

Transition Curriculum

History Units V1. April 2021

The Curriculum aims to address:

Lack of continuity of the curriculum from KS2 to KS3 resulting in **repeated content** and **lower than expected outcomes**.

Lack of opportunities for KS2 and KS3 staff to work together on curriculum design and moderation, agreeing powerful knowledge.

To clarify a culture of excellence, with **minimum substantive and procedural knowledge** expectations for KS2 to be built upon in KS3.

The misalignment in the approach to **assessment in Key Stage 1 and Key Stage 2**.

Each unit includes:

- Secure national curriculum coverage
- **Clear progression** which links back to, and builds on, prior learning.
- **Coherent rationale**; why this, why now?
- Tiered vocabulary
- **Sequential components** of learning (8-10 hours)
- Clearly defined **end points** (key knowledge) for lessons and units.
- **Common format** to units.
- Well-designed links and resources developed by curriculum specialists.
- **Assessment** element of skills and knowledge.



Curriculum Rationale	
Curriculum Big Question: How did the monarchs lose their power?	Targeted phase: UKS2
Curriculum topic - Unit 6.1: The changing power of the monarchy.	Curriculum Content/Threshold concepts
What prior knowledge needs to be used? Knowledge and understanding of monarchs studied in KS2: Elizabeth, Victoria, Henry VIII. Knowledge of democracy and general elections, members of parliament are elected to represent the people.	
About the Unit/ Conceptual threads	Chronology
<p>What knowledge and procedures need to be learnt by the end point?</p> <ul style="list-style-type: none"> Know the terms 'absolute monarchy' and 'constitutional monarchy' and be able to identify British monarchs for both systems. Recognise and describe the differences between both systems. Know how the power of the monarchy has declined over time, understanding "change and continuity," cause and consequence, "long/short term," "significance," "evidence." Know the significant events that occurred within key monarchs' rules and place them on a timeline, for example, "The Signing of the Magna Carta" Be able to show how these events link to the decline of the various monarchs' power, for example, who takes some of the king's power with Magna Carta? Have an understanding of source reliability, as well as understanding the difference between primary and secondary source material. <p>Why are these important?</p> <ul style="list-style-type: none"> Pupils are not secure with their understanding of monarchy. Pupils will learn how the rule of the monarch has changed over time. This will help pupils in understanding chronology and where different monarchs 'fit' within a timeline. It helps pupils understand the terms 'power,' 'monarchy,' 'parliament,' 'absolute monarchy,' 'constitutional monarchy.' Pupils will understand how historians use sources of evidence to arrive at conclusions. <p>Which threshold concepts need to be emphasised?</p> <ul style="list-style-type: none"> Chronology - Communicating history - Investigating the past - Think like an historian <p>Assessment/summary/end point/conclusions</p> <ul style="list-style-type: none"> Pupils will produce a piece of writing at the end of each monarch studied, building up a picture of comparison and leading to their full understanding of how monarchy changed across time, from absolute to constitutional. 	<p>Understand where monarchs and events within their rules 'fit' in history</p> <p>Help pupils understand the concept of change over time</p> <p>Use dates and terms accurately in describing events</p> <p>The historical terms</p> <p>Change-Continuity-Cause-Contequence</p> <p>Chronology-Evidence</p> <p>The historical vocabulary</p> <p>Monarch - Heir</p> <p>Hereditary - Constitutional monarchy</p> <p>Absolute monarchy - Sovereign</p> <p>Rebellion - Reliability - Source</p> <p>Evidence - Magna Carta</p> <p>Baron - Parliament - Aristocracy</p> <p>Succession - Abdication</p>
Investigating the past	Thinking like an historian
<p>Understand the difference between primary and secondary sources of evidence</p> <p>Use sources of evidence to deduce information about the past</p> <p>Analyse a wide range of evidence in order to justify claims about the past</p> <p>Understand that no single source of evidence gives the full answer to questions about the past</p>	<p>Understand where there is change and continuity across time periods</p> <p>Identify cause and consequence for events</p> <p>Recognise similarity and difference within a period/situation</p> <p>Explain the significance of events or people</p>

Curriculum Rationale

Learn it! Link it! Changing Power of the Monarchy	
<p>Information to help...</p> <p>Key Vocabulary</p> <p>Monarch monarchy - Absolute monarchy - Constitutional monarchy - sovereign - heir to the throne</p> <p>hereditary - line of succession - source - evidence - reliability - rebellion - Magna Carta - aristocracy - baron - parliament - democracy - source - abdication</p> <p>Factbook entry...</p> <p>Monarchy</p> <p>A monarch is the head of state of a kingdom known as the king or queen. Monarchy refers to the time that the monarch was king or queen. There are special rules to decide who can become the next king or queen, the monarch's first born son was always the next in line to the throne (heir) and then his son after him. In 2013, a new law was passed to mean the monarch's first born child, either son or daughter, would become the heir to the throne.</p> <p>An absolute monarch, such as William I, has the power to make any laws they wish. They can declare wars and raise taxes, all without being punished.</p> <p>A constitutional monarch, such as Queen Elizabeth II, is the head of state and has very little power in terms of running the country. They are governed by the same laws that everybody else must follow.</p> <p>King John signed Magna Carta near the end of his reign in 1215. This was the first attempt to limit the power of the monarchy to protect the rights of the people. John's reign is important because the king no longer had 'absolute' power and had to follow the law.</p> <p>King Henry III - John's son inherited the throne when he was 5 years old. He was not popular with the people and rich barons organised many rebellions against his rule. A famous baron called Simon de Montfort led the rebellion and set up a parliament with members from all parts of England. This is important because parliament came into existence during Henry III's reign. Henry's reign is important because it represents the birth of democracy in England.</p> <p>James I & William III - James II was a Catholic and parliament were not happy with this. They decided that when James had a male child, who would also be a Catholic king, they would exile someone from another country to be the king. William of Orange was invited to become King William III of England on the condition that he handed over most of his power to Parliament. The reign of these two kings represents the shift from absolute to constitutional monarchy in England and the transfer of power to Parliament.</p> <p>Edward VIII - In 1936 Edward VIII inherited the throne following the death of his father, George V. He caused a huge crisis in Britain because he was in love with a divorced woman called Wallis Simpson and wanted to marry her. The law prevented monarchs from marrying divorced people, so Edward had to choose between marrying Wallis or becoming King of England. He couldn't do exactly as he pleased like other kings and queens had done before him. Edward chose his love for Wallis and gave up his right to be king (abdicated the throne).</p> <p>Elizabeth II - When Edward VIII abdicated the throne, he had no children of his own, so the line of succession passed to his younger brother, George who became King George VI. As he had no sons, only daughters, George's eldest daughter, Elizabeth became the heir to the throne. Elizabeth became Queen Elizabeth II in 1952, following the death of her father and is now the longest reigning monarch in English history.</p>	<p>Concepts/threads</p> <p>Empire - the countries/areas ruled by a monarch.</p> <p>Conflict - disagreement, who were people arguing? What did they want to achieve? In this unit, conflict is explored between the people of England and the absolute rule of the monarch. We study how the shift in power transfers from the king to parliament.</p> <p>Society - How are people behave expected to behave? What laws are in place? This unit looks at the birth of parliament as we know it today. The laws passed by parliament are to be followed by all people, including the monarch.</p> <p>Links to what I already know</p> <ul style="list-style-type: none"> I know about Queen Elizabeth II is our monarch now I know facts about Queen Victoria and King Henry VIII I know about William I and the Battle of Hastings in 1066 I know about democracy and general elections <p>Learning and teaching strategies I need...</p> <p>Metacognition</p> <p>How do I know what I know? What do I need to do? What do I want to do? What do I need to do? What do I need to do?</p> <p>Apply strategies</p> <ul style="list-style-type: none"> Make links and compare monarchs Use key vocabulary Include key vocabulary Explain my points Reflect <p>What worked and what didn't? How did I do?</p>

Learn it, link it!

Lesson plan with suggested activities and links to resources

KS2 Unit: Changing Power of the Monarchy: What is monarchy?		
<p>Prior knowledge needed for this topic/pupils need to know:</p> <ul style="list-style-type: none"> Modern day kings and queens (e.g. Elizabeth II, etc.) Significant monarchs of periods of time previously studied (e.g. Elizabeth I, Victoria, etc.) 		
<p>Part 1: Understand and explain the concept of 'monarchy'</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Identify Britain's current monarch and heir(s) Order significant British monarchs across time Provide simple definitions of 'absolute monarchy' and 'constitutional monarchy' 	<p>Rationale:</p> <p>Understanding of the concept of the monarchy is essential in order to access the rest of the unit.</p>	
<p>Suggested tasks and activities for this sequence:</p> <ol style="list-style-type: none"> Show picture of royal regalia (use group where available) in a discussion point of who the items belong to and what their role might be. What makes a good king or queen? Identify who Britain's queen is and how long she has been monarch (Resource 1) Family tree activity: share basic family tree of Elizabeth II and heir - establish key words like 'heir' and 'hereditary'. Students identify who is next in line to the throne. (Resource 2) What power does Elizabeth II have? <ul style="list-style-type: none"> Quick Response 1) Followed by discussion of answers surrounding constitutional monarchy Based on quiz answers, students fill in table with headings 'absolute monarchy' and 'constitutional monarchy' using facts provided by teacher. (Resource 4) Explain to students that they will now be looking at an example of an absolute monarch - William I Students identify and colour code (according time period) William I and Elizabeth II on a timeline of British monarchs and label type of monarchy - this timeline will be revisited following the study of every monarch (Resource 3) 	<p>Recommended resources:</p> <ol style="list-style-type: none"> Long to King Over the News clip on Elizabeth II becoming Britain's longest serving monarch (https://www.youtube.com/watch?v=7800008p9g) Basic family tree of Elizabeth II True or false quiz on Elizabeth II's power (paper or Kahoot) Table and facts Timeline of significant monarchs 	<p>Next steps in the sequence of learning:</p> <p>Who was William I? How/why was he an 'absolute monarch'?</p> <p>Threshold Concepts:</p> <p>Chronology</p> <p>Communicating History</p> <p>Conceptual Threads:</p> <p>Power and democracy</p>
<p>Key Vocabulary to know and highlight:</p> <p>Monarch, heir, hereditary, constitutional, absolute, sovereign</p>		

History



Curriculum Intent

History is all around us; in our families with their unique backgrounds, cultures and traditions and in our local and wider communities. Our intent, when teaching history, is to stimulate pupil's curiosity about the past, and to develop their knowledge, skills and understanding of why people interpret the past in different ways.

We aim to offer a high-quality history education that will help pupils develop a passion for learning and gain a coherent knowledge and understanding of Britain's past and that of the wider world.

Implementation

As a school within Bishop Hogarth Catholic Education Trust, we teach a scheme of work designed by a transition team of our primary school staff working with subject specialists from our secondary schools. This means our curriculum has been designed to ensure clear progression, in the acquisition of knowledge and for key skills, building on pupil's prior learning. We teach termly, discreet topics for all pupils from Year 1 to Year 6. The curriculum units of work have clearly identified minimum knowledge 'end points,' and have been sequenced to ensure that pupils know more and remember more as they move through primary school and transfer into KS3.

Our curriculum covers the National Curriculum and is underpinned by the building blocks of History (**Threshold Concepts**) which are emphasised and reinforced in the history curriculum across our schools from KS1 to KS5.

1. Developing chronological understanding
2. Communicating History
3. Investigating the Past
4. Thinking like a Historian

Each unit of work has a clear rationale, key topic vocabulary, builds on pupil's prior learning and defines the minimum knowledge and skills (end points) that pupils will learn. Assessment strands in topics give pupils the opportunity to demonstrate their learning and the knowledge companions that we call 'Learn it!

Link It! help pupils to remember the key elements of the topic. This helps pupil organise their learning into relevant areas and make links to other areas and subjects. Conceptual (Golden) threads of History are woven through our curriculum to ensure consistency, add focus and promote purposeful learning.

Topics and units lay out **sequential components of learning** which equates to 8-10 hours of teaching.

Key Stage 1

Pupils are taught about

- Changes within living memory: *Toys through Time*.
- Events beyond living memory that have a national significance: *Gunpowder Plot, Great Fire of London*
- The lives of significant individuals in the past who have contributed to national and international achievements: *Women in History, Explorers*
- Some topics compare aspects of life in different periods: *Women in History, Comparing Queens, Explorers*
- Significant historical events, people and places in their own locality.

Key Stage 2

All pupils are taught about:

- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- Ancient Egypt- the achievements of the earliest civilizations
- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A non-European society that provides contrasts with British history –*early Islamic civilization, Mayan civilization*
- The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066*

The more you
know about the
past,
the better
prepared you are
for the future.

- Theodore Roosevelt

For the aspect or theme of British History, we have selected to teach pupil about:

- Henry VIII and the Reformation
- The Changing Power of the Monarchy; from absolute rule to constitutional rule
- Conflict through Time
- Crime and Punishment
- Victorian Britain and the Industrial Revolution, including the development of the railways.

Local Context of School

To address the local context, our scheme includes:

the development of the railways from Stockton to Darlington, and Captain Cook as a key explorer.

Our curriculum includes opportunities to make links to local history where we can.

Curriculum Sequence

We have chosen to sequence the curriculum over a two year rolling cycle,

	Year A 2021-22			Year B 2022-23		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Key Stage 1 Year 1 and 2	The Gunpowder Plot	Explorers	Comparing Queens	Toys through Time	Great Fire of London	Women in History
Lower KS2 Year 3 and 4	Stone Age to Iron Age	Ancient Egypt	Henry VIII and the Reformation	Ancient Greece	Romans	Anglo Saxon and Viking Britain
Upper KS 2 Year 5 and 6	Victorian Britain and the Industrial Revolution	Crime and Punishment	Changing Power of the Monarchy	The Home Front	Early Islamic Civilisation The Mayans	Conflict through Time

Each topic includes a knowledge retention/recap element so that we build on prior learning.

Pupils take an assessed task in each unit which draws on their learning and vocabulary.

Impact

When pupils leave our school, pupil will know more, remember more and understand more about History. They will have developed a secure knowledge and understanding of people, events and contexts from the historical periods covered and developed the ability to think and write like a historian.

The outcomes in History books evidence a broad and balanced history curriculum and demonstrate the pupil's acquisition of key knowledge and topic, 'end points'.

The majority of pupil will achieve age related expectations in History and clear progress will be evident in their topic work and in topic assessed tasks.

They will have the firm foundations in History and are well placed to make good progress at Key Stage 3.

Upper Key Stage 2 Units

1. Changing Power of the Monarchy

This was the first unit written by the team in 2020 and is often referred to as 'The Transition Unit'.

All Y6 pupils studied this unit in summer lockdown 2020 and again as a new cohort in the return to school in September 2020.

In this unit, pupils will learn about the shift in power from the rule of absolute monarch (William I) to the first constitutional monarchy with the rule of William III.

The unit will explore the power of the King on the people of England and how the balance of power shifted to parliament.

There will be 5 monarchs studied in detail:

- William I an example of absolute rule
- John How Magna Carter signified the first shift in this power.
- Henry III How the first parliament was formed with elected representatives.
- James II and William III the exile of James and the invitation from parliament to William of Orange to come to England and be the King.

Pupils will also learn about the Act of Succession and how the line of succession changed with the abdication crisis of 1366. This turning point in British History explains how our current monarch Elizabeth II came to be Queen.

Assessment Task

After learning about each monarch, children write a comparison with the previous monarch showing detailing the shift in power. They are asked to include key terminology of the unit with their answer. By the end of the unit, children can compile each shorter piece to form a longer account.

2. The Home Front

Pupils will learn about World War II and how this impacted on people at home as well as those fighting in Europe. The unit will explore the three themes of the war effort and how the war affected the lives of people in Britain:

- Attack – getting soldiers and weapons ready to fight in Europe.
- Defence - getting ready in case the enemy invaded Britain!
- Morale - keeping morale high to keep the British People happy and safe!

Pupils will learn about how people were asked to pull together as a nation, both in conflict and those at home.

They will learn about the important role of women and the impact this had on society, the use of gas masks, why rationing had to become a policy, the beginnings of recycling and the role played by The Home Guard.

Pupils will make comparisons with the war effort and those modern-day policies such as the response to the COVID pandemic. They will explore sources of evidence judge how relevant they are for studying history.

Assessment Task

Each lesson asks pupils to recall the key facts learned so far and link them to the cause of Attack, Defence and Morale.

The written assessment tasks are differentiated require pupils to define and explain key areas of the Home Front as either into a letter to a loved one, a news article or a training leaflet to help people prepare to help the effort.

3. Henry VIII and the Reformation

This unit was intended as a Lower Key Stage 2 unit but the teaching content may be suitable to use as a unit in either Lower or Upper Key Stage 2. It will prepare the pupils for the unit on the Tudors and the Dissolution of the Monasteries in Key Stage 3.

Pupils will explore what is meant by 'classes' in society and learn about the life of the upper v working class in Britain. They will learn about the character of Henry VIII and his determination to have a son. They will explore the place of Religion in Tudor society and how determined Henry VII was to divorce his first wife, Catherine of Aragon. The children will learn about Henry's 'Break from Rome' and what this meant for Catholics in England.

Assessment task

Pupils will write like a historian and explain the reasons for Henry's break from Rome and how this increased Henry's power as King.

4. Victorian Britain/Industrial Revolution

This topic allows pupils to explore a significant turning point in British history which shaped the nation. Pupils will understand how people's lives have changed and how creations, such as railways, have helped to shape the wider world. Within this topic, pupils will also explore elements of local history, significant individuals within the Industrial Revolution and Victorian Britain, and engage with a variety of sources and interpretations.

This sequence of learning will enhance pupils' understanding of why the Industrial Revolution happened and how this impacted people's working and living conditions

Pupils will learn about:

- What is meant by 'Industrial Revolution'.
- How Britain became known as the 'workshop of the world'.
- The development of the railways and how this changed Britain.
- The conditions in factories.
- The difference in living conditions between rich and poor people.
- What life was like for a poor person.
- How important documents like a census, give us valuable information about the past.

Assessment Task

Pupils plan and write a balanced argument using the sources and their prior knowledge of this unit on whether the Industrial Revolution and Victorian Britain was bad for everyone.

Coming next

Crime and Punishment

Early Islamic Civilisation

Invaders of Britain

Conflict through Time

Lower Key Stage 2 Units

1. Ancient Greece

Through this unit, pupils will further develop their chronological understanding beyond their experience of KS1 topics, recognising that ancient civilisations have had a lasting impact on the world today. Throughout the unit the children will use historical terms to explore, describe and explain aspects of Greek civilisation. The study of change and continuity and cause and consequence will lead the pupils on to understanding how Ancient Greece influenced the modern world we live in today. Conceptual threads of society, settlements, beliefs and power and democracy run throughout this unit.

In this teaching sequence, pupils will firstly precisely place Greek civilisation in time, being able to recognise some parallels across time periods previously studied. At the beginning of the unit the pupils will be introduced to some Greek achievements, the children will form initial conclusions on which achievements they think are most important. Pupils will then further their knowledge and understanding of Ancient Greek life and achievements through exploring various primary and secondary sources of evidence. Pupils will make detailed comparisons related to society, democracy, religion, housing, clothing and the Olympics back then and today. Good links to the role of significant individuals and events in influencing Greek civilisation and thereafter are made throughout the unit of work.

Assessment Task

Pupils refer to their learning throughout this unit, drawing on topic knowledge and vocabulary to address the question, 'How did the Ancient Greeks impact life today?' An activity named legacy hunters will help the children recall how the Greek civilisation influenced areas of life today. Pupils will take this knowledge further to think about what modern life would be like today without the achievements and legacy of the Ancient Greeks.

2. Ancient Egypt

Through this 'Ancient Egypt' unit, pupils will develop their chronological understanding beyond their experience of KS1 topics, and recognise that ancient civilisations have had a lasting impact on the world today. Pupils will develop their understanding of beliefs, and how these had a large influence on the society and legacy of the ancient Egyptian civilisation. Children will also discover how the work of archaeologists has helped us to learn about the past, and how people lived thousands of years ago. Conceptual threads of Settlement, Power & Democracy, Belief and Society run throughout this unit.

In this teaching sequence, pupils will first identify where Egypt is in the world, and describe some ancient sites which tell us about the civilisation of Ancient Egypt. They will recognise some similarities and differences between ancient and modern-day Egypt. Children will learn where the ancient Egyptian civilisation fits in time, when it began and how long it lasted. Pupils will explore how the discovery of the Rosetta Stone helped historians develop their understanding of Ancient Egypt. They will then look at the structure of Ancient Egyptian society, recognising diversity between different people and identifying where the power lay. Pupils will move on to discover the importance of religion in Ancient Egypt, and how beliefs underpinned daily life. They will look at important aspects of religious life including mummification and the afterlife. Lastly, pupils will learn about a significant archaeological discovery (Howard Carter – Tomb of Tutankhamun) and say how this has helped historians learn more about Egyptian life and beliefs.

Assessment Task

To assess their historical knowledge and understanding at the end of this unit, pupils will complete a writing task, answering the question, 'How do we know about life in Ancient Egypt?' Children will be given four images of different sources of information studied (Egyptian landmark, Rosetta Stone, The Papyrus of Ani and Tutankhamun's tomb). They will describe what is shown in each picture, and what each source tells us about life in ancient Egypt, drawing on what they know about Egyptian society and beliefs.

Coming next

Ancient Egypt BCCET

Ancient Greece BCCET

Romans in Britain

Changes in Britain from Stone Age to Iron Age

Key Stage 1 Units

1. The Great Fire of London

In this unit, the children will improve their chronological understanding of the 17th century before looking more closely into the events of the Great Fire of London. The children will compare aspects of life during the 17th century to modern life today. Within the scheme of work, the children will also be introduced to the role and impact of significant individuals around that time. Conceptual threads of society, empire and power and democracy run throughout this unit.

In this teaching sequence, children will first consider 'What was London like in 1666?' to understand the population, types of housing, transport and jobs of that time. As the unit continues the children will go on to understand when and where the Great Fire of London started, why the fire spread so quickly, how the fire was eventually stopped and the impact of the Great Fire. The children will examine and explore a range of sources of evidence including eye-witness accounts and improve their understanding of how historical sources help us find out about the past. Towards the end of the unit the pupils will identify how changes to fire safety and the rebuild of London ensured another devastating incident would not happen again.

Assessment Task

Pupils are required to order events of the Great Fire, reflecting on the sources of evidence studied and making detailed annotations to describe what happened and when.

2. The Gunpowder Plot

In this unit, children will place the year 1605 in time, understanding what life was like around that time, making comparisons between travel, clothing and technology back then and today. The children will understand and sequence the events of the Gunpowder Plot and identify the significance of key individuals involved. Pupils will develop their ability to communicate within history through asking and answering questions about the past and questioning the role of significant individuals. Conceptual threads of society, beliefs, conflict and power and democracy run throughout this unit.

In this teaching sequence, children will first consider 'What do we know about Bonfire Night?'. Pupils will reflect upon their prior knowledge and experiences of Bonfire Night before looking more closely into Guy Fawkes. Before looking into the events of the Gunpowder Plot in detail the pupils will explore what life in 1605 was like, making comparisons to today. Following this the children will use visual prompts to orally rehearse and understand the key events of the plot, beginning to question the role of significant individuals. To conclude the children will explore how the Gunpowder Plot is remembered today, adding to their initial understanding at the beginning of the sequence.

Assessment Task

Pupils are asked to draw upon what they have learnt about Guy Fawkes to answer the historical question: 'Why is Guy Fawkes famous?' The children will be required to summarise their learning of key events and demonstrate their understanding of the impact of this event.

3.Explorers

In this unit, children will explore the achievements of Christopher Columbus, Captain James Cook and Neil Armstrong. Through learning about and comparing each of these individuals, (their exploration, discoveries and impact) children will also learn about and compare aspects of life during the different time periods in which they lived. Conceptual threads of Society, Empire and Conflict run throughout this unit.

In this teaching sequence, children will first consider 'What is an explorer?' and reasons why exploration takes place. They will first be introduced to Christopher Columbus, learning where he travelled and why. They will find out more about his voyages, and the impact of his discoveries, including on the indigenous people of the Americas. Pupils will then move on to explore the life and achievements of Captain James Cook, including his local significance in the North of England. They will make comparisons between the voyages of Columbus and Cook. Following this, pupils will move on to explore the achievements of Neil Armstrong, discovering the impact of the moon landing, and comparing his exploration to that of the two earlier explorers.

Assessment Task

To assess their historical knowledge, pupils will consider, 'Who was the greatest explorer?' of those they have studied, giving reasons for their choices in order to demonstrate their learning. Lastly, pupils will link what they have learnt to modern-day exploration, developing their understanding of how exploration has changed over time.

3. Women in History: Mary Anning & Florence Nightingale

In this unit, children will explore the lives and influence of two significant women from the past: Mary Anning and Florence Nightingale.

Mary Anning has been chosen for her scientific work and amazing fossil discoveries. She had a humble background and, as a female scientist, received little recognition during her lifetime. Children will learn how her discoveries paved the way for palaeontology and impacted our understanding of the history of our planet. In this teaching sequence, children will first explore who Mary Anning was, and what was her life like. They will establish a historical narrative of her life, and consider some aspects of the time period in which she lived. Children will then learn about the discoveries of Mary Anning in more detail, asking and answering questions about their significance. They will then explore how and why she is remembered today.

Florence Nightingale has been chosen for her work in the field of nursing, and the reform of hospitals during the Crimean War. Children will compare the lives and legacy of these two women, making comparisons throughout the unit. They will explore the influence she had in hospitals to improve the lives of wounded soldiers during the Crimean War, comparing before and after images to identify changes that she made. Finally, pupils will consider how and why Florence Nightingale is remembered, and the legacy she has today.

Assessment Task

The assessment task for this unit requires children to draw on what they have learnt about each significant woman, in order to answer a historical question: 'Who was the most influential?'

Pupils will be asked to summarise the significance of the lives of both women, reflecting on actions during each of their lives which were 'influential.' They will then make a judgement on who they believe was the most influential, giving reasons for their opinion based on what they have learnt.

Comparing Queens – KS1

In this unit, children will compare the lives of three significant British monarchs. The unit begins with pupils developing their understanding of what a monarch is, by exploring the life and achievements of our current monarch Queen Elizabeth II. They will then extend their chronological understanding back in time to explore the lives of Queen Victoria and then Queen Elizabeth I, making comparisons throughout. Children will also develop their knowledge and compare aspects of what life was like in the past, during the Victorian and Tudor periods. Conceptual threads of Power & Democracy, Society, Empire and Conflict run throughout this unit.

In this teaching sequence, children will first consider, 'What is a monarch?' and what is their role. They will learn to place each of the significant Queens from this unit in time. Pupils will then explore the life of Queen Elizabeth II, understanding that her role of a monarch is inherited. Next, pupils will learn about the life of Queen Victoria, and why she is remembered, before learning about life in Britain during her reign. Then, pupils will learn about the life and significance of Queen Elizabeth I, followed by exploring what life was like in Tudor Britain. Pupils will have the opportunity to compare aspects of life during the reigns of Queen Victoria and Elizabeth II.

Assessment Task

The assessment task for this unit is a comparison 'fact file' which allows pupils to demonstrate their historical knowledge, recalling key details about each of the queens they have studied, their lives and what they are remembered for. They will identify similarities and differences between them, before describing what life in Britain was like during Victorian and Tudor times, and what was the same/different about these two time periods.

Toys through Time -Sept 2021