

Year 1	Term 1/2	Term 3	Term 5/6
	Unit 1- <i>Explorers</i>	Unit 2- <i>Fact or Fantasy?</i>	Unit 3– <b>Beside the Seaside</b>
National Curriculum Coverage	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  Significant historical events, people and places in their own locality.  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	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 & Knowledge Taught	<u>Term 1</u> <b>1.What is history?</b> <ul style="list-style-type: none"><li>History is the study of the past (things that have already happened)</li><li><b>History</b> is a story, but it can be understood in different ways or looked at from different viewpoints</li><li>Historians are like detectives—investigating what happened, and why, using evidence</li><li>Events can be put into chronological order—time order from furthest ago to most recent</li></ul> <b>2. How and why has Pashley changed physically over time? What can show us?</b> <ul style="list-style-type: none"><li>Pashley Down opened in 1960 (demonstrate on a physical timeline)</li><li>There have been several headteachers since then (Mrs Godding—Ms Cruse—Mrs Clarke...)</li><li>Pashley down has had several extensions and new builds added to the school site</li><li>EYFS and Owls classrooms are much newer than the rest of the school</li><li>There was no farm or terrace area initially, instead it was a long sloping bank</li><li>There used to be two outdoor classrooms, now there is just one</li><li>Changes were made to accommodate more pupils</li><li>Photographs are a form of evidence about the past—changes in familiar locations can be noticed by studying old photographs</li></ul> <b>3. How can we find out what Pashley was like for children in the past? What would you like to know about Pashley in the past?</b> <ul style="list-style-type: none"><li>An “eyewitness” is someone who was there at the time</li><li>They can give evidence about the past as they witnessed the events</li><li>Mr Geal is an eyewitness to Pashley in the 1960s (nearly 60 years ago)</li><li>Ms Cruse is an eyewitness to Pashley in the 2000s (nearly 20 years ago)</li><li>Asking questions of eyewitness is a history detective skill</li></ul> - Follow up with Yr 1 assembly with Mr Geal and Ms Cruse (if poss) [and Mrs Clarke?]  <u>Term 2</u> <b>1.What is so remarkable about these people? (What is an explorer?)</b> <ul style="list-style-type: none"><li>Explorers make journeys. Sometimes these journeys are very dangerous and sometimes they go to places never visited before.</li><li>Explorers are often the first people to achieve something new</li><li>Explorers are brave, courageous, determined and curious</li><li>Explorers come from all different backgrounds, places and cultures</li></ul> <b>2. Who was Amy Johnson and why are her achievements so remarkable?</b> <ul style="list-style-type: none"><li>AJ was born in 1903 (show on physical timeline)</li><li>She disappeared and probably died in 1941 (show on physical timeline)</li><li>AJ was a pilot. She was the first woman to fly solo from England to Australia in 1930 (show on physical timeline)</li><li>Women were openly discriminated against during this time—they were not treated equally with men and it was not considered right for women to do jobs that men had traditionally done</li><li>Amy’s achievements are all the more remarkable considering the expectations of women in society</li></ul> <b>3. Who was Neil Armstrong and what was his “small step?”</b> <ul style="list-style-type: none"><li>Neil Armstrong was a well-known explorer for one very famous step</li><li>NA was born in 1930 and died in 2012 (Show on physical timeline)</li><li>Neil Armstrong was the first person to set foot on the moon, in 1969.</li><li>He was an astronaut for NASA.</li><li>There was a race between Russia and USA to get someone onto the moon first, as the countries were rivals and wanted to look the best to the rest of the world</li><li>NA famously said, “this is one small step for (a) man, one giant leap for mankind.” He meant that this was an incredibly important moment for people everywhere, even though it was just a small step for him.</li></ul>	<b>1. Why did William Duke of Normandy invade England in 1066? (2 lessons)</b> <ul style="list-style-type: none"><li>The events of 1066 occurred nearly 1000 years ago (demonstrated on a physical timeline)</li><li>King Edward the Confessor died in 1066 and four people claimed the throne: Harold Godwinson, Edgar Aetheling, William (Duke of Normandy) and Harald Hardrada</li><li>William believed he had been promised the throne by Edward</li><li>William was from Normandy in France. The people of Normandy were called Normans</li><li>William invaded England in 1066 and defeated Harold Godwinson at the Battle of Hastings.</li><li>William became King of England</li><li>The Bayeux tapestry is an important historical artefact and tells the story of the Norman invasion.</li></ul> <b>2. What were the first Norman castles like?</b> <ul style="list-style-type: none"><li>A historical “source” can tell us information about the past</li><li>Some historical sources are primary—they come from the same timeframe as the event</li><li>The Bayeux Tapestry is a primary source</li><li>Sources can pictures or they can be written</li><li>We can study sources to find out more information</li><li>The Normans built a castle at Hastings</li><li>The first Norman castles were Motte and Bailey castles. They were built of wood</li><li>The motte is a big mound/hill</li><li>The bailey is the large protected space at the centre of the castle</li><li>The keep is a fort at the top of the motte</li><li>A moat usually would surround the castle</li><li>A palisade is a fence made from sharp wooden stakes</li></ul> <b>3. How did the castles that the Normans built change?</b> <ul style="list-style-type: none"><li>The Normans replaced wooden castles with stone ones</li><li>Wood decays and rots away quickly, which involves constant repairs</li><li>Stone is stronger and more weather resistant</li><li>Wood can be burned, while stone cannot</li><li>Stone walls can be built taller and thicker</li></ul> <b>4. Why did the Normans build so many castles?</b> <ul style="list-style-type: none"><li>Before the arrival of the Normans in 1066 most people in England had never seen a proper castle</li><li>The Normans were master castle builders</li><li>Castles acted as a deterrent to attacks</li><li>Castles were intimidating to the English</li><li>The English population vastly outnumbered the Normans and so they needed to create an atmosphere in which they were feared</li><li>Castles “warned” the English that any rebellion would be crushed</li></ul>	<b>1. Why was it only the privileged who took holidays in Eastbourne in Victorian times?</b> <ul style="list-style-type: none"><li>The Victorian period began nearly 200 years ago (demonstrated on a physical timeline)</li><li>Queen Victoria was the monarch at the time</li><li>Holidays were taken within the UK to seaside resorts</li><li>Victorian society was very unequal. Wealthy people and poor people lived in very different circumstances</li><li>Poorer people lived in appalling poor housing conditions, worked long hours and died young</li><li>Men, women and children alike were employed for excessively long hours, in conditions that were often harsh and squalid, to carry out tasks that were physically taxing and frequently dangerous</li><li>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 eventually take day trips on Bank Holidays.</li></ul> <b>2. How did the building of a railway change Eastbourne as a holiday resort?</b> <ul style="list-style-type: none"><li>Before the Victorian era, Eastbourne was a small rural settlement consisting of four villages</li><li>A trainline was built on 14th May 1849, connecting Eastbourne to London and Brighton</li><li>Railways brought in visitors at a fraction of the cost and time</li><li>The town developed rapidly after the opening of the trainline</li><li>An increase in tourists brought in more money and meant the need to develop tourist and leisure facilities</li><li>These facilities included hotels, beachside attractions (pier, bandstand, bathing machines) and restaurants</li></ul> <b>3. Why did Victorians build piers?</b> <ul style="list-style-type: none"><li>In the Victorian era, being at the seaside was believed to be very good for your health</li><li>Many people believed that breathing seaside air, bathing in and even drinking seawater was very good for you</li><li>People holidayed at the seaside to gain these medical benefits</li><li>Life in Victorian cities could be very dirty and there was a lot of air pollution from factories and chimneys</li><li>Originally piers were just landing docks for pleasure steamers (boats for tourists)</li><li>But as the frenzy of building the railways began and more people were getting to the seaside to take in the cure-all sea air, so did the elaborate building of British piers.</li><li>Walking on piers enabled lots of people to breath the sea air</li></ul>

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	Unit 1- <i>Explorers</i>	Unit 2- <i>Fact or Fantasy?</i>	Unit 3– <b>Beside the Seaside</b>
Skills used	Interpreting historical sources (Photographs, films, paintings, maps), Categorising/classifying, sequencing, comparing/contrasting, empathizing, reasoning/speculating.	Interpreting historical sources (Modern artistic representations and reconstructions of people, places and events; 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	History, opinion, timeline, questioning, explore, journey, brave, pilot, astronaut, USA, Russia, chronological, evidence, eyewitness, voyage, courageous, determined, curious, discrimination, motive, society	1066, Normans, Medieval, Knight, Castle, King, Invasion, Intimidate, Deterrent, Conquer, Bayeux Tapestry, Source, Primary, Motte, Bailey, Keep, Moat, Pallisade	Queen, wealthy, poor, holiday, inequality, factory, railway, pier, bandstand, health, seaside, rural, tourist, privilege, pollution, Bank Holiday, tourism, society, Victorian, resort
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.	What history is and some ways we can find out information using evidence. Events can be put into chronological order Timelines can show this order Places and societies change over time Individuals can make significant impacts on history	Sources of evidence can be primary or secondary New types of buildings or constructions can have a huge impact on society
Useful links	<a href="https://www.bbc.co.uk/bitesize/topics/zhpchbk">https://www.bbc.co.uk/bitesize/topics/zhpchbk</a> (Explorers) <a href="https://www.bbc.co.uk/bitesize/topics/z8ftp4j/articles/zdb8kty">https://www.bbc.co.uk/bitesize/topics/z8ftp4j/articles/zdb8kty</a> (Moon landing) <a href="https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/amy-johnson/">https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/amy-johnson/</a> <a href="http://amyjohnsonartstrust.co.uk/her-life/">http://amyjohnsonartstrust.co.uk/her-life/</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zqbsydm/articles/zq8t6g8">https://www.bbc.co.uk/bitesize/topics/zqbsydm/articles/zq8t6g8</a> <a href="https://www.bbc.co.uk/bitesize/articles/z6bpm39">https://www.bbc.co.uk/bitesize/articles/z6bpm39</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks1-castles-and-knight-home/z2w4bqt">https://www.bbc.co.uk/teach/class-clips-video/history-ks1-castles-and-knight-home/z2w4bqt</a>	<a href="https://www.sirgordonbennett.com/gordons-bugle/british-piers/#:~:text=Originally%20piers%20were%20just%20landing,elaborate%20building%20of%20British%20piers.">https://www.sirgordonbennett.com/gordons-bugle/british-piers/#:~:text=Originally%20piers%20were%20just%20landing,elaborate%20building%20of%20British%20piers.</a> <a href="https://localhistories.org/a-history-of-eastbourne/">https://localhistories.org/a-history-of-eastbourne/</a> <a href="https://www.picturesofeastbourne.co.uk/history-timeline-of-eastbourne">https://www.picturesofeastbourne.co.uk/history-timeline-of-eastbourne</a> <a href="http://www.eastbournelive.org.uk/6.html">http://www.eastbournelive.org.uk/6.html</a>
Assessment <b>WT</b> <b>ARE</b> <b>GD</b>	<b>Cold Task</b> — flipchart: What is history? How do we know about the past? <b>I can tell you what history is</b> <b>I can also tell you some ways in which we can find out about the past (photographs, eyewitness information)</b> <b>I can also compare the achievements of some historical explorers and why their achievements were so important.</b>	<b>Cold Task</b> —Draw a castle. Label it. Final assessment sheet including draw a M&B castle and label it. <b>I can describe a Motte and Bailey Castle</b> <b>I can also reason about why these castles changed over time and identify the main protagonists in the Battle of Hastings.</b> <b>I can describe the purposes of Norman castles and reason about why William decided they needed to be built.</b>	<b>Cold Task</b> — Where did these people (Victorians) go on holiday? What did they do there? Draw and label. Final assessment sheet (questions?) <b>I can explain why seaside resorts were popular holiday destinations for Victorians.</b> <b>I can also describe how inequality affected people’s ability to holiday in Eastbourne and what they could do.</b> <b>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.</b>

Year 2	Term 1/2	Term 3	Term 4
	Unit 1- <i><b>Start with Art (&amp; Black History Month in October)</b></i>	Unit 2- <i><b>Titanic</b></i>	Unit 3– <i><b>First World War</b></i>
National Curriculum Coverage	<p>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 (contrast with Y1 explorer learning).</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (Woni Spotts)</p>	Events beyond living memory that are significant nationally or globally.	Events beyond living memory that are significant nationally or globally.
Lesson Objectives & Knowledge Taught	<p><i>Some knowledge in this term can be covered in Year Group assemblies, but please follow-up in class. You can make reference to, and compare with, explorers that were studied in Y1.</i></p> <p><b>1. Who was Ibn Battuta and what did he achieve? (link back to Y1 explorers)</b></p> <ul style="list-style-type: none"><li>Ibn Battuta was born in Morocco in 1304. (Demonstrate on physical timeline)</li><li>Ibn Battuta travelled over 73,000 miles, exploring further than any other explorer of his time.</li><li>Ibn Battuta visited the equivalent of 44 modern countries and spent 30 years away from home.</li><li>Ibn Battuta travelled on the backs of camels, donkeys and horses. He also travelled by foot and by boat. There were no planes, trains or cars.</li><li>Ibn Battuta was a Muslim and started his travels to make pilgrimage to Mecca.</li><li>Ibn Battuta often travelled as part of a caravan for safety.</li></ul> <p>(Activity idea—mark some of the places Ibn visited on a world map [Geog link].)</p> <p><b>2. Who is Woni Spotts and what did she achieve?</b></p> <ul style="list-style-type: none"><li>Woni Spotts was born in the USA in 1964 (Demonstrate on timeline)</li><li>She is the first (verified) black woman to have travelled to every country and continent in the world.</li><li>She visited 165 countries between 1979 and 1982 [show on timeline] and the remaining 35 between 2014 and 2018 [show on timeline]</li></ul> <p><b>3. How do we know about Ibn and Woni’s achievements?</b></p> <ul style="list-style-type: none"><li>Details of Ibn Battuta’s travels were written down into a book (the Rihla) by someone he told all about his journeys. This is the only <i>primary source</i> of evidence about his travels.</li><li>There is no evidence that he had a journal or made any notes on his travels, he would have to rely on memory</li><li>Some historians believe that some parts of the Rihla were made up or copied, and that Ibn Battuta may not have visited <i>all</i> the countries he claimed to. However the Rihla is a very important source of info about the world at the time.</li><li>There is a film that documents some of Woni Spotts’s travels</li><li>There are passport stamps, photos, receipts, tickets and certificates to prove her travels</li><li>Woni Spotts has written a book about her experiences and has social media accounts to share information</li><li>It is difficult to find out about explorers from very long ago compared to more recent ones</li></ul>	<p><b>1. What do hats tell us about the lives of people in Britain in 1912?</b></p> <ul style="list-style-type: none"><li>A lady named Delia McDermott bought a hat in 1912, over 100 years ago (Plot this event on the physical timeline)</li><li>In Britain in 1912 wearing hats was much more common than today both for men and women, young and old. Etiquette (polite behaviour) required adult men and women to wear hats out of doors. More expensive, luxury hats were owned by wealthy people.</li><li>Britain in 1912 was a country of great wealth and prosperity for a small minority of people. They lived in large houses with servants.</li><li>Most people in the poorer working classes such as Delia struggled to make ends meet. In 1912, many people relied upon poor relief (charity) and worked very hard for very little money.</li><li>We can’t know for sure what hat Delia bought as there are only two known photos of her. But we can use historical sources as evidence of what it may have looked like.</li><li>Newspapers and photos of the time are primary sources that can show us popular women’s hats of the period</li></ul> <p><b>2. What does it mean to commemorate? Why are Delia and her friends commemorated?</b></p> <ul style="list-style-type: none"><li>There is a statue of DM in Addergoole, Ireland, showing her and others preparing to leave Ireland and go on a long journey (which also gives a clue about her hat)</li><li>Statues are built to commemorate events and people (remember, celebrate, honour and show respect)</li><li>Delia and the other villages were planning to leave Ireland to find a better life. Life in Addergoole was very hard and many people were very poor.</li><li>They would become “<i>migrants</i>” (someone who moves from one place to another, particularly to find better work or living conditions) and would be able to send back money to their families. (<i>This is important and topical, so ensure to cover the meaning of this word properly and considerately</i>).</li><li>Delia left Ireland onboard the Titanic on April 11th 1912. She was a Third Class passenger, like almost everyone who boarded in Ireland.</li></ul> <p><b>3. What was life like on board the Titanic?</b></p> <ul style="list-style-type: none"><li>Third class accommodation was cramped and basic. The food was very simple but they were served dinners rather than having to bring their own, unlike on other ships</li><li>Cabins slept up to 10 people and their were only 2 baths for more than 1000 third class passengers!</li><li>First class accommodation was luxurious and passengers were well looked-after</li><li>First class passengers were some of the richest and most important people of the time</li><li>The first class facilities were better than on any other ship, and included a huge dining room with live orchestra, a swimming pool, reading rooms and deck games.</li></ul> <p><b>4. How do we know about the Titanic? How did people at the time find out about it?</b></p> <ul style="list-style-type: none"><li>We have primary evidence that can show what it was like to be a passenger on the titanic, including dinner menus, eyewitness accounts, photographs</li><li>We can also gather information from secondary sources, such as textbooks</li><li>In 1912 people did not have televisions (not invented until 1927) or radios (although radio communication was invented in 1897 the first news radio programme was not broadcast anywhere in the world until 1920) in their homes and there was no internet or social media either</li><li>People got their news of what was happening locally and globally from newspapers</li><li>In 1912 there were many hundreds printed up and down the country</li></ul> <p><b>5. What happened to Delia and her fellow passengers on the Titanic?</b></p> <ul style="list-style-type: none"><li>On April 14th 1912, the Titanic struck an iceberg in the Atlantic Ocean and sank two and a half hours later. (Plot onto physical timeline)</li><li>Why there are no photographs of the sinking—there are paintings</li><li>The captain ignored radio warnings of thick ice and large icebergs in the Atlantic and did not slow down.</li><li>The side of the Titanic hit an iceberg while travelling at full speed</li><li>There were only ever enough lifeboats for half the 2,227 passengers. Most people were still onboard when it sunk. Only 705 survivors were rescued by another boat and taken to USA.</li><li>Delia survived by boarding lifeboat 13 (although she left one lifeboat to go back and get her hat!)</li><li>Delia lived the rest of her life in America, marrying and having three children</li></ul> <p><b>6. Hot Task—</b> Assessment session</p>	<p><b>1. Who was Charles and why was he sent to prison?</b></p> <ul style="list-style-type: none"><li>The Great War, or First World War, took place from 1914-1918 (Show on physical timeline)</li><li>Great Britain was at war and many men left home to fight</li><li>Charles (fictional character) was sent to prison for 6 months during the war (debate—what was his crime?!) </li><li>Charles’ crime was against a pigeon—a ‘homing’ or ‘messenger’ pigeon</li><li>To injure or kill a messenger pigeon was a serious crime, punishable by six months in prison or a £100 fine (worth the equivalent of £7,200 today)</li></ul> <p><b>2. How did people communicate during the period of the First World War?</b></p> <ul style="list-style-type: none"><li>During the First World War, very, very few people owned a telephone. They were not mobile phones (artefact exploration possibility—“candlestick” telephones)</li><li>Most people communicated by post, and these may have taken as long as two or three days to reach the person to whom they had been written and addressed.</li></ul> <p><b>3. Why were pigeons so important?</b></p> <ul style="list-style-type: none"><li>Pigeons carried secret messages to and from the soldiers fighting in the trenches at the “front”, and headquarters behind the lines</li><li>The front is where two enemy forces are in contact.</li><li>Trenches were long, narrow ditches dug into the ground where soldiers lived</li><li>Pigeons also carried messages all the way back from France to Britain over the English Channel</li><li>Messenger pigeons proved to be an extremely reliable way of sending messages during the war. Such was the importance of pigeons that over 100,000 were used in the war, with 95 per cent getting through to their destination with their message.</li></ul> <p><b>4. Why were messages always sent in code? Activity opportunity—writing in code and decoding</b></p> <ul style="list-style-type: none"><li>Messages were top secret and were always written in code—a “cipher”</li><li>The message was sent as a cipher so the enemy could not read it</li><li>A message could say something such as where to direct heavy gunfire, or to inform the generals how well an attack was progressing, or whether reinforcements were needed.</li><li>Cher Ami was a very important pigeon who helped rescue nearly 200 American soldiers when they were surrounded by the enemy. Cher Ami was sent with a message for help. It was shot twice but survived and got the message to American headquarters. All the soldiers were saved in a rescue mission as a result.</li><li>Cher Ami flew 40km in just 25 minutes</li></ul> <p><b>5. Why were horses very important during the First World War?</b></p> <ul style="list-style-type: none"><li>Horses were hardly used in fighting at all, unlike in earlier wars. The conditions were not suitable for fighting on horses.</li><li>Millions of horses were used for transport—pulling artillery guns, ambulances and supplies</li><li>There was a lot of deep mud and rough ground on the front, making horses a better option than motor vehicles</li><li>Horses could also be used for carrying message</li><li><i>Book opportunity—The Last War Horses (Big Cat Collins—Turquoise)</i></li></ul> <p><b>4. Can we always trust historical sources? Why might people want to make you think a certain way?</b></p> <ul style="list-style-type: none"><li>Posters were used to encourage men to enlist and fight in the army. This would help the war effort</li><li>These often presented a positive image of the war and the conditions that would make it seem noble or like an adventure</li><li>Other posters told men it was their duty to join, that they would feel proud if they did and guilty or embarrassed if they didn't join.</li><li>The reality (in photos and letters/poems from the front) was very different [USE APPROPRIATE EXAMPLES THAT AVOID DISTRESSING IMAGERY]. Conditions in the trenches were often dreadful.</li><li>Trenches were muddy, rat infested, uncomfortable and the toilets overflowed. Men could develop an illness called “trench foot” as a result</li><li>Men could not sleep much due to the risk of attacks at night</li><li>Many men died, and many were very badly injured. We always remember them every remembrance day, on 11th November, which is the date the First World War ended.</li></ul>

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Skills used	Identify, Describe, Observe, Sequence, Compare and contrast, Recall, Summarise, Empathise.	Interpreting sources (Paintings and portraits, Drawings, Monuments, Artefacts, Maps, 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, Newspapers, Pathe Newsreel films), Identify, Describe, Observe, Select, Categorise/Classify, Sequence, Compare and contrast, Recall, Reason/speculate, Summarise, Empathise.
Vocabulary to be retained	Country, continent, Morocco, USA, primary, evidence, source, explorer, journey  Ibn Battuta, Woni Spotts, pilgrimage, caravan, Rihla, passport	wealth, poverty, statue, United States of America, Ireland, Third Class, destination, Titanic, crew, survived, board, Atlantic Ocean, New York, radio etiquette, minority, poor relief, migrant, liner, embark, account, primary sources, secondary sources, first hand, timeline, commemorate, White Star Line	War, communicate, First World War, telephone, transport, enemy  Front, cipher, code, enlist, Cher Ami, trench, trench foot, remembrance
Prior learning to recall	Have explored the concept of historical significance Have contributed to the construction of a timeline Learned that the achievements of some individuals, places and events in history are considered more significant than others What history is and some ways we can find out information using evidence. Sources of evidence can be primary or secondary	Have explored the concept of historical significance Have constructed a timeline Sources of evidence can be primary or secondary The way that we record evidence has changed over time Have learned about inequality in the Victorian period.	Have explored the concept of historical significance Have constructed a timeline Have learned about inequality in the Victorian and Edwardian period. Have explored that sources of information are not necessarily completely trustworthy
Useful links	<a href="https://www.youtube.com/results?sp=mAEB&amp;search_query=woni+spotts">https://www.youtube.com/results?sp=mAEB&amp;search_query=woni+spotts</a> <a href="https://www.blackhistory.com/2019/05/wonnie-spotts-first-black-woman-travel-every-country-continent.html">https://www.blackhistory.com/2019/05/wonnie-spotts-first-black-woman-travel-every-country-continent.html</a> <a href="https://www.instagram.com/wonispotts/?hl=en">https://www.instagram.com/wonispotts/?hl=en</a> <a href="https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z6jphcw">https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z6jphcw</a> <a href="https://kids.kiddle.co/Ibn_Battuta">https://kids.kiddle.co/Ibn_Battuta</a>	<a href="https://www.eastbournebandstand.co.uk/titanic">https://www.eastbournebandstand.co.uk/titanic</a> <a href="https://www.youtube.com/watch?v=8bTj0tV2H7M">https://www.youtube.com/watch?v=8bTj0tV2H7M</a> <a href="https://www.bbc.co.uk/bitesize/topics/zdyhn9q/articles/z7t3vwx">https://www.bbc.co.uk/bitesize/topics/zdyhn9q/articles/z7t3vwx</a> <a href="https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/sinking-of-the-titanic/">https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/sinking-of-the-titanic/</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zdyhn9q/articles/z4ngbqt">https://www.bbc.co.uk/bitesize/topics/zdyhn9q/articles/z4ngbqt</a> <a href="https://www.youtube.com/watch?v=uEU_QFPeCPQ">https://www.youtube.com/watch?v=uEU_QFPeCPQ</a> <a href="https://www.youtube.com/watch?v=oEvuMhP2CuA">https://www.youtube.com/watch?v=oEvuMhP2CuA</a> <a href="https://www.twinkl.co.uk/go/resource/tg3-e-02-life-in-the-trenches-hotspots">https://www.twinkl.co.uk/go/resource/tg3-e-02-life-in-the-trenches-hotspots</a> <a href="https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z8sssbk#:~:text=Trenches%20were%20long%2C%20narrow%20ditches,Allied%20trenches%20on%20the%20other.">https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z8sssbk#:~:text=Trenches%20were%20long%2C%20narrow%20ditches,Allied%20trenches%20on%20the%20other.</a>
Assessment <b>WT ARE GD</b>	<b>COLD TASK— What can you remember about famous explorers?</b>  <b>I can name some famous historical explorers and tell you what they did.</b>  <b>I can also talk about some differences in how explorers record their travels now compared with hundreds of years ago.</b>  <b>I can explain why some historians do not believe that all of Ibn Battuta’s achievements are true.</b>	<b>COLD TASK—Have you ever been on a boat trip? What was it like? How long were you on the boat? Why did you go on the trip?</b>  <b>I can give a simple explanation of what happened to the Titanic and why, referring to the iceberg and some key events.</b>  <b>I can also explain why Delia’s hat was so important to her and why she left home.</b>  <b>I can also discern primary from secondary sources.</b>	<b>COLD TASK— What jobs can animals do? Did they do any different jobs in the past?</b>  <b>I can explain how some different animals were used to help during the First World War.</b>  <b>I can also explain why messages were encoded and why pigeons were so valuable to the war effort.</b>  <b>I can also explain how war posters didn’t reflect the reality of trench life and why this was so.</b>