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| **What does it take to be a great explorer?**  Pupils will explore the qualities successful explorers will need, and learn about the achievements of Ranulph Fiennes, Amy Johnson, Christopher Columbus and Neil Armstrong.  **Curriculum coverage:**  • changes within living memory and, 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 lives of significant individuals in the past who have contributed to national and international achievements.  **Objectives:**  • Describe the achievements of Ranulph Fiennes, the qualities he possesses and give reasons why he is recognised as the world’s greatest living explorer;  • Give an account of the accomplishments of Amy Johnson and give reasons which suggest why they can be considered remarkable given the role of women in society at the time;  • Identify and recognise the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons to help understand why he was able to accomplish what he did;  • Describe and suggest reasons to help explain why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did;  • Recognise, observe and suggest reasons for the particular challenges’ explorers venturing to Mars will face and explain the personal qualities they will require to complete the expedition successfully;  • Through personal research, describe the achievements of another major explorer and identify, give reasons and begin to explain the ways of life of most people in the historic period in which they lived.  **Vocabulary:**  Explorer; expedition; continent; ocean; North Pole; South Pole; Antarctica; mountain; Mount Everest; summit; polar; United Kingdom; Himalayas; Asia; courage; bravery; persistence; resilience; patience; aeroplane; transport; pioneer; aviator; university; ‘in service’; occupation; textiles; Civil Service; clerical; administrative; management; salary; equality; ‘women’s work’; engineering; domestic; gender; discrimination; Old World; New World; Europe; Asia; Africa; North America; South America; Oceania; Australia; port; trade; merchant; navigated; compass; voyage; China; silk; manufactured; crew; King; Queen; ship; damaged; palm; anchor; inform; discovered; voyage; islands; numerous; possession; unfurling; standard; abound; gold; inhabitants; affection; trust; Christian; flag; banner; symbol; landscape; native; indigenous; emotions; commercial; rocket; aircraft; NASA; space; astronaut; lunar; universe; mankind; planet; mission; President; United States; billion; dollars; government; world; timeline; speech; Mars; goal; ultimate; extended; remain; solar system; planet; Sun; Venus; kilometres; extremes; advertisement; recruit. | **How do our favourite toys and games compare with those of the children in the 1960s?**  Children will identify and describe some of the most popular toys and games of the 1960s.  **Curriculum coverage:**  •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  •significant historical events, people and places in their own locality.  **Objectives:**  •Identify and describe some of the ways in which historians divide up time such as BC and AD and decades and suggest reasons for doing this;  •Compare, contrast and sequence historical events to create a simple timeline of British history and a personal timeline of their life to date;  •Identify through observation and discussion some of the most memorable events of the 1960s and suggest reasons for their significance;  •Identify and describe some of the most popular toys and games of the 1960s;  •Compare and contrast toys and games of the 1960s with those of today, identifying and describing similarities (continuity) and differences they observe (change);  •Describe and explain the cause of the major change to toys and games since the 1960s;  •Describe what Tim Berners-Lee invented in 1989 and suggest reasons to explain how this has affected toys, games and other aspects of life since then;  •Recognise, describe and explain how they can use Wi-Fi-enabled toys and games safely and securely;  •Describe, collate and compare and contrast the memories of adults who lived in the 1960s by gathering primary evidence from interviews (oral histories).  **Vocabulary:**  Historian; time; BC; AD; abbreviation; order; years; Jesus; timeline; chronological; recent; Ice Age; English Channel; farmer; crops; Britain; Stonehenge; construct; village; Celtic; manufacture; iron; coins; money; Roman; Caesar; Emperor; invade; Queen; Boudica; rebellion; Hadrian’s Wall; conquer; Wales; Vikings; raid; withdraw; Anglo Saxon; kingdom; plaque; King; battle of Hastings; Crusades; Holy Land; Spanish Armada; navy; English Civil War; Great Fire of London; Napoleon; France; slavery; territory; First World War; Second World War; computer; television; Channel Tunnel; Olympic Games; referendum; European Union; decade; century; millennium; order; sequence; change; introduced; replace; shilling; humans; Moon; transplant; Barbie; The Beatles; James Bond; cinema; ring pull; The Jungle Book; film; Walt Disney; videotape recorder; human rights; Martin Luther King; Nobel Peace Prize; Muhammad Ali; boxing; champion; John F. Kennedy; President; United States of America; audiocassette; episode; television; Doctor Who; broadcast; miniskirt; Mary Quant; England; World Cup; Concorde; supersonic; airliner; maiden; flight; Harold Wilson; Prime Minister; ATM; cashpoint; London; colour; toy; game; doll; fashion; television; science fiction; space; continuity; change; similar; different; smart toy; computer; internet; app; Wi-Fi; digital; tablet; algorithm; intelligence; simulate; World Wide Web (WWF); Tim Berners-Lee; interactive; smartphone; social networking; platform; online; CD; DVD; personal computer; website; radical; education; honour; primary evidence; interview; research. | **Who is the Greatest History Maker?**  Pupils will consider the popular historical commemoration of Guy Fawkes Night or Bonfire Night each year in the United Kingdom. Why is this particular event and person commemorated? Having reached a shared awareness of what being a history maker means, the pupils move on to compare and contrast the achievements of a further eight significant people.  Curriculum coverage:  events beyond living memory that are significant nationally or globally  • the lives of significant individuals in the past who have contributed to national and international achievements.  **Objectives:**  • Identify, describe and explain what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom;  • Describe, reason and explain what it means for someone such as Guy Fawkes to make history, that is, doing something so significant (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect they had on other people’s lives, beliefs or ideas;  • Identify, describe and explain how six significant people made history during their lifetime;  • Compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision;  • Reflect upon what history makers might achieve during the remainder of this century and describe and explain what they might wish to be remembered for in the future – the mark they would wish to leave on history;  • Identify, describe and explain why Mary Seacole, Edith Cavell, Millicent Fawcett, Emmeline Pankhurst or Rosa Parks are considered history makers.  **Vocabulary:**  Commemoration; commemorate; ceremony; celebration; Guy Fawkes Night; Bonfire Night; Firework Night; annual; event; engraving; unlawful; harmful; impression; assassinate; King James I; Parliament; House of Lords; rent; cellar; stockpile; gunpowder; guard; Catholic; Protestant; plot; discovered; arrested; torture; executed; survive; Windsor Castle; effigy; beliefs; ideas; timeline; chronology; evidence; significant; independent; Scotland; Ireland; Poland; France; kingdom; Ancient Egypt; BC; United Kingdom; country; city; valley; president; possible; hospital; strengthened; love; prayers; United Nations; revenge; forgive; Nobel Peace Prize; championing; equal rights; grocery; chemistry; university; politics; Conservative Party; chemist; law; Member of Parliament; discrimination; annoyed; determined; willpower; elected; leader; prime minister; Robert Walpole; uncompromising; ‘Iron Lady’; resisting; demands; strike; miners; war; Argentina; Falkland Islands; invade; occupy; divided; River Nile; pharaoh; king; wealthy; expedition; trade; goods; neighbouring; incense; Red Sea; temple; Luxor; hieroglyphics; tourists; marvel; Valley of the Kings; Russia; secret; scientist; Sorbonne; sacrifice; Paris; student; physics; research; experiment; investigation; fact; substance; uranium; radioactive; rays; prize; X-ray machine; doctor; injured; illness; treatment; front line; soldier; ambulance; dangerous; saved; laboratory; island; inherited; protecting; castle; weapon; pirate; seize; fortify; plead; bow; release; bitter; enemy; invasion; revel; will; free; crowned; Henry VIII; Anne Boleyn; conquer; claim; Sir Walter Raleigh; Trinidad; Caribbean; Empire; territories; spices; New World; orphanage; patron; William Shakespeare; paid; perform; ordinary; play; protect; peace; swift; action; Spanish Armada; English Channel; Navy; fleet; victory; Mary, Queen of Scots; plotting; overthrow; Good Queen Bess; monarch. |