

***Our Intent is: To support our children’s knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.***



## Forton Primary School

### History

<p align="center"><b>Nicky Nook Class Autumn 1 Year B</b></p>	<p><b>N.C. LINKS:</b> Pupils should be taught about: The lives of significant individuals in the past who have contributed to national and international achievements.</p>			
<p align="center"><b>Etymology – astronaut – from Greek ‘astron ‘star constellation’ and ‘naut’ traveller.</b></p>	<p align="center"><b>Vocabulary:</b></p>			
<p align="center"> <b>Where Once We Stood</b> By <b>Christopher Riley and Martin Impey</b></p> <p><b>Key Concept: SIGNIFICANT PEOPLE / TRANSPORT – Neil Armstrong</b></p> <p><b>Key Question: Why is Neil Armstrong a significant person in history?</b></p> <p><b>Unit Overview:</b> Explain Neil Armstrong’s life and achievements</p>	<p align="center"><b>Subject Specific</b></p>	<p align="center"><b>Chronology Understanding</b></p>	<p align="center"><b>Knowledge and Interpretation</b></p>	<p align="center"><b>Historical Enquiry</b></p>
	Space	Year, timeline, date, when	important figure, celebrate, events,	Photographs, newspapers, evidence, experts, video clips, websites
	Moon	I was little, before I was born, later, earlier, sequence, date order, past,		
	First man	Apollo 11		Evidence Why?

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<p>Order events in history linked to Neil Armstrong’s life and achievements and understand how these fit into the chronology of history</p> <p>Understand the significant of his achievements</p>	<p>Mission</p> <p>Gravity</p> <p>Space suit</p> <p>helmet</p>	<p>present , future</p>		
<p><b>Chronological Context:</b></p> <p>First man to walk on the moon – 1969</p> <p>First British woman to travel to space – Helen Sharman - 1991</p> <p>Tim Peake travelled to space - 2015</p>				
<p><b>New Knowledge Progression:</b></p> <p>Understand what a significant person in history is.</p> <p>Sequence events that happened during Neil Armstrong’s life.</p> <p>Understand why Neil Armstrong is significant.</p>	<p><b>Building on Prior learning from EYFS: Key Learning linked to Historical Development</b></p> <p><b>Communication</b> – talk about key events in own lives, about family, friends, other people including significant people.</p> <p><b>Observe</b> – show an interest insignificant events and experiences in the lives of others, including friends and family members.</p> <p><b>Describe</b> – features of objects, people, places at different times, make comparisons</p>	<p><b>Building on Prior learning when B follow A:</b></p> <p>Understand what a significant person in history is.</p> <p>Sequence events that happened during Florence Nightingale’s life.</p> <p>Explain the impact Florence Nightingale had on the nursing world.</p> <p>Understand why Florence Nightingale is significant.</p> <p>Make links to Florence’s work that is still present in the NHS today.</p>		

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**Research** – find out about people, places, events, objects, ask questions, use different sources to find answers.  
**Chronology** – order simple experiences in relation to themselves and others, including stories, events, experiences.  
**Vocabulary** – language of time when talking about past/present events in their own lives.

Understand where Florence Nightingale fits into the chronology of history.

#### **Key Skills (Disciplinary)**

- **Chronology**
- Order and sequence events and objects.
- Recognise that their own lives are similar and / or different from the lives of people in the past.
- Use common words and phrases concerned with the passing of time.
- Recognise the distinction between past and present.
- Order and sequence some familiar events and objects.
- Identify some similarities and differences between ways of life at different times.
  
- **Interpretation, Enquiry and Using Sources**
- Describe some changes within their living memory (including aspects of national life where appropriate).
- Ask and answer simple questions about the past through observing and handling a range of sources.
- Consider why things may change over time.
- Recognise some basic reasons why people in the past acted as they did.
- Make simple observations about different people, events, beliefs and communities.
- Use sources to answer simple questions about the past.
- Identify some of the basic ways in which the past can be represented.

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- **Communication**
- Talk about what / who was significant in simple historical accounts.
- Demonstrate simple historical concepts and events through role-play, drawing and writing.
- Use a variety of simple historical terms and concepts.
- Describe special or significant events.
- Retell simple stories or events from the past.
- Use simple historical terms.

**Sequence of Lessons:**

1. **LO: To research about Neil Armstrong.**
2. **LO: To ask questions of a significant individual.**
3. **LO: To order events in history.**
4. **LO: To sequence the events that happened during Neil Armstrong's life.**
5. **LO: To write a diary entry from a significant person in history.**

**Enhancements:**

Space Station role play

**End of Unit Outcome:**

Diary entry from Neil Armstrong.

**Oral Assessment:**

**Why is Neil Armstrong a significant person in history?**

**Can you order the events in Neil Armstrong's life?**

**To sequence the events that happened during Neil Armstrong's life?**