

Our history curriculum aims to inspire pupils' curiosity about the past. It broadens their historical knowledge and equips them with key skills needed to become thoughtful and successful historians. Our intention is to provide pupils with an increased understanding of their own position in their community and the wider world.

Inspiring and enabling our school community to live life to the full



YEAR 1

Subject: History
Intrepid Explorers: Christopher Columbus and Neil Armstrong

Characteristics of an Effective Learner

Courage
 Commitment
 Collaboration
 Creativity
 Curiosity

Prior Learning:

Children have learned about their own past/history, and about the lives of Queen Victoria and Queen Elizabeth II. They have viewed these time periods on a timeline and compared aspects of life in these periods.

Key Vocabulary taught in this unit:

past, present, history, Christopher Columbus, Neil Armstrong, source, artefact

Intent: What do we want the children to know, be able to do by the time they complete this unit)?

Know about the lives of significant individuals in the past who have contributed to national events. Some should be used to compare aspects of life in different periods.

Know about the lives of Columbus and Armstrong and compare aspects of life in these different periods

Use common words and phrases relating to the passing of time and develop an awareness of the past

Use common phrases relating to the passing of time when learning about Columbus and Armstrong (see key vocab box)

Recognise where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

View timeline to see when Columbus and Armstrong carried out their explorations

Compare and contrast Columbus and Armstrong's explorations and consider technological advancements in the different periods

Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Children use knowledge of Christopher Columbus to debate whether he should be called a hero

Children debate and justify whether they think Columbus or Armstrong had a more dangerous journey

Recognise some of the ways in which we find out about the past and identify different ways in which it is represented.

Discover more about Neil Armstrong's journey using photographs, video clips, newspaper articles and recognise why there are no photos or videos of Columbus's journey

Impact / Outcome:

What will the final product / result be?

Children will be able to describe the international events of Columbus and Armstrong. They will be able to show their understanding of how life was similar or different in the times of Columbus and Armstrong and how these differences relate to Columbus and Armstrong's journeys using a Venn Diagram.

P4C Inquiry (where appropriate)

Should Columbus be called a hero? Who do you think had a more dangerous journey?