

Topic/themes	Flight	Mary Seacole & Florence Nightingale	Brunel
Key texts	Wings		
Key Focus/Steps to Success	<p>What is history?</p> <ul style="list-style-type: none"> • Events in the past • What is a timeline? <p>How long have people been interested in flying?</p> <ul style="list-style-type: none"> • Elmer the Monk (Malsbury) • Montpellier Brothers <p>When was the first successful aeroplane flight?</p> <ul style="list-style-type: none"> • Wright Brothers <p>What achievements have there been around flight?</p> <ul style="list-style-type: none"> • Amy Johnson (Australia) • Neil Armstrong/Tom Peake <p>Assessment focus</p> <p>(Term 2) Pre Unit Assessment (FN /MS)</p>	<p>Who is Florence Nightingale and why is she remembered?</p> <ul style="list-style-type: none"> • When was the Crimean War? • Events in her life. • Her role in Scutari <p>Who is Mary Seacole and what did she do?</p> <ul style="list-style-type: none"> • Events in her life. • Her role in Scutari <p>Why isn't she as well-known as FN? (comparison)</p> <ul style="list-style-type: none"> • Comparison • Role of black women in society <p>How have hospitals changed?</p> <ul style="list-style-type: none"> • Comparison of hospital now and then. <p>Nightingale Hospitals</p> <ul style="list-style-type: none"> • Impact of FN and MS on nursing today <p>Assessment focus</p> <p>(Term 4) Pre Unit Assessment (Caxton Bell)</p>	<p>Who is Brunel and why is he remembered?</p> <ul style="list-style-type: none"> • Events in his life • National Achievements – Thames Tunnell, SS Great Britan <p>Why is there a statue of Brunel in the town centre?</p> <ul style="list-style-type: none"> • Railway • Box Hill <p>How did the Railway change Swindon?</p> <ul style="list-style-type: none"> • Railway Works • Railway Village • Blueprint for NHS <p>(Trip to Steam/Outreach)</p> <p>Assessment focus</p> <p>(Term 6) Pre Unit Assessment (London Events)</p>
Chronology	<p>When did certain events happen?</p> <p>What was life like at that time?</p> <ul style="list-style-type: none"> • Sequence events, objects from different periods in chronological order. • Know where the people and events they study fit within a chronological framework. 	<p>What happened in FN and MS's lives?</p> <p>When was the Crimean War?</p> <p>What was life like at that time?</p> <ul style="list-style-type: none"> • Sequence events, objects from different periods in chronological order. • Know where the people and events they study fit within a chronological framework. 	<p>When did Brunel live?</p> <p>What projects did he design and make and when?</p> <ul style="list-style-type: none"> • Sequence events, objects from different periods in chronological order. • Know where the people and events they study fit within a chronological framework.
Range and Depth of Historical Knowledge	<p>Who were the.... Elmer the Monk, Montpellier Brothers Wright Brothers?</p> <p>Why did people want to fly?</p> <p>How did these inventions change the world?</p>	<p>Who were Florence Nightingale and Mary Seacole?</p> <p>What did they do?</p> <p>Why was this remarkable?</p>	<p>Who was Brunel?</p> <p>What did he do?</p> <p>What motivated him?</p> <p>Why was this remarkable?</p>

	<p>Why were these people and their achievements significant?</p> <p>Find out about key people and events.</p> <ul style="list-style-type: none"> • Identify similarities and differences between ways of life in different periods. • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally, the first aeroplane flight. • The lives of significant individuals in the past who have contributed to national and international achievements. 	<p>How did these women change the world of nursing and hospitals? Why are they remembered differently? Why were these people and their achievements significant?</p> <p>Find out about key people and events.</p> <ul style="list-style-type: none"> • Identify similarities and differences between ways of life in different periods. • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • 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, Mary Seacole, Florence Nightingale. 	<p>How did this man change the world ? Why is this person and their achievements significant?</p> <ul style="list-style-type: none"> • Find out about key people and events. • Identify similarities and differences between ways of life in different periods. • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • 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.
Interpretations of History	<p>How do we know about these people and events?</p> <ul style="list-style-type: none"> • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Describe similarities and differences of artefacts. 	<p>How do we know about these people and events?</p> <ul style="list-style-type: none"> • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Describe similarities and differences of artefacts. 	<p>How do we know about these people and events?</p> <ul style="list-style-type: none"> • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Describe similarities and differences of artefacts.
Historical Enquiry	<ul style="list-style-type: none"> • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
Organisation and Communication	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms. • Use of time lines and annotated photographs. 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms. • Use of time lines and annotated photographs. 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms. • Use of time lines and annotated photographs.

Vocabulary	year decade century ancient modern long ago timeline date order similar different because important living memory remembers simple mechanical inventions photograph camera detective opinion artefact What...? When...? Where...?	year decade century ancient modern long ago timeline date order similar different because important living memory remembers simple mechanical inventions photograph camera detective opinion artefact What...? When...? Where...?	year decade century ancient modern long ago timeline date order similar different because important living memory remembers simple mechanical inventions photograph camera detective opinion artefact What...? When...? Where...?
Key assessments	Can I place events on a timeline? Can I talk about the first aeroplane and its flight? Can I communicate my knowledge of how flight has changed and how it has impacted our lives?	Can I recall significant changes made by Florence and Mary? Can I discuss why remember these two remarkable women differently? Can I communicate my knowledge of how changes in nursing has impacted our lives.	Can I explain how Brunel has had an impact on our local area of Swindon? Can I recall some of his achievements and how they made a significant difference?

	London Events and Change	Mary Anning	Communication
Prior Knowledge	<ul style="list-style-type: none"> Year 1 – What is history, timelines 	Year 1 – Florence Nightingale and Mary Seacole	Year 1 – Florence Nightingale and Mary Seacole and Brunel
Key Focus/Steps to Success	<p>What was London like in 1605?</p> <ul style="list-style-type: none"> Who was the King in 1605? Why was he so unpopular? What was London like in 1605? <p>Who was Guy Fawkes?</p> <ul style="list-style-type: none"> What were the events of the Gunpowder plot? Legacy <p>Great Fire of London</p> <ul style="list-style-type: none"> Why did it start? Why did it spread? How was it stopped? <p>How do we know?</p> <ul style="list-style-type: none"> Samuel Pepys Natioal Archives <p>What survived?</p> <ul style="list-style-type: none"> Rebuilding Post Fire – regulations Insurance Fire service Modern London 	<p>Who was Mary Anning?</p> <ul style="list-style-type: none"> When did she live? What was her life like? <p>What did she do?</p> <ul style="list-style-type: none"> What did she discover? Why was this important? <p>Why was this a huge achievement?</p> <ul style="list-style-type: none"> What was life like for women? What sort of person must Mary have been to succeed in a man's world? What obstacles did she face? <p>How do we know about Mary's actions?</p> <ul style="list-style-type: none"> Paintings, letters, blue plaque, museum What do these tell us? Do they give an accurate picture? <p>How and why should we remember Mary Anning?</p> <ul style="list-style-type: none"> Should there be a better museum dedicated to her? 	<p>How William Caxton changed the way books were made?</p> <ul style="list-style-type: none"> How were books made before? Why did he want to do it differently? <p>How and why should Caxton be remembered?</p> <ul style="list-style-type: none"> How did his invention change our world? <p>Why did Alexander Graham Bell manage to make a telephone work so long ago and why did he want to?</p> <ul style="list-style-type: none"> What motivated AGB to invent the telephone? <p>Why was Bells invention so important then and now?</p> <ul style="list-style-type: none"> What were the limitations of communication before the telephone? What would life be like without the telephone? <p>How has the telephone improved since the days of Bell?</p> <ul style="list-style-type: none"> Look at the chronology of changes in telephones, design, functionality. <p>How are Alexander Graham Bell and Tim Berners-Lee similar?</p>
Chronology	<p>When did these events happen?</p> <p>How long did they last?</p> <p>Can you order these artefacts?</p> <ul style="list-style-type: none"> Sequence events, objects from different periods in chronological order. Know where the people and events they study fit within a chronological framework. 	<p>When was Mary Anning born?</p> <p>What happened in her childhood?</p> <p>What events were significant in her life?</p> <ul style="list-style-type: none"> Sequence events, objects from different periods in chronological order. Know where the people and events they study fit within a chronological framework. 	<p>When did these events happen?</p> <p>What was life like then?</p> <p>Can you order these artefacts?</p> <ul style="list-style-type: none"> Sequence events, objects from different periods in chronological order. Know where the people and events they study fit within a chronological framework.

<p>Range and depth of Historical Knowledge</p>	<p>Why was the King in 1605 unpopular? What was London like in 1605? How did the fire start, spread and be put under control? Who was Samuel Pepys? What did the king do? What survived and what changed as a result?</p> <ul style="list-style-type: none"> • Find out about key people and events. • Identify similarities and differences between ways of life in different periods. • Events beyond living memory that are significant nationally or globally the Great Fire of London, 	<p>Who was Mary Anning? What did she do? What motivated her? Why was this remarkable? How did this woman change the world? Find out about key people and events.</p> <ul style="list-style-type: none"> • Identify similarities and differences between ways of life in different periods. • The lives of significant individuals in the past who have contributed to national and international achievements. 	<p>Who were William Caxton, Alexander Graham Bell and Tim Berners Lee?? What did they do? What motivated them? Why was this remarkable? How did these men change the world ? Why were these people and their achievements significant?</p> <ul style="list-style-type: none"> • Find out about key people and events. • Identify similarities and differences between ways of life in different periods. • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally [commemorated through festivals or anniversaries]. • 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 William Caxton, Alexander Graham Bell and Tim Berners-Lee
<p>Interpretations of history</p>	<p>How do we know so much when it was so long ago? Is all evidence reliable? Why not?</p> <ul style="list-style-type: none"> • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Describe similarities and differences of artefacts. 	<p>How do we know so much when it was so long ago? Is all evidence reliable? Why not? How do we decide?</p> <ul style="list-style-type: none"> • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Describe similarities and differences of artefacts. 	<p>How do we know so much when it was so long ago? How has evidence changed as a result of these inventions? Does the fact its modern make it more reliable?</p> <ul style="list-style-type: none"> • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Describe similarities and differences of artefacts.

Historical Enquiry	Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
Organisation and communication	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms. • Use of time lines and annotated photographs. 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms. • Use of time lines and annotated photographs. 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms. • Use of time lines and annotated photographs.
Vocabulary	Chronological order era/period The Tudors The Stuarts The Gunpowder Plot plotters Parliament secret King James Guy Fawkes Catholic Protestant traitor treason The Great Fire of London Samuel Pepys diary danger Christopher Wren St Paul's Cathedral impact significant brave pioneer Atlantic Ocean memorial investigate research evidence Why...? historians experts letters newspapers websites detective opinion artefact What...? When...? Where...?	Chronological order era/period The Victorians impact significant brave pioneer memorial museum investigate research evidence Why...? historians experts letters newspapers websites detective opinion artefact What...? When...? Where...?	Chronological order era/period impact significant brave pioneer Atlantic Ocean memorial investigate research evidence Why...? historians experts letters newspapers websites detective opinion artefact What...? When...? Where...?
Key Assessments	<p>Can I explain why the fire started and spread so quickly?</p> <p>Can I use evidence to show how we know so much?</p> <p>Can I explain why evidence needs to be questioned?</p> <p>Can I discuss the impact the fire has had on London and our lives.</p>	<p>Can I explain why Mary Anning is a significant individual?</p> <p>Can I recall key events of her life?</p>	<p>Can I explain the impact Caxton, Bell and Berners-Lee have had on the world?</p> <p>Can I compare their achievements?</p> <p>Can I form my own opinion as to who made the most significant impact?</p>