

TEAM Multi Academy Trust History & Geography: Great Scott!



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History

Vision

- History plays a crucial role in helping students understand their own identity and sense of place in time.
- The school History Curriculum seeks to develop key skills; uncover important historical (substantive) knowledge and introduce children to disciplinary knowledge (how and why history has been interpreted by historians).
- Students will learn how their locality, Britain, the wider world and different cultures developed through historical periods.

Intent

Children will:

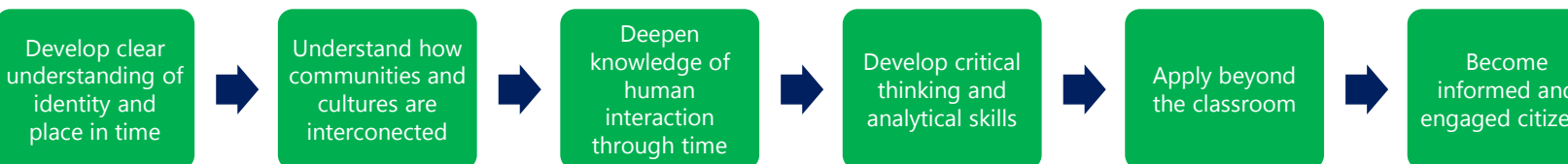


Implementation



Impact

Children will:



Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories of knowledge as well as historical skill.

Reviewing Prior Learning: Speak Like an Expert

Purpose: Sessions that ensure effective retention & recall of information.

Regular sessions at the start of every lesson to review prior learning.

Friday sessions
Dedicated sessions reviewing the week's learning helping to make connections.

Format
Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

Benefits
Students develop strong retention skills, articulate historical knowledge & concepts.

Chronology

Time	225 – 66 million years ago	10,000 BC – 4,000 BC	3,100 BC – 332 BC	1,600 BC – 1,046 BC	1,100 BC - 146 BC
Period	Dinosaurs alive in pre-history	Stone Age	Ancient Egypt	Shang Dynasty	Ancient Greece
Event	230 million years ago -dinosaurs appear 66 million years ago – dinosaurs become extinct	3,100 BC - Skara Brae 2,500 BC - Stonehenge built	2,500 BC - Pyramids built	1600 BC - Shang begins 206 BC - Han expands the Silk Road	776 BC - Olympics 507BC - democracy in Athens
Lives	Mary Anning. Richard Owen. Jack Horner.	Cheddar Man. Amesbury Archer. Lindow Man.	King Narmer. Hatshepsut. Akhenaten. Tutankhamun. Rames II. Cleopatra VII.	Fu Hao. Qin Shi Huang. Confucius.	Socrates (470-399BC). Alexander the Great (356-323BC).
Encountered in	Y1/2	Y3/4	Y3/4	Y5/6	Y5/6

Time	753 BC – 476 AD	750 BC – 900 AD	410 AD – 1066 AD	789 AD – 1066 AD	1066 - 1348
Period	Roman Republic & Empire	Mayan Civilisation	Saxons	Vikings	Norman – Medieval Britain
Event	227BC - founding of Roman Empire 43BC - Emperor Claudius invades England & Wales 410 - Romans leave	300BC - Maya writing 250 - Mayan civilisation at peak 900 - Decline	500 - Battle of Mount Badon 537 - Battle of Camlann 878 - Battle of Edington 1066 - Battle of Hastings	793 - Raid on Lindisfarne 866 - Capture of York (York) 1066 - Battle of Stamford Bridge	1066 - Battle of Hastings
Lives	Augustus / Julius Caesar. Claudius. Boudicca.	K'inich Janaab' Pakal. Lady Six Sky.	King Alfred. St Bede. King Harold.	King Guthrum. Leif Erikson.	William of Normandy.
Encountered in	Y3/4	Y5/6	Y3/4	Y3/4	Y1/2

Time	1348 -1485	1485 - 1603	1603 - 1714	1500 - 1807	1760 - 1840
Period	Medieval Britain	Tudors	Stuarts	Maafa - Atlantic Slave Trade	Industrial Revolution
Event	1348 - Black Death 1381 - Peasants' Revolt	1485 - Battle of Bosworth end of Wars of the Roses 1534 - Establishment of CoFE 1547 - Henry VIII dies	1665 - Great Plague 1666 - Great Fire of London	1441 - Portugal begins slave trade 1883 - End of slavery in British Empire	c1760 - IR beginning
Lives	Richard II. Henry V. Richard III.	Henry VIII. Anne Boleyn. Thomas Cromwell.	King Charles II. Thomas Farrinor.	John Wesley. William Wilberforce. Olaudah Equiano.	George Stephenson IK Brunel.
Encountered in	Y5/6	Y5/6	Y1/2	Y5/6	Y5/6

Time	1837 - 1901	1898 - 1926	1914 - 1945	1945 - Present
Period	Victorians	Heroic Age of Antarctic Exploration	World Wars	Modern Age
Event	1851 Great Exhibition 1870 Education Act	1914-17 - Imperial Transantarctic Expedition	Armistice 11.11.1914 WW2 1939-45	The Space Race 20.7.1969 Moon Landings
Lives	Samuel Wilderspin. Joseph Paxton. Prince Albert.	Sir Ernest Shackleton RF Scott	Winston S Churchill	Neil Armstrong
Encountered in	Y1/2 and Y5/6	Y1/2 and Y5/6	Y5/6	Y1/2 and Y5/6



Great Scott!

Subject: History		Year: 1&2		Term: Spring 1	
National Curriculum Aims		Key Objectives: <ul style="list-style-type: none"> know and understand the history of these islands ... how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world gain and deploy a historically grounded understanding of abstract terms such as 'cold war', 'space race' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history 			
Key Elements		Key Elements: Significant Individuals. Physical – oceans & seas Physical – climate zones			
Key Questions		Five Key questions: What is the climate like in Antarctica? Who is Robert Falcon Scott and why is he significant? What are the similarities and differences between the North and South pole? Where is the UK in relation to Antarctica?			
Curriculum coherence		Building Learning Power - Prior Learning: As students progress through the rolling programme, their historical & geographical knowledge is built, connecting past lessons to new ones. In ' <i>Great Scott!</i> ', students build on learning in Y1/2, where they learn about other significant individuals and, in geography, about different features on the earth. Development of chronological understanding will be built on as will students' ability to make sense of the past from primary sources of evidence including photographs, film, maps and documents. Understanding of decisions historians have made in writing histories of the period will also be developed.			
		Building Futures - Future Learning through the project: <ul style="list-style-type: none"> Foundational Understanding: Students establish a chronological framework by learning about key historical events <i>from 1900-1912</i> and how these fit into a wider chronology Conceptual Development: Students learn about the extremes of temperature and weather in Antarctica and how men in the late 19th and early 20th centuries raced to be first to the South Pole. This lays the groundwork for more learning in KS2 and other complex historical concepts in KS3. Critical Analysis: By continuing to evaluate historical sources and perspectives related to the <i>Key Elements</i>, students develop critical thinking skills (begun already in KS1) that will be essential for analysing historical events in KS2 and KS3. Local Context: Exploring how world events were seen in the local area provides students with a tangible connection to history (through parents' and grand-parents' experience), preparing them to explore local and global historical events in KS2 and KS3. Broader Connections: Students place the <i>Great Scott</i> in broader historical narratives, enabling understanding of connections between different historical periods and the present. Continuity and Change: Analysing the long-term consequences of the death of RFS helps students understand what happened after his expedition. They will also study the historical impact of the race to the pole. Historical Significance: Reflecting on why we remember the race to the pole and RFS in particular. 			
		Vocabulary: See glossary below			
Development of Knowledge	Lesson	Content	Substantive knowledge		Disciplinary knowledge
	Lesson 1	What do you know already about the Antarctic / Arctic and the Race to the Pole? Complete retrieval grids What is the climate like in Antarctica?	Students should understand: <ul style="list-style-type: none"> Antarctica is very, very cold—it's the coldest place on Earth! It's usually windy, with strong, icy winds blowing across the land. There is lots of snow and ice, almost everywhere you look. 		How and why do geographers study Antarctica? [Link to zoom lesson with BAS]

			<ul style="list-style-type: none"> It doesn't get much sunlight in winter, and in summer the sun stays up almost all day. There is no rain in Antarctica. 	
	Lesson 2 / 3	<p>Who was Robert Falcon Scott and why is he significant?</p> <p>Find out about RFS's life <u>before</u> the Terra Nova expedition, including the Discovery Expedition (1901-1904) with Shackleton.</p> <p>Find out about RFS's final expedition – the Terra Nova Expedition (1910-1913).</p>	<ul style="list-style-type: none"> Robert Falcon Scott was an explorer who travelled to Antarctica twice. He wanted to be first to reach South Pole in Antarctica. He led a team of brave people on a long, dangerous journey. Scott's team was beaten to the pole by Roald Amundsen. Scott's journey was still amazing and important. People remember him because he was brave, determined, and never gave up. 	<p>How do historians attribute significance to past events and people?</p> <p>How do historians construct their accounts of the past?</p>
	Lesson 4	<p>What are the similarities and differences between the North and South pole?</p>	<p>Similarities</p> <ul style="list-style-type: none"> Both places are very, very cold. Both have lots of snow and ice. Animals live there, like penguins in Antarctica and polar bears in the Arctic. <p>Differences</p> <ul style="list-style-type: none"> Antarctica is a big continent made of land, while the Arctic is mostly ice floating on water. Penguins live in Antarctica, but polar bears live in the Arctic. Antarctica is at the bottom of the Earth (south), and the Arctic is at the top of the Earth (north). 	
	Lesson 5	<p>Where is the UK in relation to Antarctica?</p>	<ul style="list-style-type: none"> That the UK is in the Northern Hemisphere and Antarctica is in the Southern Hemisphere. How far it is from UK to Antarctica. How large Antarctica is compared to UK. What the climate is like in UK compared to Antarctica. 	
Assess & Review	Lesson 6	<p>Retrieval Grids</p> <p>Add RFS's expeditions to a timeline that includes the reign of Queen Victoria and Queen Elizabeth II</p> <p>Complete retrieval lesson to illustrate what you know about the period at the end of the project.</p>	<ul style="list-style-type: none"> Complete SLaE pages recapping what has been learnt in the project 	<p>What can you recall about how historians use primary sources of evidence?</p>

Glossary

Antarctica	The land mass (continent) at the south of the Earth
South Pole	The point at the very south of the Earth (where lines of longitude meet)
Race to the pole	The race between Shackleton, Scott and Amundsen to reach the South Pole
Arctic	The area of sea - often frozen solid – at the north of the Earth
North Pole	The point at the very north of the Earth (where lines of longitude meet)
Robert Falcon Scott	A navy officer and explorer – part of the race to the pole
Sir Ernest Shackleton	A merchant seaman and explorer – tried to reach the pole in 1907-09
Roald Amundsen	Norwegian explorer and cold climate expert who was first to pole
Climate	A way to describe the weather likely in a region of the Earth over a long period of time
Hemisphere	Half of a sphere (Earth)
The Discovery	RFS's ship for the 1901 expedition
The Terra Nova	RFS's ship for the 1910 expedition
Ice berg	A large mass of ice broken away and floating in the ocean
Glacier	A river of ice flowing very slowly down from the mountains
Polar plateaux	The large, flat area of Antarctic, high above sea level on which the South Pole is found