

History Y2

By the end of Year , children should know:

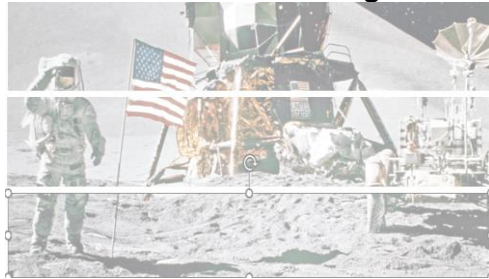
- That Neil Armstrong was the first landed on the moon in 1969 in Apollo 11 accompanied by Buzz Aldrin and Michael Collins was also on the mission but stayed in Columbia (command module)
- America and Russia had been in a 'space race' for years
- Yuri Gagarin was the first Russian in space in 1961
- Captain Scot was one of Britain's most famous explorers
- Captain Scott led the expedition to the Antarctic, the South Pole in a bid to be the first to reach it in 1912
- A Norwegian, Amundsen got to the pole just before Scott
- Scott and his party didn't survive the return journey because of lack of food and the freezing cold
- The reasons why simple changes occur, e.g. why school, shopping today might be considered more enjoyable or quicker than 100 years ago
- period detail children include and use of precise terms.
- that not everyone in the past had the same experience, e.g. when studying the local high street, children grasp that the poor might had no money to shop and therefore very little food to eat and very modest presents for birthdays and Christmas whereas the rich had a very different experience.
- that there may be more than one way of looking at a significant historical person, e.g. some people admired Captain Scott but some were critical of him
- that not all sources of information answer the same questions, e.g. by comparing different accounts of the same event.
- that grandparents' recollections of their childhood might vary
- that not all written accounts in the library books give exactly the same reasons for something,
- that people can disagree about what happened in the past without one of them being wrong.
- that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events
- some changes that have occurred in the local high street over time
- some changes that have occurred to the way we live/shop/sped time in the locality

By the end of Year , children should be able to:

- sequence parts of more complex story where action takes place over a long period of time, e.g. realise that Captain Scott's life can be divided into phases – before he went into exploration, when he was at the South Pole, the journey back
- realise that we use dates to describe events in time, e.g. 1969 – the Moon Landing
- make use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in XXXX', 'in Victorian times', 'when my Grandad was a boy' using phrases such as 'over 300 years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time).
- give simple consequences of somebody's actions, e.g. 'because of the achievements of explorers, we know much more about the world and space'
- give a few reasons for more complex human actions, e.g. why someone might want to do something with great risk to their life
- give clear explanation of an important event, offering two or three reasons why an event took place, e.g. why Captain Scott was beaten to the South Pole; why the team died on the way back.

- spot differences between versions of the same historical event e.g. they see that pictures in books vary in how they depict details like Captain Scott's equipment.
- make deductions about artefacts, spotting clues to function and use and can talk about, for example: how obvious domestic items connected with the past would have been used, possibly through simple role play.
- find answers to questions about objects by looking in books.
- realise that we can gather ideas about a person's life by using a range of sources, such as letters, as well as books.
- ask simple, but relevant, questions of the teacher in the role of, for example, Captain Scott.
- spot the differences and make deductions from and between sources and conclude as to the most common view, going beyond the literal and what can be seen.
- realise that there are potential weaknesses in eyewitness accounts
- retell a complicated story in a simple, structured way, using subordination for time - when, after, before...

The Moon Landing



Scott of the Antarctic



Local History – our High Street



The Moon Landing

Key Enquiry Questions

How do you think we should remember the first man on the moon?
 Has man ever been to the moon and how can we know for sure?
 Why did the astronauts risk their lives going to the moon?
 How were they able to get to the moon and back safely?
 What did they do on the moon?
 Would you take the Golden Ticket and travel to the moon?

Key facts

Neil Armstrong was the first man to walk on the moon and commander of spacecraft on the Apollo 11 mission in 1969.
 Buzz Aldrin was the lunar module pilot and second man to walk on the moon.
 Michael Collins stayed in Columbia orbiting and waiting.
 Yuri Gagarin was the first Russian in space in 1961
 Neil Armstrong who led the mission and was the first person to walk on the moon's surface, said these famous words: "That's one small step for a man, one giant leap for mankind
 Nobody has returned to the moon since 1969

	<p>Key knowledge</p> <ul style="list-style-type: none"> • The Moon landing happened in 1969 after years of the space race between America and Russia • This was a really exciting event less than 70 years after the Wright brothers first flight. Pieces of fabric and wood from the first airplane, the Wright' Flyer travelled to the moon in a lunar module • The Moon Landing changed the world for ever. It showed how clever people were who could land men on the moon and made people very excited about what else could be achieved. • For two hours Aldrin and Armstrong carried out experiments on the moon and collected rock samples • Armstrong Aldrin and Collins were incredibly brave. Would Eagle lift off the moon? Would it join up with Columbia? It was all incredibly complicated and an amazing achievement. • Nobody has returned to the moon since 1969 	
Key Names/Periods		
<p>Neil Armstrong - First man to walk on the moon and commander of spacecraft on the Apollo 11 mission in 1969 Buzz Aldrin - Lunar module pilot and second man to walk on the moon Michael Collins - He stayed in Columbia orbiting and waiting Yuri Gagarin - First Russian in space in 1961 Astronaut - A person who is trained to travel in a spacecraft. Command module - The module where astronauts lived and worked Gravity - On the moon the astronauts felt as light as air so they walked in kangaroo-hops as if bouncing on a trampoline Lunar - Adjective used to describe the moon Module - Parts of the spacecraft-command, service (which carried the fuel etc) and lunar which landed on the moon Orbit - Going around an object Satellite - Object placed in orbit to help with sending information to Earth</p>		
<p>Scott of the Antarctic</p>	<p>Key Enquiry Questions</p> <ul style="list-style-type: none"> • Who is this famous person? • How did Scott get to the South Pole and what happened then? • Why did Scott risk his life going to the South Pole? • How do we know what happened on Scott's last journey? • Why did he not get to the South Pole first? • How should Scott be remembered today? 	<p>Key facts</p> <ul style="list-style-type: none"> • Captain Scott was one of Britain's most famous explorers. • Captain Scott lived over 100 years ago in a very different age. • Captain Scott was an heroic explorer of the Antarctic who reached the South Pole in 1912. • Captain Scott was born in 1868 and died on the return journey from the South Pole. • When they got to the South Pole, a Norwegian explorer – Amundsen - had beaten him them to it.

	<p>Key knowledge</p> <ul style="list-style-type: none"> • The expedition was famous for geographical and scientific work such as with penguins and the hundreds of great photographs they took of the land there which no-one had seen before. • The expedition was famous for geographical and scientific work such as with penguins and the hundreds of great photographs they took of the land there which no-one had seen before. • On the 800-mile journey back Scott's part all died through lack of food and the freezing cold. • His bravery has helped us understand the dangers of polar exploration, such as scurvy, snow blindness and frostbite and how best to use skis, dogs, other forms of transport, as well as types of clothing and food supplies. • After he died he became a hero in Britain and everyone thought how brave he was. • More recently some people have said he was too careless and made mistakes with the planning. 	
<p>Key Names/Periods</p>		
<p>1868 – Captain Scott was born 1881 – he joined the Navy 1901 - Scott led the Discovery expedition to Antarctic 1904 - Discovery returned to Britain 1910 - Terra Nova expedition set sail 1912 - Scott reached the South Pole but dies on return journey</p>		
<p>Local History – our High Street</p>	<p>Key Enquiry Questions</p> <p>What was the high street like before? How has the high street changed? What was in these shops before? What was it like to shop for food? How was my food packaged / stored? How could I pay for my purchases? What have I learnt about how shopping has changed?</p>	<p>Key facts</p> <p>Adlington is a small village that has changed over the time of our parents and grandparents. We can find out about Adlington in the past by talking to people who remember it when they were young. People shop these days in supermarkets and often use bank cards and other electronic means to pay for their shopping. In the past, people only paid with money. Many small shops existed that sold one type of thing – butchers; grocers etc.</p>
<p>Key knowledge/skills</p> <ul style="list-style-type: none"> • Understand that Adlington high street was very different in the time of their parents/grandparents • Know the differences between aspects of their own lives and those of past times. • Use sources to ask and answer questions about the past. • Select and combine information from sources – parents, grandparents, photographs, newspapers 		

- Find answers from sources that go beyond simple observations: make deductions
- Identify similarities and differences across periods
- Demonstrate factual knowledge and understanding of aspects of the past – e.g. know that in the past, supermarkets did not exist and there were separate shops for different items; payment was always made with money, not cards; know that most people walked to the shops so needed to be able to carry their shopping home in bags, not in the car.

Key Names/Periods

Anderton	scales
Adlington	market
1950s	
Sweet shop	grocers
General store	
Butchers	Bolton Rd
Post office	
Shoe repair shop	
Greengrocer	
Café	
Haberdasher	
Garage	