

History

Key Stage 1

Curriculum map

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Lessons

Unit 1 Why do we celebrate bonfire night?

Why did Guy Fawkes want to blow up the houses of Parliament?

Who was Guy Fawkes?

How do we celebrate Guy Fawkes Day?

Unit 2 How and why do we celebrate Remembrance Day?

Why do we celebrate Remembrance day?

How is Remembrance Day celebrated in the UK?

How do other countries around the world commemorate those who died in the World Wars?

Unit 3 How have people's lives changed in living memory?

How has popular music changed over the last 60 years? (Part 1)

How has popular music changed over the last 60 years? (Part 2)

4, How have toys changed? (Part 1)

How have toys changed? (Part 2)

How has food changed in the last 60 years?

Where does our food come from?

How has improved transport made the world more connected? (Part 1)

How has improved transport made the world more connected? (Part 2)

How have the ways in which we communicate changed over time? (Part 1)

How have the ways in which we communicate changed over time? (Part 2)

Unit 5 The Great Fire of London

What was life like in the 17th century?

How did London begin?

What was London like at the time of the fire

How did the Great Fire of London start?

How was the Great Fire of London put out?

What was the impact of the Great Fire on London?

What changes were made as a result of the Great Fire of London

To create a timeline of the events of the Great Fire of London

How do we know about the Great Fire of London?

To learn about other instances of destructive fires in London and other major cities around the world

Unit 6 Explorers and adventurers

What is an explorer?

Who was Amelia Earhart?

Who was Neil Armstrong?

Who is Valentina Tereshkova?

Who was Sir Ernest Shackleton?

Who is Sir Ranulph Fiennes?

Who was Marco Polo?

Who was Gertrude Bell?

Learn More

1 Introduction to Broadfields's key stage 2 history curriculum

2. Coherence and flexibility

3. Knowledge organisation

4. Knowledge selection

5. Inclusivity and ambition

6. Pupil motivation and engagement

7. How will pupils make progress?








Philosophy

Six underlying attributes at the heart of Broadfields's curriculum and lessons.

1. Lessons and units are substantive knowledge and vocabulary rich so that pupils build on what they already know to develop powerful knowledge.
2. Knowledge is sequenced and mapped in a coherent format so that pupils make meaningful connections, giving foundations in key British events before learning about worldwide Explorers and Adventurers.
3. Our flexible curriculum enables schools to tailor Broadfields's content to their curriculum and context.
4. Our curriculum is evidence informed through rigorous application of best practice and the science of learning.
5. We prioritise creating a diverse curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.
6. Creating an accessible curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.
7. All History lessons are taught with disciplinary knowledge at its heart, understanding what it is like to think like an historian :



Thinking like an
historian....

| | |
|---|--|
|  | -identify the cause and consequence |
|  | -analyse continuity |
|  | -analyse changes in the past |
|  | -identify similarities and differences |
|  | -understand historical significance (explain the reason) |
|  | -analyse sources and historic evidence |
|  | -analyse historical interpretations |

Units

KS1 History is formed of 6 units and this is the recommended sequence:

| Unit Title | Recommended year group | Number of lessons |
|--|------------------------|-------------------|
| 1. Why do we celebrate bonfire night? | Year 1 | 3 |
| 2. How and why do we celebrate Remembrance Day? | Year 1 | 3 |
| 3. How have people's lives changed in living memory? | Year 1 | 10 |
| 4. The Great Fire of London | Year 2 | 10 |
| 5. Explorers and adventurers | Year 2 | 8 |

There are 4 **Golden threads** running through the Key Stage 1 Units:

Changes within Living Memory:

How have people's lives changed in living memory?

Invasion , Migration and Settlement:

Explorers and Adventurers

Power, government and Religion

Why do we celebrate Bonfire Night? The Great Fire of London

Warfare and Conflict:

How and why do we celebrate Remembrance Day?

(In Key Stage 2: Changes within Living Memory stops, Trade, ideas and communication and Empire, Persecution and Settlement begins)

Year 1

Lessons

Unit 1 Why do we celebrate bonfire night?

Building Blocks:

EYFS - My World in the Past

Remembers and talks about significant events in their own experience.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences

To be able to celebrate diversity within their community and talk about one another's differences and the different ways in which people live their lives and celebrate.

Year 1 RE - What Celebrations do we have in our Lives?

What religious festivals are celebrated?

What religious festivals are celebrated in Christianity?

Year 1 Geography: The UK and its Capital cities (including London and its famous landmarks - including Big Ben and the Houses of Parliament)

| Lesson number | Lesson question | Pupils will learn | Key Question | Key Vocabulary |
|---------------|-----------------|-------------------|--------------|----------------|
|---------------|-----------------|-------------------|--------------|----------------|

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|----|--|---|--|---|
| 1. | Why did Guy Fawkes want to blow up the houses of Parliament? | <ul style="list-style-type: none"> • Pupils will learn Guy Fawkes was a member of a group of plotters who wanted to kill King James whilst he was in the Houses of Parliament. • The plotters were angry at the king and the government and wanted the government to change some laws that they did not like. • The group felt that the government was treating Catholics unfairly and they wanted to rebel against what they felt was unfair treatment. • Guy Fawkes and the other Catholics involved in the plot were angry about having to practise their religion in secret and they wanted this to change. <p><i>Thinking like an historian: analyse changes in the past</i></p> | <p>When did GF blow up the Houses of Parliament?</p> <p>Why did he blow it up?</p> <p>Which religion did King James and Guy Fawkes belong to?</p> <p>Condensed lessons 1 and 2 - reduced the focus on the Catholics vs Protestants dispute and concentrated on the story. Outcome - Children acted out story and sequenced events on a timeline.</p> | Gunpowder plot, Guy Fawkes, King James, Protestants, Catholics, Religion, Houses of Parliament, Government |
| 2. | Who was Guy Fawkes? | <ul style="list-style-type: none"> • Guy Fawkes is the most well-known member of this important conspiracy. • The gunpowder plot was when a group of Catholics tried to blow up the King and the Houses of Parliament. • The Houses of Parliament are where the country's laws are made. • On the 5th November 1605, Guy Fawkes was caught with the gunpowder moments before the King was about to open parliament. | <p>Why did Guy Fawkes blow up the Houses of Parliament?</p> <p>Why/how was GF's plot uncovered?</p> <p>Where was Guy Fawkes sent after the plot failed?</p> | Gunpowder plot, Guy Fawkes, King James, Protestants, Catholics, Religion, Houses of Parliament, Government. |

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| | | <i>Thinking like an historian: identify cause and consequence</i> | | |
| 3. | How do we celebrate Guy Fawkes Day? | <ul style="list-style-type: none"> • Guy Fawkes day is also referred to as 'Bonfire Night'. • Some people in Britain celebrate Guy Fawkes day every year on the 5th of November to commemorate the failure of the gunpowder plot of the 5th November 1605. • The 5th November is a time to celebrate the safety of the King who was not killed by Guy Fawkes and his fellow plotters. • Guy Fawkes Day is usually celebrated with people gathering to light bonfires and watch firework displays. <p>Outcome - Children sequences story independently - included pics of them celebrating Guy Fawkes Night - asked for their experiences</p> <p><i>Thinking like an historian: understand significance (now)</i></p> | <p>What is Guy Fawkes Day?</p> <p>How do we celebrate it?</p> <p>When do we celebrate it?</p> | <p>Gunpowder plot, Guy Fawkes, King James, Protestants, Catholics, Religion, Houses of Parliament, Government, Bonfire, Fireworks, 5th November.</p> |
| <p>Building towards..</p> <p>Subsequent years:How and why we Celebrate Remembrance Day? (another Christian commemorative event)</p> <p>Y2 - The Great Fire of London (London History) , Y5 - Medieval Monarchs (similar period of history)</p> <p>Careers: Pyrotechnician, Museum Curator, Teacher, Heritage Manager, Political Analyst, Political Scientist, Law and order, Sociologist</p> | | | | |

Year 1

Unit 2 How and why do we celebrate Remembrance Day?

Building Blocks:

EYFS - My World in the Past

Remembers and talks about significant events in their own experience.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences

To be able to celebrate diversity within their community and talk about one another's differences and the different ways in which people live their lives and celebrate.

The World around me

To understand the purpose and use of a map.

Year 1

Year 1 Geography: UK and its capital cities

Year 1 History: analysing change in our British past - Why do we Celebrate Bonfire Night

Year 1 RE - What Celebrations do we have in our Lives?

What religious festivals are celebrated?

What religious festivals are celebrated in Christianity?

| Lesson number | Lesson question | Pupils will learn | Key Question | Key Vocabulary |
|---------------|--------------------------------------|--|--|---|
| 1. | Why do we celebrate Remembrance day? | <ul style="list-style-type: none">• How both wars came to an end.• Fighting between the allies in World War 1 came to an end on 11th November 1918.• People celebrate Remembrance Sunday to commemorate those who gave their lives for their country. Condensed lessons 1 and 2 - Outcome -Children make a | <p>When did WW1 start?</p> <p>How did it start?</p> <p>When did it end?</p> <p>Why/how did it end?</p> | Remembrance, World War, Commemorate, Allies, Poppy. |

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| | | <p>wreath in classes to lay and be displayed.</p> <p><i>Thinking like an historian: identify cause and consequence</i></p> | | |
| 2. | How is Remembrance Day celebrated in the UK? | <ul style="list-style-type: none"> • Remembrance day is sometimes referred to as Armistice day. In the UK, people celebrate remembrance day on the second Sunday in November, and this is called Remembrance Sunday. This is the Sunday closest to Armistice day, which is always on the 11th November. • There is a two minute silence at 11 am on Remembrance Sunday. • There are ceremonies at memorials/cenotaphs/churches. • Why do people wear poppies to commemorate those who died in both world wars. <p><i>Thinking like an historian: understand historical significance</i></p> | <p>What does commemorate mean?</p> <p>When is Remembrance Day?</p> <p>How do we celebrate it?</p> <p>Why do we celebrate it?</p> | <p>Armistice, Remembrance, World War, Commemorate, Allies, Poppy, Remembrance Sunday.</p> |
| 3. | How do other countries around the world commemorate those who died in the World Wars? | <ul style="list-style-type: none"> • Armistice day is an important day in France and churches across the country hold services to remember those who have died. • In France, there are military parades on Armistice day and | <p>Who else fought for Britain?</p> <p>What countries were involved in the war?</p> <p>How is it celebrated in France?</p> | <p>Armistice, Remembrance, World War, Commemorate, Allies, Poppy,</p> |

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| | | <p>people lay down special wreaths at war monuments and at an important tomb in Paris.</p> <ul style="list-style-type: none"> ● Remembrance day is celebrated all over the world. ● In most countries, there are special marches and parades. ● In most countries, there are moments of silence, wreaths laid on war monuments, and church services. <p><i>Thinking like an historian: understand historical significance</i></p> | <p>What other countries celebrate it?</p> | <p>Remembrance Sunday.</p> |
| <p>Building towards.. Subsequent years: Y6 World War I and II</p> <p>Careers: Soldier, Royal British Legion Charity Work, Museum Curator, United Nations Peacekeeper</p> | | | | |

Year 1

Unit 3 How have people's lives changed in living memory?

Building Blocks:

EYFS: The World Around Me: Continents of the World, - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries
Finding out and exploring: Using Technology: Know some similarities and differences between things in the past and now
Other Peoples in my World To be able to make connections between the features of their family and other families, To understand the purpose and use of a map.
Around the World: One week per continent

Year 1 Geography: Seven Continents

Year 1 Science: Plants (growing bean and tomato plants)

Animals including Humans (what do different animals eat?)

| Lesson number | Lesson question | Pupils will learn | Key Question | Key Vocabulary |
|---------------|--|--|---|---|
| 1. | How has popular music changed over the last 60 years? (Part 1) | <ul style="list-style-type: none">• Genres of music and music media: vinyl, cassette, CD, MP3, streaming• 1950s Rock n Roll: Elvis Presley• 1960s Pop Music: The Beatles• 1970s RnB: Stevie Wonder• 1980s Disco: Madonna <p><i>Thinking like an historian: analyse continuity, identify similarities and differences</i></p> | <p>How did people used to listen to music?</p> <p>When did people start listening to CDs?</p> <p>What did you like about this song?</p> <p>What kind of music used to be popular?</p> | Music, Listen, Cassette tape, Technology, 60 years, Record player, Gramophone, 1960s-1990s |
| 2. | How has popular music changed over the last 60 years? (Part 2) | <ul style="list-style-type: none">• 1990s Teen Pop: Backstreet Boys• 2000s: Alternative Rock: Coldplay• 2010s: Taio Cruz - Pop• 2020s: Tones and ! -Alternative/Indie <p><i>Thinking like an historian: analyse continuity, identify similarities and differences</i></p> | <p>What kind of music is popular now?</p> <p>What did you think of that piece of music?</p> | Music, Listen, 1990s-2022, MP3 player, Smartphone, |
| 3. | 4, How have toys changed? (Part 1) | <ul style="list-style-type: none">• Look at examples of toys that your grandparents might have played with. | <p>What did children play with in the past?</p> <p>What do children play with</p> | Toys, Modern technology, Past, |

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| | | <ul style="list-style-type: none"> • Look at examples of toys that your parents used to play with. • Look at examples of toys you like to play with. • Compare how these are different and analyse these toys have changed over time. • Which materials were used to make the toys my great-grandparents and grandparents might have played with? Which materials are used to make the toys that I play with now? <p><i>Thinking like an historian: analyse continuity, identify similarities and differences</i></p> | <p>today? What is the same/what is different></p> <p>What materials were used for toys in the past/present?</p> | Present, Playing |
| 4. | <p>How have toys changed? (Part 2)</p> <p>COMBINE WITH LESSON 3</p> | <ul style="list-style-type: none"> • Sort toys into electronic and non-electronic. • Compare how toys have changed over time. • How has modern technology changed the ways in which children play? <p>COMBINE WITH LESSON 3</p> <p><i>Thinking like an historian: analyse continuity, identify similarities and differences</i></p> | <p>What does electric/non electronic mean?</p> <p>Which toys are electronic/non electronic?</p> <p>Did we have electronic toys/non electronic in the past/present?</p> <p>How has modern technology changed the toys that we play with?</p> | <p>Toys, Modern technology, Past, Present, Playing, Modern, Old, Oldest, Electronic, Non-electronic</p> <p>COMBINE WITH LESSON 3</p> |

| | | | COMBINE WITH LESSON 3 | |
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| 5. | How has food changed in the last 60 years? | <ul style="list-style-type: none"> • How did people store food in the era of my great-grandparents and grandparents? • How are we now able to store food and how has technology enabled us to do this well? Refrigerators/freezers. • How have fridges and freezers changed what we eat? • How has globalisation changed the food and drink that we eat? <p><i>Thinking like an historian: analyse continuity, identify similarities and differences</i></p> | <p>What does modern technology mean?</p> <p>How has technology changed how we cook food?</p> <p>What sorts of foods did people like to eat when my great-grandparents were alive?</p> <p>What is the same/ different?</p> | Food, Technology, Store, Cook, Cooker, |
| 5. | <p>Where does our food come from?</p> <p>This lesson was already completed through DT and geography Make links to DT/GEOGRAPHY</p> | <ul style="list-style-type: none"> • The food we eat today comes from lots of different places all over the world. • Matching different foods with their places of origin on a map. <p>Make links to DT/GEOGRAPHY</p> <p><i>Thinking like an historian: identify similarities and differences</i></p> | <p>Can you name 1 food that comes from...</p> <ul style="list-style-type: none"> - North america - South america - Africa - Europe - Asia - Australia <p>Make links to DT/GEOGRAPHY</p> | <p>Food, World, Continents</p> <p>Make links to DT/GEOGRAPHY</p> |

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| 6. | How has improved transport made the world more connected? (Part 1) | <ul style="list-style-type: none"> • The invention of cars. • How cars have developed over time. • The invention of the trains. • How trains have developed over time. <p><i>Thinking like an historian: identify cause and consequence, analyse changes in the past</i></p> | <p>What forms of transport can you think of?</p> <p>Why do people travel by car/ train?</p> <p>What has changed/ stayed the same in travelling by car/train?</p> | Transport, Connected, World, Car, Train. |
| 7. | How has improved transport made the world more connected? (Part 2) | <ul style="list-style-type: none"> • The invention of planes. • How planes have developed over time. • How long does it take to fly to certain countries? Examples: New Zealand, other parts of Europe. • Space travel.# <p><i>Thinking like an historian: identify cause and consequence, analyse changes in the past</i></p> | <p>Which mode of transport would be easier to use when travelling to a different country? (re-cap: train, car or plane)</p> <p>Who was the first person to travel to space?</p> <p>In what year did he travel to space?</p> | Aeroplane, Car, Train, Transport, World, Connected, Spaceship, Yuri Gagarin |
| 8. | How have the ways in which we communicate changed over time? (Part 1) | <ul style="list-style-type: none"> • What was morse code and how was it used in the early stages of radio communication? • How has the radio developed over time? • Are letters still as popular now as they were many years ago? Why or why not? • What are telegrams? | <p>What do you think people used to communicate with friends and family many many years ago when phones were not invented?</p> <p>How do you communicate with friends and family?</p> | Communicate, Technology, Develop, 20th century, Radio, Computers, Telephones |

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| | | <ul style="list-style-type: none"> How have telephones developed over time? <p><i>Thinking like an historian: identify cause and consequence, analyse changes in the past</i></p> | <p>Do we all use the same forms of communication?</p> <p>Do you think it is easier or more difficult to communicate with friends and family who live far away now? And why?</p> | |
| 9. | How have the ways in which we communicate changed over time? (Part 2) | <ul style="list-style-type: none"> How have computers changed the way in which we communicate? What are emails? Modern technology - smartphones/tablets - how have these changed the way in which we communicate? Is it easier now? How has social media changed with ways in which we communicate with others? <p><i>Thinking like an historian: identify similarities and differences</i></p> | <p>What is a smartphone? How can you communicate using a smartphone?</p> <p>What is a laptop? How can you communicate using a laptop</p> <p>What is a tablet? How can you communicate using a tablet?</p> <p>Do we still write letters to communicate? Why do we write letters?</p> | Communicate, Technology, Develop, Modern technology, Smart phones, Tablets. |

Building towards..

Subsequent years:

Y2: Understanding Brazil (Geography - Logging and Cattle Ranching),

Y2: Adventurers and Explorers (History - aviation)

Y2: Animals including Humans (Science - Know there are different food groups, Be able to identify some foods in the different food groups, what is a balanced diet)

Geography:

Y4: Building Locational Knowledge: South America, Y6 Population (Is there enough food in the World? Essay question: "A lack of food is the biggest population challenge of our time": to what extent do you agree?)Y6: Globalisation (Geography - food connection)

Art and Design: Y5: Photography, Y6: Digital/ New media

Design and Technology: Y1 Cooking and Nutrition, Y3 Cooking and Nutrition: health and varied diets, Mechanisms: levers and linkages, Y4: Electronics: simple circuits and switches , Y5: Cooking and nutrition: celebrating culture and seasonality

ICT: Digital Literacy (Y1 - sending an email) Online Safety (every year group)

Careers:

Media - Journalists, Music writers, Agents

Music- songwriting, sound technicians, Music producers , Recording engineer, Composer

Engineering, Transport, Food Standards agency, Import/ Export Manager, Logistics,

ICT: Coding, Software developer, Data Scientist, Computer Scientists

Year 2

Unit 4 The Great Fire of London

Building Blocks:

EYFS - People that help us - Firefighters

Year 1 Geography: The UK and its Capital cities (including London and its famous landmarks - including Big Ben and the Houses of Parliament)

London in the UK (What is the History of London? Starting with the Roman Settlement) History of the River Thames

Year 1 History: Why do we celebrate bonfire night? (17th Century event)

Year 1 Science : Everyday Materials and Seasonal Changes (recording wind direction)

Year 2 Science:Uses of Everyday Materials (flammable/ waterproof)

| Lesson number | Lesson question | Pupils will learn | Key Question | Key Vocabulary |
|---------------|---|---|---|--|
| 1. | Pre-topic assessment - kahoot quiz | | | |
| 2. | How did London begin? | <ul style="list-style-type: none">• To develop an awareness of London in the past, leading up to the events in the Great Fire of London.• To learn about London's founding as a Roman settlement.• To learn about the development of London as an important cultural and economic centre within England. <p><i>Thinking like an historian:</i> identify the cause and consequence</p> | Where is London? How did it begin? Why did Boudicca and her tribe burn Londinium to the ground? | Invasion Romans Boudicca Iceni Tribe Empire Londinium Settlement |
| 3 | What was London like before The Great Fire of London? | <ul style="list-style-type: none">• to learn about the different groups that ruled London after the Romans To learn about how each group changed London in the run up to the 17th century | Who invaded next? How did they like to live? Who was their ruler? When did the monarchy start? | Romans Anglo Saxons Normans Tudors Invasion Invaders |

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| | | <ul style="list-style-type: none"> To learn about how London developed architecturally up until the Great Fire of London. <p><i>Thinking like an historian: analyse continuity and changes in the past</i></p> | | |
| 4 | What was life like in the 17th century? | <ul style="list-style-type: none"> To develop an awareness of life in the 17th century. To understand how people lived in the 17th century. To understand how society was structured in 17th century London. To understand how the government functioned in 17th century London. <p><i>Thinking like an historian: identify similarities and differences</i></p> | <ul style="list-style-type: none"> - Did all Londoners live in the same way? - What was life like in the 17th century? | Reign Parliament Monarchy Tyranny |
| 5. | How did The Great Fire of London start? | Adapted this lesson by using a simplified version of events - worksheet - create a timeline of events of GFoL. <ul style="list-style-type: none"> To learn about the impact the fire had on London's population and physical environment. To learn about the link between the fire and the banishment of the Great Plague of 1665. To learn about the regulations passed with the aim of preventing similar events. | <ul style="list-style-type: none"> - How many people died? - How many houses were destroyed? - How many people were left homeless? - Which London landmarks were destroyed? | Bakery Diary Cathedral Extinguished Pudding Lane Thomas Farriner Spread Timeline Chronological |

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| | | <ul style="list-style-type: none"> • To learn about John Evelyn's and Christopher Wren's plans for rebuilding London. • To understand the role the Great Fire of London played in the development of the insurance industry and the establishment of London's first fire brigade. <p><i>Thinking like an historian: understand historical significance</i></p> | | <p>Date</p> <p>Retell</p> |
| 6 | <p>How was the Great Fire of London put out?</p> <p>(Burn houses to reenact the attempts to extinguish the fire)</p> | <ul style="list-style-type: none"> • To understand the government's response to the fire (with a particular focus on the Mayor Thomas Bloodworth). • To learn about the impact of the government's response. • To debate whether Mayor Bloodworth's approach was correct. • To learn about how the fire was put out. <p><i>Thinking like an historian: understand historical significance</i></p> | <ul style="list-style-type: none"> - What were most buildings made from? - Who initially claimed responsibility for starting the fire? - What was the mayor instructed to do by the king? - What fire fighting equipment was available at the time? | <p>Material</p> <p>Conflict</p> <p>Cathedral</p> <p>Aghast</p> |
| 7. | <p>6.What was the impact of the Great Fire on London?</p> | <ul style="list-style-type: none"> • To read a simple map of an area. • To be able to identify differences and similarities within a given area. • To understand the reasons behind | <ul style="list-style-type: none"> - Which architect was hired to rebuild London? - What material was used to build after the fire? | <p>Comparison</p> <p>Laws</p> |

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| | What changes were made as a result of the Great Fire of London? | <p>these changes and the effects they had on London's population.</p> <p><i>Thinking like an historian: understand historical significance, identify cause and consequence</i></p> | <ul style="list-style-type: none"> - What did the new laws say about how streets were built? | <p>Alleys</p> <p>Monument</p> <p>Insurance</p> |
| 8. | What changes were made to London as a result of the Great Fire | <ul style="list-style-type: none"> • To be able to identify key events of the Great Fire of London. • To be able to sort these into the correct chronological order. • To be able to retell the events of the Great Fire of London. <p><i>Thinking like an historian: analyse changes in the past</i></p> | <ul style="list-style-type: none"> - Who made a record in his diary? - What date did the fire start? - What date did the fire end? | <p>Section</p> <p>Church</p> <p>Homeless</p> <p>Landmark</p> |
| 9. | How do we know about the Great Fire of London | <ul style="list-style-type: none"> • To show in discussion, an understanding of what an 'eyewitness' is. • To recognise aspects of the fire that eyewitnesses saw. • To know that Samuel Pepys saw the fire and that he wrote about it in his diary. • To examine Samuel Pepys' diary entries on the Great Fire of London. <p><i>Thinking like an historian: analyse</i></p> | <ul style="list-style-type: none"> - What is a good historical source? - Why is it a good historical source? - What was the best source from the Great Fire of London | <p>Samuel Pepys</p> <p>Historical source</p> <p>Eye witness</p> <p>Interpret</p> |

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| | | <i>historical interpretations</i> | | |
| 10. | Recap and End of topic assessment. | To recap the Unit of work ready for the End of Unit Assessment. | What did you learn in this lesson? | See above |
| <p>Building towards...</p> <p>Subsequent years:</p> <p>Geography: Y2 -understanding Brazil - UK seasonal weather patterns, Villages, Town and Cities, (types of settlements) Y3 - Water, Weather and climate (wind/heat) Rivers, Building Locational Knowledge: The United Kingdom, Y4 - Migration</p> <p>History: Y3: Prehistoric Britain - Making Fire, Y4 - Roman Britain, Y5 Medieval Monarchs (was Elizabeth I weak and feeble? Link to life in 17th Century lesson)</p> <p>Careers: Town planning, Fire Brigade, Museum of London jobs, Architecture, Health and Safety Careers (Fire safety Managers/ officers, Fire risk assessor)</p> | | | | |

Year 2

Unit 5 Explorers and adventurers

Building Blocks:

EYFS: The World Around me: To understand the purpose and use of a map.

Around the World - one week per continent

Y1: Seven Continents (Geography)

How have people's lives changed in living memory? (Aviation /Communication)

Black History Week: Mae Jameson study (Space)

Literacy - The Landing of Orson (Planets factfile)

| Lesson number | Lesson question | Pupils will learn | Key Question | Key Vocabulary |
|---------------|-------------------------|---|---|---|
| 1. | What is an explorer? | <ul style="list-style-type: none">In this unit of work, we will be learning all about a variety of different explorers who made history. In this lesson, we will be learning about what an explorer is and focusing on the qualities and attributes that an explorer may have. <p><i>Thinking like an historian: understand historical significance</i></p> | <ul style="list-style-type: none">What is an explorer?What characteristics does an explorer need?<i>What is a historian? (Disciplinary knowledge)</i> | Explorer Adventurer History Impact Significance |
| 2. | Who was Amelia Earhart? | <ul style="list-style-type: none">In this lesson, we will learn all about Amelia Earhart. She is one of America's most well-known | <ul style="list-style-type: none">Name her first plane? | Aviation Solo |

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| | | <p>and adventurous aviators, who made history when she completed the first solo flight across the Atlantic Ocean. We will be listening to and then drawing the story of incredible life.</p> <p><i>Thinking like an historian: understand historical significance</i></p> | <ul style="list-style-type: none"> - Which ocean did she fly over? - Where did her around the world flight start? | <p>Pilot</p> <p>Navigator</p> |
| 3. | Who was Neil Armstrong? | <ul style="list-style-type: none"> ● In this lesson, we will learn all about Neil Armstrong. Neil was an astronaut from Ohio in America who made history. He was the first man to walk on the moon. We will be listening and drawing the story of his incredible life. <p><i>Thinking like an historian: understand historical significance</i></p> | <ul style="list-style-type: none"> - Who was in the Apollo 11 crew? - What did he say when they landed on the moon? - What 3 things did he do on the moon? | <p>Moon</p> <p>Astronaut</p> <p>Nasa</p> <p>Space</p> |
| 4. | Who is Valentina Tereshkova? | <ul style="list-style-type: none"> ● In this lesson, we will learn all about Valentina Tereshkova -the first woman to go into space! We will be listening to and drawing the story of her phenomenal life. <p><i>Thinking like an historian: understand historical significance</i></p> | <ul style="list-style-type: none"> - How many women were considered for the mission? - What was the mission called? - Why did the soviet space programme not want her to return to space? | <p>Cosmonaut</p> <p>Soviet Union</p> |

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| 5. | Who was Sir Ernest Shackleton? | <ul style="list-style-type: none"> In this lesson, we will learn all about the incredible adventures of Sir Ernest Shackleton. He wanted to be the first man to reach the South Pole. Sadly, after 4 attempts to get there, he never made it. During this lesson, we look back at the heroic journey Shackleton and his team took, trying to reach the South Pole. <p><i>Thinking like an historian: identify cause and consequence</i></p> | <ul style="list-style-type: none"> What was Shackleton's ship called? Why did it sink? What island did the 22 men live on while he went for help? What did he and his team do when he abandoned his ship? | <p>South Pole</p> <p>Antarctica</p> <p>North Pole</p> <p>Survival</p> |
| 6. | Who is Sir Ranulph Fiennes? | <ul style="list-style-type: none"> In this lesson, we will learn all about the exciting life of Sir Ranulph Fiennes. He has been called the world's greatest living explorer! Ranulph is a British explorer who is attempting a new record-breaking challenge to raise money for charity. If he succeeds, he will become the first person to cross the North and South Poles and climb the highest mountain on each of the world's seven continents. He has 3 continents to go. <p><i>Thinking like an historian: identify similarities and differences (compare to Sir ES)</i></p> | <ul style="list-style-type: none"> What does it mean to cross Antarctica unsupported? What did he do 3 months after his heart attack? Why is he one of the world's greatest living explorers? | <p>Expedition</p> <p>Polar regions</p> <p>Climbing</p> |

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| 7. | Who was Marco Polo? | <ul style="list-style-type: none"> In this lesson, we will learn all about Marco Polo. He was an Italian explorer from Venice. He travelled through Central Asia and China, working for a Chinese ruler. <p><i>Thinking like an historian: analyse changes in the past</i></p> | <ul style="list-style-type: none"> Which country was he from? What did the ruler of China ask him to do? What did he do while he was in prison? | <p>Asia</p> <p>China</p> <p>Prison</p> |
| 8. | Who was Gertrude Bell? | <ul style="list-style-type: none"> In this lesson, we will learn about a famous explorer called Gertrude Bell. She was best known for her travels to the Middle East. She helped lots of countries in the Middle East communicate after World War 1. <p><i>Thinking like an historian: understand historical significance</i></p> | <ul style="list-style-type: none"> Which war did she live through? What was she interested in? Why was she able to travel around the world? Why was she so important to Great Britain? | <p>Middle East</p> <p>Archaeologist</p> |

Building towards:

Subsequent years:

History - Y4: The Romans , Y5 - The Anglo Saxons/ The Vikings - adventurers / explorers as well as invaders, Y6 20th Century Conflict : World War I, World War II and The Cold War (Space race: astronauts v cosmonauts)

Science: Y4: Electricity, Y5 - Earth and Space, Forces, Y6: Electricity

Geography: Y3: Water, Weather and Climate, Y4: Migration, Building Locational Knowledge Hemispheres and tropics, Y5: Biomes, Y6: Globalisation (Marco Polo)

Careers: Explorer or Adventurer! Tour guide, Space career, pilot, aid worker, importing/ exporting products, Diplomat, Spy, politics

Careers:

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Section number & Title

1. Introduction to Broadfields's key stage 1 history curriculum
2. Coherence and flexibility
3. Knowledge organisation
4. Knowledge selection
5. Inclusivity and ambition
6. Pupil motivation and engagement
7. How will pupils make progress?

1 Introduction to Broadfields's key stage 3 history curriculum

The following document outlines the History curriculum for Oak National Academy. The History curriculum below is a starting point, not a finished product. Nationally, we are in a moment of reflection about how to teach History in our schools. Many of us are pausing to consider our curricula and ask whether and how they need improvement. At Saracens Broadfields we are doing the same. We aspire to provide a rich and diverse curriculum that provides an accurate education into the lives of people in the past. This does not mean failing to meet the requirements of the National Curriculum; rather that we wish to do so whilst being representative of the people who played a role in the history of Britain and the rest of the world. We are consulting with our History advisory group and with the sector to develop what will become a full History curriculum. Below are the principles we have held in mind whilst developing our curriculum. This contents page will help you find those principles.

2. Coherence and flexibility

At KSI, history will be offered as a discrete subject. Units may vary in length, depending on the number of lessons required to adequately address the historical topic. At Key Stage 1, six units will initially be provided. Our approach to history is organised around enquiry questions at both the unit and lesson basis. This should not be conflated with 'enquiry' or 'discovery' based learning, but is rather an approach to ensure substantive knowledge is deliberately and explicitly taught and organised in a meaningful fashion, towards answering (and, where appropriate, asking) disciplinary appropriate questions. As such, each unit will be internally coherent, with carefully selected content framed within lesson-specific enquiries (for example, who was the worse King; Richard or John?) and overarching unit enquiries (Who was the greatest medieval monarch?).

In order to maximise flexibility, units will make the assumption of pupils having little prior knowledge that otherwise might be optimal within curriculum. We are aware that schools currently teach statutory national curriculum content at different stages of pupils education (Ancient Greece, for example, may be taught in year 3 in some schools, and year 6 in others). Having said this, references to other units of study will be made where appropriate, especially where a concrete example of an abstract concept is being explored. Schools are strongly encouraged to select units within a two year range with reference to our suggested curriculum map. This is due to the fact that the difficulty of the tasks is pitched at the suggested year group. To attempt to give complete flexibility would inevitably leave some pupils finding the material much too easy, or much too challenging.

3. Knowledge organisation

The enquiries and proposed sequence of enquiries across Saracens Broadfields is organised around the substantive concepts. Broadly, the enquiries will use a narrative to help pupils make sense of the substantive concepts. Each enquiry will have a disciplinary focus of at least one second order concept. This disciplinary focus is made explicit for each enquiry. Within each enquiry, pupils will encounter substantive concepts which will be illustrated through concrete examples. If pupils follow the proposed Saracens Broadfields sequence of enquiries then they will develop a sophisticated understanding of key substantive concepts by coming to appreciate how different manifestations of certain substantive concepts (e.g. empire/revolution) differ and challenge simplistic definitions. Finally, our proposed sequence of enquiries is broadly chronological however, as enquiries are self-contained teachers could choose to develop their own thematic sequence.

4. Knowledge selection

Decisions about what to include in a history curriculum are always difficult and must take into account a number of different curricular aims. Full coverage of statutory subject content included within the national curriculum is a minimum requirement, however exactly what is taught within these topics requires decisions to be made about what to include and, therefore, what to omit.

These are the principles behind our selection of knowledge:

- **Adoptability.** We wanted to ensure that materials were available for the most commonly-taught topics in UK schools so that our resources will be useful to all schools.
- **Diversity and representativeness.** We want to pay meaningful attention to the diversity of past societies, represent the lived experiences of different groups and explore the interconnectedness of British and wider world history.

- **Overview and coherence.** We want students to build secure and coherent narratives of the past. We have tried to balance overview and depth.
- **Preparation for future learning.** Saracens Broadfields is not about giving students something to do, it is about educational continuity. Whether students follow the curriculum as a whole, or access individual lessons or units, we have foregrounded knowledge, concepts and ideas which will be most useful for students' learning in future.

There can be tension between these principles, and we know that we cannot expect everyone to agree with all of our choices. However, we have applied these principles across the curriculum as a whole and made content selection decisions in good faith. We are confident that the Saracens Broadfields curriculum builds a wide-range of important historical knowledge for students.

Within the National Curriculum at Key Stage 2, there are a number of depth studies that schools are able to choose from. In terms of earliest civilisations, we have selected the Shang Dynasty of Ancient China as this gives pupils the opportunity to study Asian history, which otherwise may not be possible and gives pupils a broader understanding of world history from an earlier age. The non-European comparison depth study selected is the Benin Kingdom of West Africa. This allows pupils to gain an understanding of a flourishing African civilisation which contrasts starkly with many aspects of British life during the same period. It also celebrates the many achievements of West African culture and society, which we felt was important before pupils learn about the Trans-Atlantic slave trade. The Saracens Broadfields curriculum goes beyond the national curriculum, with a number of post 1066 studies selected. This is to allow pupils to leave Key Stage 2 with a broad overview of world history across centuries, allowing them to better understand the world around them as well as the discipline of history.

5. Inclusivity and ambition

We want Broadfields's History lessons to support all children. Our lessons are pitched so that all pupils can get an early sense of success. Our enquiries are designed to gradually build up pupil knowledge so that eventually pupils could produce substantial pieces of work; an essay at the end of each. Our tasks are short and varied and embedded within the lesson videos meaning that pupils are not required to navigate away from the video. Where possible, activities will either be modelled or sample answers will be given after work is complete so that pupils can develop a conception of good historical writing.

6. Pupil motivation and engagement

We want to develop pupil thinking through a sequence of lessons. This is so that pupils are in the best position to retain new information and so that pupils will realise new information will help them answer the enquiry question. Each enquiry is designed to be an emergent puzzle and each lesson is designed to promote pupil thought about this emergent puzzle. In order to achieve this, lessons will include mini-activities to try to promote some of the pupil thinking that is fostered through class discussion and skilful teacher questioning.

Through careful knowledge selection and crafting engaging narratives, our teachers will reveal the intrinsic value in learning about the past without overwhelming pupils. Tasks and activities will be carefully designed so that pupils can get a sense of success and therefore feel motivated to keep learning more. The hope is that pupils feel so motivated that they feel the need to answer the enquiry question for themselves.

7. How will pupils make progress?

Students get better at history by building up knowledge of the past which is increasingly complex and secure. As they study particular periods, events and people in the past, they develop a rich understanding of these places and times. Through studying these topics, students also build their chronological knowledge, developing secure chronological frameworks, a sense of period and a coherent narrative of broad developments. Through repeated encounters in different historical contexts students also develop their knowledge of important substantive concepts like empire, trade, tax and rebellion. These layers of knowledge, built over time, give students the foundation to learn new, and increasingly complex information in history, and the Saracens Broadfields Curriculum is designed to build this knowledge effectively and secure it in memory, whether students access single lessons or whole units.

With secure knowledge of the past, students are also able to learn about the discipline of history. Through these units, students will use their knowledge to engage with valid historical questions and learn how historians make sense of the past.