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| **Pendeen HISTORY SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1 / 2 | Half term:  Autumn term 2  YEAR B | SCOPE:  Who were the great explorers? | CONTENT / INTENT:  learn about the lives of significant individuals in the past who have contributed to national and international achievements  know where the people and events they study fit within a chronological framework  compare aspects of life in different periods. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| the lives of significant individuals in the past who have contributed to national and international achievements. | LO: To learn about what explorers are and what they do, when they lived and explain their achievements | LO: To learn about the life of Ibn Battuta, when he lived, describe his achievements and why they were important | LO: To learn about the life of Captain Cook, when he lived, describe his achievements and explain why they were important | LO: To learn who was the first person to reach the South Pole, describe the expedition and compare different explorers | LO: To learn about Sunita Williams’ achievements as an explorer and compare her with other explorers. | LO: To consider which of the four explorers they have studied during this unit they think is the most significant, and explain their reasoning | 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.  Memory book and use low stake questioning to embed into long-term memory. Continue learning following year A curriculum plan |
| SC: -I know what an explorer is and what they do.  - I can place some explorers on a timeline.  - I can describe what the explorers achieved and why it was important. | SC: -I can identify key events in the life of Ibn Battuta.  - I know when Ibn Battuta lived and can locate him on a timeline.  -I can describe the contribution Ibn Battuta’s exploration made to the world. | SC: -I can order a comic-strip biography of Captain Cook.  - I can answer historically valid quiz questions about Captain Cook’s life.  -I can ask historically valid quiz questions about Captain Cook’s life | SC: -I can explain who the first person was to reach the South Pole.  -I can describe Roald Amundsen’s and Captain Scott’s expeditions to the South Pole.  -I can compare different explorers | SC: -I can describe the achievements of astronaut Sunita Williams.  - I can compare explorers and their achievements.  - I can create a photobiography of astronaut Sunita Williams. | SC: - I can say which of the four explorers I have studied I consider to be the greatest.  - I can present arguments to support this opinion.  - I can listen to and evaluate other people’s opinions and their supporting arguments. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Antarctica, Asia, Astronaut, Australia, biography, chronological order, explorer, Hawaii, New Zealand, Pacific Ocean, territory, trade | | | | | | |

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| **Pendeen HISTORY SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1/2 | Half term:  Spring term 2  YEAR B | SCOPE:  How did the first flight change the world? | CONTENT / INTENT  learn about events beyond living memory that are significant globally  know where the people and events they study fit within a chronological framework  identify similarities and differences between ways of life in different periods. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| events beyond living memory that are significant nationally or globally | LO: To learn about events beyond living memory that are significant globally  To know where the people and events that we study fit within a chronological framework | LO: To learn what early aeroplanes were like and compare them to modern aircrafts | LO: To use a timeline to explain the history of aviation and compare two early methods of flight | LO: To describe details of old aeroplanes and understand how they have changed over time | LO: To understand how important the aeroplane is and how people managed before it was invented | LO: To work as a team in creating a video about the first aeroplane flight, the history of aviation and how aeroplanes have changed the world, and evaluating the finished article | 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.  Memory book and use low stake questioning to embed into long-term memory. Continue learning following year A curriculum plan |
| SC:- I know that the Wright brothers were the first people to fly an aeroplane.  -I can locate the first aeroplane flight on a timeline.  -I understand the key features of the first aeroplane flight by retelling the story. | SC: -I can describe some features of the Wrights’ Flyer, and explain how these helped it to fly.  -I can identify similarities between a modern passenger aircraft and the Wrights’ Flyer.  - I can identify differences between a modern passenger aircraft and the Wrights’ Flyer | SC: - I can explain how the Wright brothers fit into the history of aviation.  - I can construct a timeline of aviation history.  - I can compare and contrast two early methods of flight. | SC: - I can put photographs of aeroplanes in chronological order.  - I can use research techniques to find out information about an historical aeroplane.  -I can describe how aeroplanes have developed since they were invented | SC: - I can identify some of the most important roles that aeroplanes play in modern society.  -I can describe how these roles were fulfilled before the aeroplane was invented.  -I can explain the impact that the aeroplane has had in one or more areas. | SC: - I can create a video about the history of the aeroplane that shares knowledge gained and showcases work created over the course of the unit. -I can structure work according to what I have already learned, and produce additional materials as required.  -I can evaluate and change my video to improve it. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Aeroplane, aircraft, aviation, cabin, century, 20th century, cockpit, elevators, engine, flight, flying machine, fuselage, glider, hot air balloon, jet, landing gear, modern, propeller, rudder, significance | | | | | | |

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| **Pendeen HISTORY SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1/2 | Half term:  Summer 1 YEAR B | SCOPE:  How has food changed over time? | CONTENT / INTENT:  understand the historical concepts of continuity and change  identify similarities and differences between ways of life in different periods  understand the connections between cultural, economic, military, political, religious and social history, and how these affect people’s daily lives. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | LO: To study artefacts from different periods of history and to put these artefacts in a chronological context | LO: To name foods eaten in the early 17th century and make comparisons | LO: To identify similarities and differences between the food their grandparents ate when they were children and the food they eat themselves | LO: To discover the history of a particular food, and to understand some of the ways in which we find out about the past and identify different ways in which it is represented | LO: To ask and answer questions about the history of food, and create a presentation of findings | LO: To organise and host a ‘food fair’ in which the children share with a wider audience what they have learned over the course of the unit | 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.  Memory book and use low stake questioning to embed into long-term memory. Continue learning following year A curriculum plan |
| SC: -I can recognise that studying artefacts is one way we can find out about the past.  - I can identify and compare cooking appliances from different periods of history.  - I can arrange cooking appliances in chronological order and place them on a timeline. | SC:- I can name some foods eaten in the early 17th century.  -I can compare and contrast foods eaten by the poor and the wealthy in the early 17th century.  - I can compare and contrast foods eaten in the early 17th century with foods eaten today | SC:- I can use the oral testimony of a guest speaker to draw conclusions about the past.  - I can follow a recipe to make a dish from the 1950s or 1960s.  -I can compare and contrast food from the 1950s and 1960s with food today | SC:- I can use research techniques to find out about the history of a particular favourite food.  - I can present the history in the form of a slideshow.  -I understand ways in which research helps us to discover the past. | SC: - I can ask a question about the history of food.  -I can use research techniques to answer the question.  - I can record and present the answer to the question in an appropriate way. | SC:- I can contribute to discussions about what the food fair will involve, who I will invite, and what I will need to do in order to prepare for it.  - I can work effectively in a group to prepare for the food fair.  -I can interact with visitors to the food fair, sharing what I have learned about the history of food. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Artefact, century, 17th century, chronological order, fluid ounce (fl oz) historical erios, imperial measures, ounce (oz), pint (pt), pound (llb), stuart period | | | | | | |