


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

Pendle Class Spring 1 Year B	N.C. LINKS: Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.			
Etymology - Expedition is a noun that refers to "a military campaign; the act of rapidly setting forth" ¹ . The word is derived from the Old French word "expedicion" and the Latin word "expeditio"	Vocabulary:			
 Explorers By Nellie Huang	Subject Specific	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Key Concept: TRADE <u>The Golden Age of Exploration</u> Key Question: How have explorers and their findings impacted our world?	Explore Expedition Henry the Navigator Christopher Columbus Portugal Spain Colonies Ferdinand Magellan	BCE, Before Common Era, CE Common Era, BC Before Christ, AD Anno Domini, describe events, dates,century, ancient, decade,	Summarise events, describe, period, compare. Contrast, change, significant events, consequences	Artefact, understand, present, past, argument, debate, reasoned point, evidence, different experiences,
Unit Overview: Research and identify the impact that some of the most influential figures from the age of discovery, including sailors, monarchs, and pirates had on Britain and Europe.				

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<p>Chronological Context:</p> <p>The era known as the Age of Exploration, sometimes called the Age of Discovery, officially began in the early 15th century and lasted through the 17th century.</p> <p>The period is characterized as a time when Europeans began exploring the world by sea in search of new trading routes, wealth, and knowledge.</p>	<p>Europeans Captain James Cook</p>	<p>timeline, chronology. Chronological order, long ago, millennium</p>		<p>primary sources, secondary sources, points of view</p>
<p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • Know key dates, people and events during a time period in history. • Understand the impact of historical events. • Understand the impact of explorer’s findings. • Understand significant aspects of history and the impact upon the wider world. • Know key processes during a historical time period. 	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • Understand what slavery is. • Know about the history of transatlantic slave trade. • Know Lancaster’s role within a period of history. 			
<p>Key Skills (Disciplinary)</p> <p>Chronology</p> <ul style="list-style-type: none"> • Use dates and appropriate historical terms to sequence events and periods of time. • Identify where people, places and periods of time fit into a chronological framework. • Describe links and contrasts within and across different periods of time including short-term and long-term time scales. • Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. 				

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Events, People and Changes

- Describe key aspects of a non-European society such as the early Islamic civilisation.

Interpretation, Enquiry and Using Sources

- Use a wider range of sources as a basis for research to answer questions and to test hypotheses.
- Recognise how our knowledge of the past is constructed from a range of sources.
- Evaluate sources and make simple inferences.
- Choose relevant sources of evidence to support particular lines of enquiry.
- Regularly address and sometimes devise historically valid questions and hypotheses.
- Give some reasons for contrasting arguments and interpretations of the past.
- Describe the impact of historical events and changes.

Communication

- Use appropriate vocabulary when discussing and describing historical events.
- Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.
- Choose relevant ways to communicate historical findings.
- Acknowledge contrasting evidence and opinions when discussing and debating historical issues.
- Use appropriate vocabulary when discussing, describing and explaining historical events.
- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
- Choose the most appropriate way of communicating different historical findings.
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Sequence of Lessons:

1. To identify key dates, people and events during a time period in history.
2. To investigate the impact of historical events.
3. To explore the impact of explorer's findings.
4. To understand significant aspects of history in the wider world.
5. To describe key processes during a historical time period.

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Enhancements:

Links to DT - Ships

End of Unit Outcome:

Information leaflet – different explorers and their findings.

Oral Assessments:

How have explorers and their findings impacted our world?

What are the key dates, people and events during the Golden Age of Exploration?

What was the impact of explorer's findings?

How have these significant aspects of history affected the wider world?