

Year 1	Term 2	Term 3	Term 5/6
	Unit 1- Explorers	Unit 2- Fact or Fantasy?	Unit 3– Beside the Seaside
National Curriculum Coverage	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. 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.	Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people and places in their own locality.	Events beyond living memory that are significant nationally or globally (The introduction of the railway system in Britain. The impact of the railway system reaching Eastbourne. The construction of the Pier in Eastbourne.) Significant historical events, people and places in their own locality.
Lesson Objectives + Concepts	<ol style="list-style-type: none"> Why is this explorer well known? (Ranulph Fiennes) Compare achievements of two explorers (Amy Johnson– focus on achievement in light of status of women in society at the time) Why did explorers travel long distances in the past? (2 lessons) Who was Neil Armstrong and what was his “small step?” What would it take to be a Mars Explorer? BLACK HISTORY MONTH—Rosa Parks, Nelson Mandela, Nicola Adams (TERM 1) 	<ol style="list-style-type: none"> Why did William Duke of Normandy invade England in 1066? (2 lessons) What were the first Norman castles like? How did the castles that the Normans built change? What was life like inside a Norman castle and what happened to Geoffrey and Thomas on one day in 1150? 	<ol style="list-style-type: none"> Why was it only the privileged who took holidays in Eastbourne in Victorian times? How did the building of a railway change Eastbourne as a holiday resort? Why did Victorians build piers?
Knowledge taught	<ul style="list-style-type: none"> What an explorer does both in the past and in modern times The achievements of Ranulph Fiennes and why he is recognised as the world’s greatest living explorer The accomplishments of Amy Johnson Why Amy Johnson’s achievements were particularly remarkable given the expectations of women in society at that time What Christopher Columbus succeeded in doing during his expeditions Why Christopher Columbus was able to accomplish what he did Who Neil Armstrong was and what he achieved in 1969 What the ‘space race’ was during the 1960s The particular challenges that will be faced by explorers to Mars The personal qualities that most explorers must have in order to succeed 	<ul style="list-style-type: none"> Who William Duke of Normandy and the Normans were. Why William invaded England in 1066. Why the Bayeux Tapestry is such an important historical artefact and source for the invasion. The features of Motte and Bailey castles. How Norman castles changed after William gained control of England. The purpose of Norman stone castles. Why Hereward the Wake presented a threat to Norman rule in England. How society was organised in medieval times – knights, nobles, commoners and serfs. Why Norman castles today are such a popular tourist and visitor attractions. Children learn what it takes to become a knight in Norman times. 	<ul style="list-style-type: none"> Holidays were taken within the UK to seaside resorts Victorian society was very unequal. Wealthy people and poor people lived in very different circumstances Wealthy families could afford to holiday. Working people had little to no time off until the 1871 Bank Holidays Act, and very little pay. Working class people could take day trips on Bank Holidays. How Eastbourne changed from an agrarian hamlet to a tourism oriented town Railways brought in visitors at a fraction of the cost and time Originally piers were just landing docks for pleasure steamers as the holiday craze began to take hold. But as the frenzy of building the railways began and getting to the seaside to take in the cure-all sea air, so did the elaborate building of British piers.
Skills used	Interpreting historical sources (Photographs, films, paintings, woodcut prints, letters, maps), Categorising/classifying, sequencing, comparing/contrasting, empathizing, reasoning/speculating.	Interpreting historical sources (Maps; Modern artistic representations and reconstructions of people, places and events; Photographs; Artefacts; Tapestry; Paintings; Written documents), comparing/contrasting, empathizing, reasoning/speculating.	Interpreting historical sources (Photographs, Paintings and portraits, Statues, Letters, Artefacts, Maps, Propaganda posters, Film), Categorise/Classify, Reason/speculate, Empathise, Compare and contrast, Identify and describe.
Vocabulary to be retained	· Voyage · Explore · Discrimination · New World · Navigate · Pioneer Merchant · Indigenous · Mission · Motive	· Invasion · Conquer · Military · Normans · Medieval · Nobel · Knight · Intimidate · Deterrent · Serf · Commoner · Chronicle · Feudal System	wealth(y), Victorian, inequality, factory, railway, resort, pier, health, privilege, workhouse, tourism, society
Prior learning to recall	Were introduced to people in stories about the past who did important things. Examined and talked about images of familiar situations in the past. Examined artefacts from the past commenting on similarities and differences to modern day equivalents. Heard and discussed accounts of the past involving people, places and events through storytelling and role play. Were supported to organise events using basic chronology. Recognised that things happened before they were born.	Learned about the achievements of some great explorers in the past	Learned about the achievements of some great explorers in the past Learned about medieval society and developments (change over time)
Useful links	https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zj3p8xs (Mandela) https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zkhknrd (Rosa Parks) https://www.bbc.co.uk/bitesize/topics/zhpchbk (Explorers) https://www.bbc.co.uk/bitesize/topics/z8ftp4j/articles/zdb8kty (Moon landing) https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/amy-johnson/	https://www.bbc.co.uk/bitesize/topics/zqbsydm/articles/zq8t6g8 https://www.bbc.co.uk/bitesize/articles/z6bpm39 https://www.bbc.co.uk/teach/class-clips-video/history-ks1-castles-and-knight-home/z2w4bqt	https://www.sirgordonbennett.com/gordons-bugle/british-piers/#:~:text=Originally%20piers%20were%20just%20landing,elaborate%20building%20of%20British%20piers.
Assessment WT ARE GD	PV throughout Mars recruiting poster I can name some famous historical explorers and tell you what they did. I can also compare their achievements and relate this to historical/societal context (Amy J as a woman, Neil A in the context of Space Race). I can also reason about their personal qualities needed to succeed and relate this to a future Mars Explorer.	PV throughout Floor book Timeline I can describe the basic differences between Motte/Bailey castles and Norman stone castles. I can also reason about why these castles changed over time and identify the main protagonists in the Battle of Hastings. I can describe the purposes of Norman castles and reason about why William decided they needed to be built.	Comparison PV Sorting and reasoning Venn diagram I can explain why seaside resorts were popular holiday destinations for Victorians. I can also describe how inequality affected people’s ability to holiday in Eastbourne and what they could do. I can also pinpoint how railway transport changed the fortunes of seaside resorts like Eastbourne and how tourism oriented features sprang up in its aftermath.

Year 2	Term 1/2	Term 3	Term 4
	Unit 1- Start with Art (& Black History Month)	Unit 2- Titanic	Unit 3– First World War
National Curriculum Coverage	Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality	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. Significant historical events, people and places in their own locality (Eastbourne musician)	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.
Lesson Objectives + Concepts	<ol style="list-style-type: none"> Why did these art styles develop and become popular? (cross curricula linked to computing and to art) Who was Frida? How did the difficulties Frida faced inspire her art and her beliefs? 	<ol style="list-style-type: none"> What do hats tell us about the lives of people in Britain in 1912? What kind of hat did Delia buy and where was she going to wear it? What happened to Delia and her fellow passengers on the Titanic between 8.00 am on April 11th and 8.50 am on April 15th 1912? (2 lessons) How was the Titanic disaster reported in 1912? Written recount narrative of the disaster. 	<ol style="list-style-type: none"> What did Charles do wrong? Why were messenger pigeons so important during the First World War? Why were messages sent by pigeon always in code? How did children know that a war was happening in 1916? Why were horses very important during the First World War? How did other animals contribute to the war effort?
Knowledge taught	<ul style="list-style-type: none"> Art styles in different periods of history—why these art styles became popular Who Frida Kahlo was and why her life was significant—a significant female figure in the art world, and in her belief in confronting injustice The life, and difficulties faced by Frida Kahlo—a simple sequencing of key events in her life 	<ul style="list-style-type: none"> When the Edwardian period of British history was and who was the monarch at the time That there were extremes of wealth and poverty in Britain during the Edwardian era Who people referred to as aristocracy were in Edwardian Britain How life for the aristocracy compared with people in the working classes Who emigrants were Why so many emigrants left Britain and Ireland to begin a new life in the USA during Edwardian times Why there were so many emigrants on the Titanic on its maiden voyage to New York in 1912 What occurred on the Titanic during the final 24 hours of its voyage on April 15th 1912 The difference between primary and secondary accounts of what occurred Which event in the timeline I feel was of the greatest significance in the eventual sinking of the Titanic and why 	<ul style="list-style-type: none"> When the First World War happened and where the Western Front was in Europe The countries that made up the Allies The countries that made up the Central Powers Some of the ways that life changed for people living in Britain during the war The main methods of communication in Britain at the time of the First World War and how they compare with today Why messenger pigeons were so important to the Allies during the First World War How horses were used during the First World War and why they were so significant to the war effort The ways in which many other animals were used as part of the war effort How animals are used in a variety of roles today in the military and in rescue and support services
Skills used	Identify, Describe, Observe, Sequence, Compare and contrast, Recall, Summarise, Empathise.	Interpreting sources (Paintings and portraits, Drawings, Monuments, Diaries, Artefacts, Maps, Etchings, Modern interpretations of events such as animations and graphic novel panels) Identify, Describe, Observe, Select, Categorise/Classify, Sequence, Compare and contrast, Recall, Reason/speculate, Summarise, Empathise.	Interpreting skills (Photographs, Posters, Memorial sculptures, Maps, Telegrams, Newspapers, Pathe Newsreel films), Identify, Describe, Observe, Select, Categorise/Classify, Sequence, Compare and contrast, Recall, Reason/speculate, Summarise, Empathise.
Vocabulary to be retained	Impressionism, Pointillism, Surrealism, Abstract, Portrait, Frida Kahlo, Mexico, Polio, disabled Coyoacán, La Casa Azul, Diego Rivera, , heritage, injustice, Piet Mondrian, Georges Seurat, William Morris, Edgar Degas, René Magritte	event, , wealth, , employed, domestic service, servant, society, working classes, ruling class, unskilled, labourer, advertisement, statue, farmhouse, commemorate, honour, respect, United States of America, disease, living conditions, Ireland, transport, dock, passengers, Third Class, Steerage, fleet, destination, Titanic, crew, survived, board, Atlantic Ocean, New York, articles, news, radio, communication, local, global, national, historical narrative, recount, etiquette, minority, poor relief, potato blight, migrant, liner, St Louis, Missouri, Queenstown, embark, representation, impression, account, primary sources, secondary sources, first hand, timeline,	Empire, Invasion, Conflict, Monarch, War, Military, Commemorate, Communicate, Aristocracy, Western Front, Capsule, Cypher, Decode, Patriotic, Enlist, Rationing, Rehabilitation, Reconnaissance, Memorial, Empathy,
Prior learning to recall	Have explored the concept of historical significance Have constructed a timeline Learned that the achievements of some individuals, places and events in history are considered more significant than others Have learned about significant people, places and events in their locality Have learned about inequality in the Victorian period.	Have explored the concept of historical significance Have constructed a timeline Learned that the achievements of some individuals, places and events in history are considered more significant than others Have learned about significant people, places and events in their locality Have learned about inequality in the Victorian period.	Have explored the concept of historical significance Have constructed a timeline Learned that the achievements of some individuals, places and events in history are considered more significant than others Have learned about significant people, places and events in their locality Have learned about inequality in the Victorian and Edwardian period.
Useful links	https://www.museofridakahlo.org.mx/virtual/?lang=en (La Casa Azul virtual tour)	https://www.eastbournebandstand.co.uk/titanic https://www.youtube.com/watch?v=8bTj0tV2H7M https://www.bbc.co.uk/bitesize/topics/zdyhn9q/articles/z7t3vwx https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/sinking-of-the-titanic/	https://www.bbc.co.uk/bitesize/topics/zdyhn9q/articles/z4ngbqt https://school-learningzone.co.uk/key_stage_two/ks2_history/british_history_/world_war_i/world_war_i.html https://www.youtube.com/watch?v=uEU_QFPeCPQ https://www.youtube.com/watch?v=oEvuMhP2CuA
Assessment WT ARE GD	Art & linked pupil voice	Written recount. Describe and categorise images. PV. Discussion and comparison of primary/secondary evidence. Ordering images to create a timeline. I can give a simple explanation of what happened to the Titanic and why, referring to the iceberg and key events. I can also explain why Delia’s hat was so important to her and why she left home. I can also reason about what was the most significant factor in the sinking of the Titanic (e.g. captain’s decisions, profit motive, weather conditions) and discern primary from secondary sources.	Telegrams, Coded cipher messages, Oral response (PV), Floor book, Display of photographs each with a label and sentence to describe how and why it shows how life changed at home during the First World War, I can explain how some different animals were used to help during the First World War. I can also describe how the lives of British families differed before the war to during it. I can also offer reasons for the causes of some of the changes in ways of life, and explain why animal use was so important to the war effort.