

Eling history KS1 cycle A 2024-2025

<p>Significant person – Neil Armstrong Question – Are there footprints on the moon?</p>	<p>Significant individual / event beyond living memory –Robert Falcon Scott and the race to the South Pole Question Has anyone been to the South Pole?</p>	<p>Changes beyond living memory. Queens / Kings lives and times Question – what does it mean to be a monarch?</p>
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Substantive knowledge

<p>Neil Armstrong is a significant person from the past. He was the first man to walk on the moon. He travelled to the moon with Buzz Aldrin and Michael Collins. He collected moon rocks and moon dust before coming home. He said “one small step for man one giant leap for mankind” He travelled in a rocket called Apollo 11 and landed on the moon in the Eagle. The Americans won the space race against the Russians.</p>	<p>Robert Falcon Scott was a famous explorer. He was in a race to get to the South Pole. He travelled with his team on the Terra Nova. His team lost the race due to how they travelled once the ship had reached Antarctica. His team didn’t make it back after reaching the South Pole.</p>	<p>Children will understand that Victoria and Elizabeth I’s reigns were at different times in the past and that they and our king are related, although generations apart. Children will understand that communication (in terms of transport/spreading information and ideas) and how people lived changed hugely between the 2 Queen’s reigns and our king. Toys have changed due to technology.</p>
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<p>Key Vocabulary Space, Apollo 11, space flight, moon landing, orbit, NASA, astronaut, Eagle Lunar Module, Kennedy space centre, Florida, America, moon, Neil Armstrong, Buzz Aldrin, Michal Collins, voyage, decades, past.</p>	<p>Key Vocabulary Antarctic, explorer, cold, South Pole, expedition, hero, exhausted, race, Amundsen, Terra Nova, polar travel</p>	<p>Key Vocabulary Crown, coronation, commonwealth, communication, empire, ling, monarch / monarchy, orb, queen, king, realm, reign, Royal / Royal family, sceptre.</p>
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Disciplinary knowledge

<p>Key concept – Significance and interpretation Know where the people and events they study fit within a chronological framework.</p> <p>Key concept - Enquiry. identify some ways in which we find out about the past.</p>	<p>Key concept - Change and continuity Can describe how some aspects of life differ from the past using simple historical vocabulary.</p> <p>Key concept - Cause and consequence Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.</p>	<p>Yr1 key concept – chronology: Creates simple timelines to sequence events, objects etc. Confidently uses vocabulary associated with the past e.g. <i>old, new, then, now.</i></p> <p>Yr2 key concept – chronology: Realises that historians use dates to describe events. Uses phrases describing intervals of time e.g. <i>before, after, at the same time</i> etc.</p>
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		<p>Yr1 key concept – characteristic features: Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today.</p> <p>Yr2 key concept – characteristic features: Recognises and describes, in simple terms some characteristics of a person or period studied. Increasingly uses topic specific language in explanations.</p>
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Eling history KS1 cycle B 2023-2024		
<p>Significant event – Great Fire of London Big question? How did the Great Fire change London?</p>	<p>Significant people - Mary Seacole and Florence Nightingale. Question – Why were Mary Seacole and Florence Nightingale treated differently?</p>	<p>Significant individual / event beyond living memory – Columbus Question – What impact did Columbus have on the world?</p>
Substantive knowledge		
<p>When/ where the fire was. Names of individuals linked to the event. Understand the causes of the widespread damage. Understand some consequences of the fire</p>	<p>When they lived/where events took place. Know the main events in their lives. Understands that Florence’s changes in hospitals had a wide and lasting impact.</p>	<p>To know who Christopher Columbus was and his discoveries. To develop an understanding of discovery and asking the question can you discover a country where people are already living? To know where he went and how he got there. To know what changed due to his travels.</p>
<p>Key Vocabulary bakery, gunpowder, boats, Lead, cause, London, consequence, oven, effect, result, eyewitness, river Thames, firebreak, squirt, fire hooks, thatch, flames, King Charles II</p>	<p>Key Vocabulary Balaclava/Balaklava, bandages, barracks, Black Sea, Caribbean, cholera, Crimea/ Crimean War, disease, doctor/ doctress, dressings, hospital, illness, infection,</p>	<p>Key Vocabulary Explorer, America, Atlantic ocean, map, ship, compass, continent, sail, Italy, Asia, pineapple, New world, Santa Maria, voyage, sailor, silk, spices, Indigenous people</p>

	injury, Jamaica, medical, medicine nurses, sanitation, scutari, significant/significance, wounds	
Disciplinary knowledge		
<p>Key concept – Cause and consequence</p> <p>Can describe in simple terms the causes and/or consequences of an important historical event, offering more than one example of its results.</p> <p>Key concept Historical enquiry Can gather information from simple sources.</p> <p>Can explain events and actions rather than just retell the story.</p> <p>Key concept Historical enquiry Why was firefighting do difficult?</p>	<p>Key concept: Significance</p> <p>Can recognise and talk about who was Important e.g. in a simple historical account.</p> <p>Key concept: chronology.</p> <p>Know key words and phrases relation to the passing of time. Know where Mary Seacole and Florence Nightingale fit in terms of chronology.</p> <p>Key concept: characteristic features.</p> <p>Look at challenges due to peoples view on race / gender / war conditions.</p>	<p>Key concept: cause and consequence.</p> <p>Why did Columbus want to travel to America? What was the consequence of his journey?</p> <p>Key concept: change and continuity.</p> <p>How has travel changed from Columbus to now?</p>