to adjust some of the resources. This unit’s Big Finish in week 6 is a reconstruction of a school day in the 1950s/1960s. There is some guidance included to help you plan your experience, which can be as short or as long as you want, depending on the amount of support you have and the confidence of the children in coping with an unfamiliar experience. You may also choose to invite parents and grandparents, as well as visitors who have supported you throughout the unit</p>				
Key knowledge acquired throughout this unit			Key skills acquired throughout this unit	
<ul style="list-style-type: none">▪ I know where the people and events they study fit within a chronological framework▪ I know similarities and differences between ways of life in different periods▪ I know a wide vocabulary of everyday historical terms▪ I know some of the ways in which we find out about the past▪ I know different ways in which the past is represented.▪ I know that some toys I play with had not been invented when my grandparents were children.			<ul style="list-style-type: none">▪ I can develop an awareness of the past.▪ I can ask and answer questions, choosing parts of sources to show that they know and understand key features▪ I can classify old toys and new toys	
Subject knowledge and teaching guidance				



Up until the mid-1950s, children tended to play with toys very similar to those their parents had played with. Often these were their parents' actual toys, which had been saved and handed down. Popular toys included cars, dolls, teddy bears, board games and card games. Toys were often homemade to save money, and due to the scarcity of affordable toys.

Some grandparents' homes will have lacked central heating, double-glazing and bathrooms. Depending on when and where they were born, some may have used an outside toilet.



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Rationing did not end completely until 1954. In the 1950s and early 1960s, shopping tended to be done daily at the local shops, although there were also weekly delivery vans in the locality for things like tea, soft drinks ('pop') and visits from a butcher and fishmonger.

- Some grandparents' homes will have lacked central heating, double-glazing and bathrooms. Depending on when and where they were born, some may have used an outside toilet. The list of differences is very dependent on the age, social and cultural background of grandparents. Differences mainly relate to comfort and convenience in modern homes. Remember that this unit focuses on changes in living memory. You should not be using Edwardian or Victorian objects.
- Up until the mid-1950s, children tended to play with toys very similar to those their parents had played with. Often these were their parents' actual toys, which had been saved and handed down. Popular toys included cars, dolls, teddy bears, board games and card games. Toys were often homemade to save money, and due to the scarcity of affordable toys. By the mid-1950s, people began to have more money, and toys began to be more widely produced to meet demand. New materials began to be used like plastic and washable

fabrics. Toys often had a link to popular TV programmes and films. Lego™ was introduced into the UK in 1960, and quickly became very popular. Other famous brands included Airfix™ (plastic construction sets), Waddington™ (board games), Scalextric™ (motor racing), Hornby™ (model railways), Matchbox/Corgi™ (model cars) and Pedigree™ (dolls). Sindy™ and Barbie™ were popular dolls. In the 1960s, many space race-inspired toys appeared. Children also liked to read comics like the Dandy™ and the Beano™. In the 1960s, safety rules regarding toys were tightened up, and more toys to encourage learning were introduced.

- Rationing did not end completely until 1954. In the 1950s and early 1960s, shopping tended to be done daily at the local shops, although there were also weekly delivery vans in the locality for things like tea, soft drinks ('pop') and visits from a butcher and fishmonger. In the grocer's shop, people bought things like tea, sugar and biscuits loose, rather than pre-packaged. As supermarkets grew, more food became pre-packaged. Today, there is a growing resistance to excessive and non-recyclable food packaging – you might want to speak about this, and how food packaging is changing as a response. This could also be a good opportunity to discuss ethically sourced foods, as children may also be making links to the development of transport and how many more families have cars today than in Grandma's childhood. As families are now more mobile, it means that shops have been able to move out of town. Of course, the development of the Internet has had a massive impact on shopping – some children will understand the impact of online shopping on local services.
- The development of supermarkets started with the first self-service store, opened by the Co-op™ in Southsea in 1948. In 1951, Premier™ opened the first supermarket based in London. In 1964, the first hypermarket with over 50 departments was opened by Asda™ in Nottingham. In 1968, Tesco™ began to use the term 'superstore'.
- The development of superstores meant that goods and services could now be found under one roof. Also, the development of household equipment like fridges and freezers meant that food could be stored for longer periods of time, meaning less frequent visits to the shop. Convenience food, ready meals and takeaways meant fewer families were cooking from scratch – more mothers were working, and had less time for cooking and food shopping. Improved transportation means we now have a greater variety of food from all over the world.
- How we pay in shops is also different. We can use credit cards, bank cards, cheques, etc. as well as cash. Recently, we have started to use contactless payments. The first credit card was issued by Barclays in 1966. More and more self-service stores are now open, where you can scan your own checkouts.

Key vocabulary and definitions

Century	Period of a hundred years that is used when starting a date.
Timeline	Sequence of historical events.
Modern	Something new.
Artefact	An historical object.
Inventions	Making something that has never been made or used before.
Rationing	Limiting the amount of food someone is allowed to buy.
Greengrocer	A shopkeeper who sells fruit and vegetables
Punishment	Consequence linked to doing something wrong.

Medium Term Planning

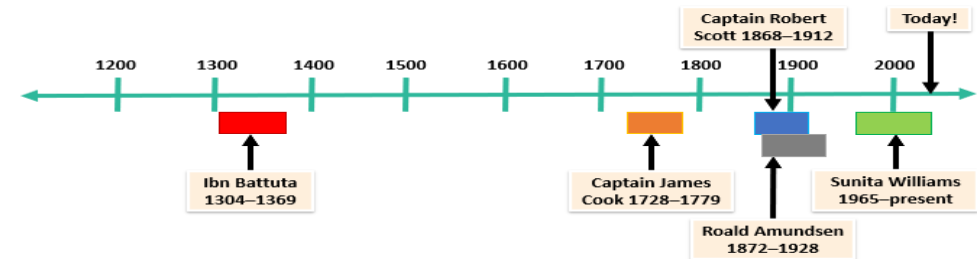
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To be able to identify and describe similarities and differences between my own childhood and a grandparent's childhood.	To be able to identify and describe similarities and differences between my home and a home in the 1950s/1960s.	To be able to identify and describe similarities and differences between the toys we play with now and toys played with in the 1950s/1960s.	To be able to identify and describe similarities and differences between shops today and those when our grandparents were children.	To be able to identify and describe similarities and differences between our own experience of school and our grandparents' experience.	To be able to use my knowledge of Grandad's school to take part in a role play.

Year 1 – Spring		Unit 2 – The Greatest Explorers		
National Curriculum Objectives Covered				
<ul style="list-style-type: none">Understand some of the ways in which they find out about the past and identify different ways in which it is represented.Know where people and events fit within a chronological framework.Ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms.				
Cross Curricular links				
<ul style="list-style-type: none">Art: creating a memorialEnglish: debating, diaries and journalsGeography: transport, regions, map work, climateScience: materials, space				
Prior Learning				
In EYFS, children will learn to compare and contrast figures from the past. They will draw information from a simple map and understand that some places are special to members of their community.				
By the end of this unit, pupils will:				
Historical Enquiry – History Concepts – Significance and Interpretations <ul style="list-style-type: none">Demonstrate through examples and discussion an understanding of the term 'significance'.Can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery.Will begin to make connections between significant events or people, e.g. the explorers studied.				
Historical Enquiry – Planning and Carrying out a historical enquiry. <ul style="list-style-type: none">Can plan a small enquiry by asking relevant questions.Can find relevant information to answer questions using at least one story and another type of source, e.g. 'Which are the most significant explorers.Can use appropriate historical vocabulary.				
Historical Knowledge – Sequencing the Past <ul style="list-style-type: none">Can depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events related to family life in the past in correct order.				
History Programme of Study				
Next Steps – Progression through the History curriculum				
Year 2	Year 3	Year 4	Year 5	Year 6
History Concepts – Significance and Interpretations				
<ul style="list-style-type: none">Can give a broad range of valid reasons why someone or something is significant.Demonstrate a secure understanding of the term significance.Can give some valid reasons why one aspect of a person’s life or event is of particular importance in making them/it	<ul style="list-style-type: none">Can select what is most significant in a historical account, related to a person’s life, a key event or a theme, e.g. which buildings are of particular significance within their locality.Can give a valid reason why they have selected a particular aspect as being most	<ul style="list-style-type: none">Can confidently select what is most significant in a historical account, related to a person’s life, a key event or a theme, e.g. a development made by the Romans.Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical	<ul style="list-style-type: none">Can confidently select what is most significant in a historical account, related to a person’s life, a key event or a theme, e.g the developments made by the Anglo-Saxons.Can give a range of valid reasons why they have selected a particular aspect as being most significant in a historical	<ul style="list-style-type: none">Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Ancient Greeks.

<p>significant.</p> <ul style="list-style-type: none"> - Can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another. 	<p>significant in a historical account, related to a person's life, a key event or a theme, e.g. the reasons why particular buildings are of significance within their locality.</p>	<p>account, related to a person's life, a key event or a theme and why others are less important.</p> <ul style="list-style-type: none"> - Will begin to understand that some things will have long or short-term significance e.g. the developments introduced by the Romans and their relevance today. 	<p>account, related to a person's life, a key event or a theme and why others are less important.</p> <ul style="list-style-type: none"> - Will understand that some will have long-term significance and others only short-term significance, e.g. the spread of Christianity. 	<ul style="list-style-type: none"> - Can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance, e.g. within the achievements made by the Ancient Greeks the significant impact of establishing democracy and its importance in society today.
Historical Enquiry – Planning and Carrying out a historical enquiry.				
<ul style="list-style-type: none"> - Can pose a range of valid questions independently. - Can find relevant information from more than one source to confidently answer these questions. e.g. to answer 'Why we should remember a local hero?' - Can use a range of appropriate vocabulary in both their questions and answers. 	<ul style="list-style-type: none"> - Can independently devise a range of historically valid questions for a series of different types of enquiry. - Will answer them with detailed structured responses making reference to specific sources of evidence related to 'Why should we preserve our locality?' - Will use a range of relevant historical terms. 	<ul style="list-style-type: none"> - Can independently devise significant historical enquiries based on a range of valid questions, e.g. related to 'What happened when the Romans came to Britain?' - Can answer the questions in some detail using a range of relevant and varied sources to support points made. - Work will be clearly structured with contrasting viewpoints considered. - Use a broad range of relevant historical terms. - Will work independently and with confidence. 	<ul style="list-style-type: none"> - Can confidently and independently devise significant historical enquiries based on a broad range of valid questions, e.g related to 'Was the Anglo-Saxon period really a Dark Age?' - Can answer the questions in detail using a broad range of relevant and varied sources to support points made. - Work is clearly structured with contrasting viewpoints considered. - Will use the evidence to reach a valid and substantiated overall conclusion. - Will use a broad range of relevant historical terms throughout. - Will follow a clear structure appropriate for presenting an argument. - Will work independently and with confidence. - Will begin to critically evaluate their enquiry and consider possible ways in which it could 	<ul style="list-style-type: none"> - Can independently plan and produce quality, detailed responses to a wide range of historical enquiries. - Will make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion. - Will reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence. - Will confidently use a broad range of challenging, relevant historical terms throughout. - Will critically evaluate their enquiry and consider ways in which it could be improved or developed.

			be improved or developed.	
Historical Knowledge – Sequencing the Past				
<ul style="list-style-type: none">- Can sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied, e.g. seaside holidays in the past in the correct order.- Begin to explain why they have placed the items in this sequence.	<ul style="list-style-type: none">- Can sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms, e.g. grouping a range of images related to the Bronze to Iron Age into the correct time periods.- Provide valid reasons why they have chosen this time period for most of the images.	<ul style="list-style-type: none">- Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms, e.g. they can accurately construct a timeline of Roman Britain and with some accuracy link this with a timeline of the Bronze to Iron Age (or other relevant topics previously studied).- Provide detailed valid reasons why they have sequenced the events/objects in this way.	<ul style="list-style-type: none">- Will sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across topics covered using appropriate dates, period labels and terms, e.g. place many of the important developments, people and events in the Anglo-Saxon period on an annotated timeline.- Will be able to make some links between this sequence to the events and people within other time periods studied.	<ul style="list-style-type: none">- Will sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates.- Can accurately identify links between this sequence and the events of other periods studied.
Unit Overview				
In this unit, the children will investigate the lives and journeys of five explorers from various eras: Ibn Battuta, Captain Cook, Roald Amundsen, Captain Robert Falcon Scott and Sunita Williams. They will study an explorer from different perspectives, discussing what makes an explorer ‘great’, and who might not think that. You may wish to select different individuals dependent on where you live, or to make a link to recent events. If you do so, it is important to include at least one female explorer and maintain a culturally diverse set. You may decide to incorporate a visit to a local museum into the unit, and some ideas have been included on potential locations. The Big Finish provides opportunities for the children to design and possibly create their own memorial to an explorer. If you plan to construct the memorials, you will need to plan for additional support in week 6, and collect appropriate materials.				
Key knowledge acquired throughout this unit			Key skills acquired throughout this unit	
<ul style="list-style-type: none">▪ I know where the people they study fit within a chronological framework▪ I know some of the ways in which we find out about the past▪ I know different ways in which it is represented▪ I know the key features of events▪ I know common words and phrases relating to the passing of time.▪ I know what an explorer is and what they do.▪ I know how to locate explorers on a timeline.▪ I know what explorers achieved and why their achievements are important.			<ul style="list-style-type: none">▪ I can develop an awareness of the past, using common words and phrases relating to the passing of time▪ I can ask and answer questions, choosing and using sources to show that they know▪ I can use parts of sources to show that they know and understand key features of events	
Subject knowledge and teaching guidance				

Older civilisations didn't know about the existence of certain countries. When these countries were discovered by explorers, they were added to the map.



- Ibn Battuta was born in Tangier in Morocco in 1304. He spent 29 years travelling around the world, and this led to him being known as 'the travelling man'. His journeys covered over 75,000 miles. Sometimes he travelled on foot, but he also rode on camels, donkeys and sailed on boats. He often travelled alone but sometimes he joined other travellers in caravans (groups of people travelling together, often on camels).
- When Ibn returned to Morocco later in his life, he told his tales to a scholar, who wrote them down in a book. The book is called *Rihla*, meaning 'journey'. Historians are not sure if the information in the book is accurate. As he kept no notes or diaries on his journeys, it means that he may have forgotten some of the details, or even added some information into the stories to make them seem more exciting. There is a debate whether some of the journeys even took place, and it looks as if some of the information in the book could have been copied from books about journeys made by other travellers.
- When Ibn was 21 years old, he made first important journey on the Hajj to Mecca. Even though this was a long and difficult journey, Ibn was a Muslim and it was a very important journey for him to undertake. It took him over a year and a half to travel from Morocco to his destination. It is said that he loved this journey so much he didn't want to stop travelling. So rather than returning home, he went on to visit many other places. At first, he travelled to Iraq and then Persia. He then visited Somalia and Tanzania on the East coast of Africa. Next, he visited the area we now call Turkey, and continued on to the Crimean Peninsula. He then made the long journey to India, and while he was there, he worked for the Sultan of Delhi as a judge. After a few years, he was ready to set off again, and this time it is said he went to China. At long last he decided it was time to return home to see his family. Sadly, while he was travelling, he received the news that both his parents had died while he had been away. This news made him change his plans, and instead he went on to visit Spain. Next, he travelled South into Africa to visit Mali, and while he was there, he saw the famous city of Timbuktu. In 1354, he finally returned to Morocco. He spent some time working as a judge and died in 1369.
- In 1768, Captain Cook set off on his first voyage, to observe the planet Venus. It was hoped that this would help astronomers know more about space. During the voyage (lasting almost three years), the crew had many adventures. While visiting the island of Tahiti, Cook was successful in observing Venus, but while he was there, he was also given secret orders to find new lands in the Pacific Ocean. He went on to visit both New Zealand and Australia. He landed on the east coast of Australia, at a place that was later called Botany Bay. It was given this name because so many unusual plants were found in the surrounding area. The naturalist Joseph Banks accompanied Cook on the journey, and his notes and drawings of animals, birds and plants provided the Royal Society back in England with important information about the area. The artist George Stubbs went on to use the drawings (and stuffed animal skins) brought back by Cook to paint the first images of the dingo (a large dog) and kangaroo (kangaroo). Unfortunately, many of the ship's crew caught malaria, and some died.
- Cook returned to sea in 1772. This time, he had two ships – the *Resolution* and the *Adventure*, to undertake the journey to the southern continent. He went further south than any European had done before. He even crossed the Antarctic Circle. He returned home in 1775.
- It wasn't long before Cook set off again. This time, he hoped to discover the North West Passage, which was believed to run from the Atlantic Ocean to the Pacific Ocean. Many

sailors had tried to do this before by travelling from the east to the west. Cook thought he would have more chance of success if he travelled from the west. He again sailed with the *Resolution*, and this time he sailed on the *Discovery*. He failed to find the passage due to errors in the maps he used. His journey was not a complete failure though, as he did chart many new areas while on the journey. These included the Sandwich Islands, which are now called the Hawaiian Islands. At first, Cook got on well with the indigenous population of the islands, but following a dispute in 1779, he was stabbed to death.

- Not everyone supports the view that Cook was a great explorer, due mainly to his treatment of the indigenous populations including the Maori in New Zealand and the Aborigine in Australia. He claimed the areas he visited for the British government, and many believe that he and Britain exploited them and the people. Recently, there was an outcry about money being spent to commemorate Cook's landing at Botany Bay. Statues of Cook in both Australia and New Zealand have been vandalised. However, many people continue to consider Cook a hero due to his qualities as a leader, his courage and sense of adventure. NASA named their spacecraft after his ships. Cook's HMS *Discovery* inspired the name of the third space shuttle, and NASA named their final shuttle *Endeavour*. When the shuttle *Discovery* made its final space flight in 2011, its crew carried a special medallion made by the Royal Society in honour of Cook. There have also been commemorative stamps to honour Cook's expeditions.
- The journey to the South Pole undertaken by Scott and Amundsen is often described as a race, but the two explorers had never planned to race each other. It was only a change of plans that meant Amundsen travelled to the South Pole rather than the North Pole. Amundsen was the first to reach the South Pole, and was fortunate to return with all his men. Scott did reach the Pole eventually, but sadly died with the rest of his men on the return journey. Of the two, Scott is the one who gained hero status at the time, and he continues to be the most widely remembered. Many statues have been erected to Scott, and films made about his life. It is only recently that Amundsen has begun to get the recognition he deserves. It wasn't until 2011 that a statue was erected to him and his men in Oslo. Recently, the memory of both men has been preserved through the naming of the largest scientific station on the South Pole – the Amundsen-Scott South Pole Station.
- There are many theories why Amundsen won the 'race'. All Amundsen's team were experienced in polar conditions, they skilfully used dogs to pull their sledges and the Norwegians were also good skiers. Amundsen's men had plenty of supplies and they even supplemented them by eating the dogs that were not needed. Amundsen's knowledge of Inuit life was a key factor, and he chose to wear their style of clothing which was perfect for the climate.
- On the other hand, only Scott himself had considerable experience of polar conditions among his group. Although Scott had led an expedition previously in 1901–1904 on board the ship *Discovery*, the route he selected was longer and much more dangerous than he thought, with many icefalls and crevasses. Scott's men used a combination of motorised sledges, ponies and dogs, but unfortunately none of these worked well, and in the end, the men had to pull the sledges themselves. Scott did not bring enough supplies, and as a result, his men suffered from scurvy and dehydration. Scott chose to wear layers that quickly became wet with sweat, and then froze.
- Amundsen reached the South Pole on 14th December 1911 after 56 days, while Scott reached the South Pole on 17th January 1912 after 72 days. The weather became very poor, and it is thought that Sunita Williams was born in Ohio, USA in 1965. She is an American astronaut and a US Navy officer. She went on her first expedition into space in 2006 on the shuttle *Discovery*. In the past, she has held records for the largest number of space walks undertaken, and most spacewalk time by a woman. She has been a member of the International Space Station, and in 2012, she commanded Expedition 33. Williams has been selected by NASA to lead commercial space flights. She has been given numerous awards, and ran the first marathon while in space. She has also completed a triathlon in space (she used a weightlifting machine to simulate swimming).
- The first female to travel into space was the Soviet Valentina Tereshkova in 1963. It was 20 years before another woman travelled into space. There are now many more women involved in space programmes, mainly from the USA. The first female space explorer from the USA was Sally Ride in 1983. Before 1978, NASA did not allow women to join the space programme. Sunita is the second American astronaut of Indian heritage. The first was Kalpana Chawla in 1997 who sadly died in 2003 in the Columbia disaster.
- You may wish to substitute Sunita Williams with the British astronauts Helen Sharman or Tim Peake. If you select Tim Peake, consider substituting a female explorer for one of the others studied within this unit. Tim Peake either died on the day of his final diary entry on 29th or 30th March

Key vocabulary and definitions

Explorer	Someone who travels to places in order to discover what is there.
Equipment	Things which are used for particular jobs.
Trade	Buying or selling or exchanging goods.
Navigation	Deciding how to steer a ship or aircraft to a certain place.
Indigenous	People or things who belong to the country where they were found.
Botanist	Scientist who studies plants.
Naturalist	A person who studies plants, animals, insects or other living things.

Territory	Land which is controlled by a particular country or ruler.
Replica	An accurate copy of a statue, building or weapon.
Memorial	Structure built to remind people of a famous person or event.
Significant	Someone or something important.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To learn about what explorers did in history and do now and explain their achievements.	To learn about the life of Ibn Battuta and why his travels are important.	To learn about Captain Cook's achievements, and why there are differing views about him deserving the title of a great explorer.	To understand why Roald Amundsen reached the South Pole before Captain Scott.	To know and understand Sunita Williams' achievements as an explorer.	To consider who is the greatest explorer and be able to explain the reasons.

Year 1 – Summer		Unit 3 – Great Inventions - Transport		
National Curriculum Objectives Covered				
<ul style="list-style-type: none">Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect.Identify similarities and differences between ways of life in different periods/times.				
Cross Curricular links				
<ul style="list-style-type: none">Art: collage, design for the commemorative trainDT: exploring the design of the Flyer, making their own models, comparisons of aeroplane and train/engine designs over timeEnglish: writing a description of being on a train travelling somewhere, writing factual sentences describing the features of a trainGeography: map work – locating places from both stories, routes, trade, communicationsMaths: chronology – timelining, time and distances of journeysScience: how things work, steam power, principles of flight				
Prior Learning				
In EYFS, children talk about the lives of the people around them and their roles in society, know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.				
By the end of this unit, pupils will:				
History Concepts – Cause and Effect <ul style="list-style-type: none">Can identify at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways. History Concepts – Change and development/Similarity and Difference <ul style="list-style-type: none">Can identify independently a range of similarities, differences and changes within a specific time period, e.g. between early and modern trains or aeroplanes. History Concepts – Constructing the past <ul style="list-style-type: none">In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways.Descriptions of the above demonstrate some understanding of the characteristic features of the period studied, e.g. technology available.				
Next Steps – Progression through the geography curriculum				
Year 2	Year 3	Year 4	Year 5	Year 6
History Programme of Study History Concepts – Cause and Effect				
<ul style="list-style-type: none">Can identify several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot.Will begin to understand that some of the causes and/or effects are of particular importance, e.g. for the Great Fire of London	<ul style="list-style-type: none">Can describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Neolithic period.Will demonstrate an understanding that some of the causes and/or effects are of particular importance, e.g. why the changes took place in the Neolithic period.	<ul style="list-style-type: none">Can independently and confidently comment on the importance of causes and effects for some of the key events and developments within the topics studied, e.g. the reasons for the changes in prison reform.Can understand that the same event can result in both positive and negative effects, e.g. the actions of the suffragettes.	<ul style="list-style-type: none">Can explain the role of different causes and effects of a range of events and developments, e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain.Can place the causes and/or effects in an order of significance and explain why they are arranged in	<ul style="list-style-type: none">Can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality.Will order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order.Will make a number of valid links

taking place.			<p>this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain.</p> <ul style="list-style-type: none"> - Can make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo-Saxons chose to settle in Britain. 	<p>between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar.</p> <ul style="list-style-type: none"> - May be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term.
History Concepts – Change and development/Similarity and Difference				
<ul style="list-style-type: none"> - Can describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics, e.g. between holidays at different times in the past and today. - May begin to demonstrate an understanding of which are the most important differences and why. 	<ul style="list-style-type: none"> - Can make valid statements about the main similarities, differences and changes occurring within topics, e.g. the pupil can describe a range of the key changes between the Old and New Stone Ages. - Can see links between changes, and begin to identify types of change. - Will demonstrate an awareness of the significance of change and its impact. 	<ul style="list-style-type: none"> - Can explain why certain changes and developments were of particular significance within topics and across time periods. - Can provide a comprehensive list of the changes of Crime and Punishment within the period studied. - Will identify links between the changes. - Will provide a clear rationale for why one change could be considered to be more important than others. - May provide insightful ideas about whether some things did not change very much within a period and why. 	<ul style="list-style-type: none"> - Can independently and confidently provide a comprehensive list of the changes within the period studied. - Can independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2 topic, e.g. decide why one or more changes in the Anglo-Saxon period is of particular importance. - Will identify a range of links between the various changes. - Can provide insightful ideas about whether some things did not change very much within a period and why this occurred. 	<ul style="list-style-type: none"> - Can compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change, e.g. provide some similarities and differences affecting differing locations within the world wars. - Will confidently identify a range of links between the various changes, e.g. the change in women's roles during the war with changes in women's rights. - Will begin to understand and explain how some of the changes were exceptional or commonplace, e.g. as part of the impact of the war on their locality.
History Concepts – Constructing the past				
- Can confidently and	- Can identify some details from within	- Can identify a range of details	- Can understand some	- Can provide overviews of the

<p>accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London.</p> <ul style="list-style-type: none"> - Descriptions of the above demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion. 	<p>and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection.</p>	<p>from within and across local, national and global history, to demonstrate some overall awareness of themes, societies, events and people, e.g. using knowledge gained in their study of Ancient Egypt, identifying three or more of the main achievements of the Ancient Egyptians and providing some valid detailed reasons for their selections.</p> <ul style="list-style-type: none"> - Will begin to make some reference to other societies, but their reasoning may be undeveloped. 	<p>features associated with themes, societies, people and events, e.g. use knowledge gained to demonstrate an understanding of aspects of the life within the Viking period, such as religion and food, but without links and grouping them into themes, e.g. social, cultural.</p> <ul style="list-style-type: none"> - Will be able to make some reference to and identify links with other societies studied, e.g. The Anglo-Saxons. 	<p>most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the Maya civilisation.</p> <ul style="list-style-type: none"> - Will begin to make links and group them into themes, e.g. social, cultural. - Will be able to make links with themes in other societies studied, e.g. The Ancient Egyptians.
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Unit Overview

In this unit, the children will explore the stories of two significant events in the history of travel, and the impact they had on people's lives, back then and in the future. They will begin by learning about the first airplane flight, before looking at early airplanes in greater depth. They will then focus on the Rainhill Trials of Stephenson's Rocket, using sources from the time to provide context. The children will examine the legacy of both events and discuss the impact on our world today. You may decide to incorporate a visit to a local museum into the unit, and some ideas have been included on potential locations. The Big Finish provides an opportunity for the children to apply their knowledge creatively, decorating a train to commemorate the Rainhill Trials. An alternative Big Finish is to take the children to a railway station and have a journey on a train, creating a display about it when you return to school.

Key knowledge acquired throughout this unit

- I know where the people and events they study fit within a chronological framework
- I know and use a wide vocabulary of everyday historical terms
- I know some of the ways in which we find out about the past
- I know the similarities and differences between ways of life in different periods.
- I know the story of the first flight.
- I know the key features of the Wright's flyer.
- I know when and why the Rainhill Trials happened.
- I know how significant events can be commemorated.

Key skills acquired throughout this unit

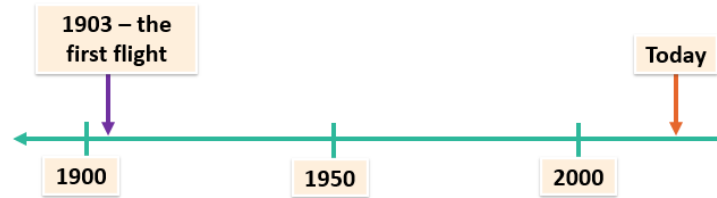
- I can ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features
- I can develop an awareness of the past, using common words and phrases relating to the passing of time

Key knowledge to be taught

Different ways we can travel today



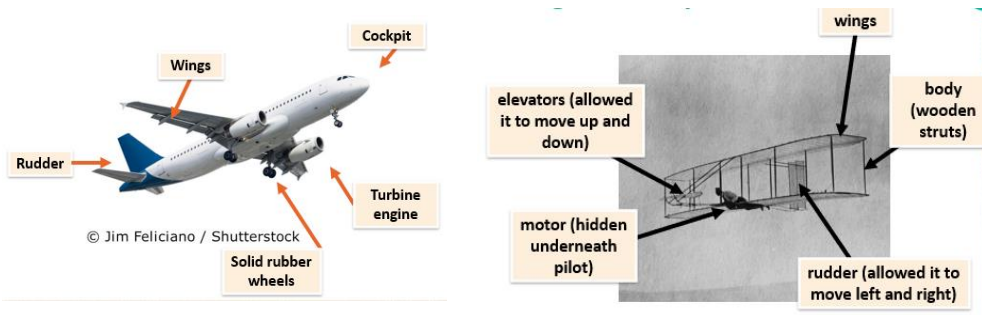
There were no successful planes until 1903.
Where would that fit on our timeline?



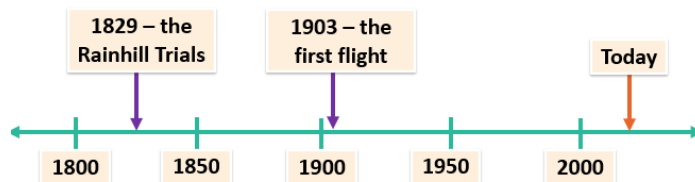
What do we use aeroplanes for?



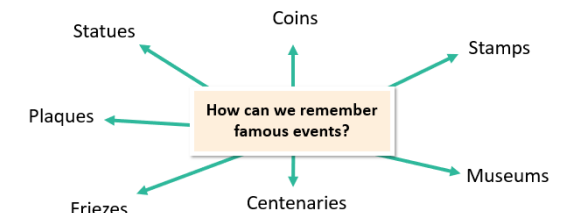
Robert Stephenson
He was an inventor and worked with his father George to develop steam trains. In 1829, Stephenson entered a competition to develop an engine to power the first passenger railway travelling between Liverpool and Manchester.



We are travelling back further in time than the first flight.



In 1829, transport mainly took place by road on a horse and cart or carriage, or on rivers or canals.



Eye witness account: [Eyewitness Account of First Flight by John Daniels \(wrightstories.com\)](http://wrightstories.com)

Film of first flight: [The Wright Brothers' First Flight - British Pathé \(britishpathe.com\)](http://britishpathe.com)

Although cars had been invented by 1903, they were not mass-produced. The first car was invented by Karl Benz in 1885. The first mass-produced car was the Model T Ford produced in 1908. In 1913, Ford introduced the assembly line, and costs fell.

Orville and Wilbur Wright were responsible for the first successful powered flight in 1903 in Kitty Hawk, North Carolina, USA. Before that, hot air balloons had been flown, but these were blown by the wind which made them very difficult to control. The Wright brothers had developed a successful bi-plane kite capable of carrying a human in 1899. The Flyer was their first

aeroplane to fly with an engine that had a propeller and was controlled by the pilot. In its first successful flight, it flew for 12 seconds. Although the 1903 plane could fly safely, it needed further development to be able to fly a short distance. By 1905, they had managed to get the plane to fly 25 miles.

In 1909, the US army bought an aeroplane from the Wright brothers, and the Frenchman Louis Bleriot made the first successful flight across the English Channel. The first commercial aeroplane flight took place in 1914 in Florida, USA. In 1919, the British airmen John Alcock and Arthur Whitten Brown became the first to fly across the Atlantic. Aviators for the US army Air Service first flew around the world in 1924.

Prior to the development of the railway, travel was mainly by road on horseback, or with a cart or carriage pulled by a horse. Roads were poorly made, and this led to some toll roads being introduced to improve their quality. Travel by road could also be very dangerous, and people worried about being attacked or having accidents. Travel by river and canal was the best option because it was cheap and particularly good for transporting heavy and big items. Canals became popular from the mid-1700s. However, the drawback was they lacked the flexibility of the road. Horse-drawn tramways were developed to carry goods.

Richard Trevithick had developed a train carrying goods in 1804, which was powered by a steam engine. In 1825, George Stephenson held a demonstration of an engine pulling 12 coal and 21 passenger coaches on a track between Stockton and Darlington. It was led by a man on horseback waving a red flag to warn people it was coming. Stephenson went on to have two trains, the *Locomotion* and the *Hope*, running between the two towns.

In 1829, a competition was held to find an engine for the first passenger railway travelling between Liverpool and Manchester. The day of the competition was a huge public event. Large crowds of between 12,000 to 15,000 people flocked to see the race held at Rainhill. There were 300 special police constables to keep people under control and avoid accidents on the day. People wore their best clothes, and there was lots of entertainment provided, including bands playing music. People bet on who would win the competition. The winner of the competition would get £500 (about £45,000 today). Ten engines entered for the competition, but only five actually arrived to take part on the day. Each of the trains had a name. Stephenson's was called the Rocket. There was also the *Sans Pareil* (without equal), the *Novelty*, the *Cycloped* (powered by a horse) and the *Perseverance* (the last two withdrew before the race). On one trip, the Rocket reached a speed of 30 mph. It was the only locomotive to complete the course without any problems, and Stephenson won the prize.

Key vocabulary and definitions

Inventor	A person who has made something that has never been made before.
Eyewitness account	A description given by someone who was at an event.
Aviation	How aircraft are designed, made, looked after and flown.
Pilot	Someone whose job it is to fly an aircraft.
Freight	Moving goods by lorries, trains, ships or airplanes.
Trade	Buying, selling or swapping goods between people or countries.
Locomotive	Large vehicle that pulls a railway train.
Commemorate	Remember a special person or event by having a special action, ceremony or object.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To know and understand why the Wright brothers wanted to fly, and be able to recount the main events in the story.	To know what early airplanes were like, and be able to compare them to modern aircrafts.	To understand the importance of the airplane.	To know what happened at the Rainhill Trials.	To understand why the Rainhill Trials was an important event in railway history.	To understand how important events can be commemorated.