






Enquiry Question	What made Christopher Columbus and Neil Armstrong good explorers?	Focus:	The lives of significant individuals
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Sequence of lessons	Outcome - from overview	Skills used (NC)	
<p><b>Be Brilliant</b>  <b>CULTURAL DIVERSITY</b> Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.</p>	<p>1, 2 <i>As historians, we are investigating who Christopher Columbus and Neil Armstrong were.</i> (Split across two lessons)</p>	<p>Children explore and compare differences between the two explorers plotting their lives and discoveries on a timeline. Children meet and ask questions to a visitor who remembers watching the moon landing.</p>	<p>Understand that there are different interpretations of the past. Understand that sources are a basis of historical enquiry. Understand how evidence is used to make historical claims. Develop historically-valid questions. Develop an understanding of chronology and short and long-term timescales.</p>
<p><b>Believe</b>  <b>POSSIBILITIES</b> Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p>	<p>3 <i>As historians, we are learning to identify similarities and differences between ways of life in different periods.</i></p>	<p>Research methods of travel, what they ate, how long they were away, what was the reaction to them discovering these places. Record results in groups to create posters for display on the washing line.</p>	<p>Develop an understanding of chronology and short and long-term timescales. Understand the historical concepts of change and continuity. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between international history</p>
<p><b>Bebrave</b>  <b>ADVENTURE</b> Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.</p>	<p>4 <i>As historians, we are learning to understand some of the ways we learn about the past and identify different ways in which is represented.</i></p>	<p>Look at the difference in evidence for each mission and discuss why it is so different.</p>	<p>Understand that there are different interpretations of the past. Understand that sources are a basis of historical enquiry. Understand how evidence is used to make historical claims. Develop historically-valid questions.</p>
<p>5 <i>As historians, we are learning to demonstrate our understanding of the key features of events by asking and answering questions.</i></p>	<p>Role play asking questions to the explorer. Children to take turns in being the explorer.</p>	<p>Understand how and why contrasting interpretations of the past have been constructed. Develop historical enquiry skills.</p>	
<p>6 <i>As historians, we are researching to support a viewpoint on who was the bravest explorer and why.</i></p>	<p>Children prepare for a class debate to decide who was the bravest explorer</p>	<p>Understand that there are different interpretations of the past. Understand how evidence is used to make historical claims.</p>	

Composite: (Cross-curricular) Children debate who was the bravest explorer. As historians, we are debating who was the bravest explorer and why..





**Enquiry Question**


How did Emmeline Pankhurst and Rosa Parks change people's lives?

**Focus:**

The lives of significant individuals

**Be Brilliant**  **CULTURAL DIVERSITY**  
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

**Believe**  **POSSIBILITIES**  
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.




**Be brave**  **ADVENTURE**  
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

Sequence of lessons		Outcome - from overview	Skills used (NC)
1	<i>As historians, we are learning to use a range of historical sources to ask and answer questions about Rosa Parks</i>	Share images with the children including photos, newspaper pics of Rosa Parks Gather information / questions. Complete 'I see, I think, I wonder' task.	Understand that there are different interpretations of the past. Understand that sources are a basis of historical enquiry. Understand how evidence is used to make historical claims. Develop historically-valid questions.
2	<i>As historians, we are learning about the importance of the life of Rosa Parks and why her actions changed history.</i>	Segregate children into groups to become familiar with the word segregation. Who made life difficult for Rosa? Listen and watch Horrible Histories 'I got on the bus.' Children write a short summary of the song.	Understand the concepts of significance. The lives of significant individuals in the past who have contributed to international achievements.
3	<i>As historians, we are learning to research the life of Emmeline Pankhurst using the internet, books and film.</i>	Give children images and information to read and investigate. Children discuss how Emmeline changed lives for women. Make a fact file for Emmeline documenting important events in her life.	Understand continuity and change. Understand how and why contrasting interpretations of the past have been constructed. Understand how people's lives have shaped this nation.
4	<i>As historians, we are learning to compare Parks and Pankhurst and their significance</i>	What did they achieve that was similar? Who did their achievements help? Recognise that both women were activists.	Understand the concepts of similarity, difference and significance. Make connections and draw contrasts. The lives of significant individuals in the past who have contributed to national and international achievements.
5	<i>As historians, we are writing a newspaper report to reflect our learning.</i> Cross-curricular composite.	Children recap their learning and use it to write a newspaper report about either Rosa Parks or Emmeline Pankhurst.	Create their own structured accounts, including written narratives.

Composite  
Read a news report to record about one of people studied.



<b>Enquiry Question</b>	Why was losing the Titanic such a tragedy?	<b>Focus:</b>	Events beyond living memory
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Sequence of lessons	Outcome - from overview	Skills used (NC)		
<p><b>Be Brilliant</b>  <b>CULTURAL DIVERSITY</b> Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.</p> <p><b>Believe</b>  <b>POSSIBILITIES</b> Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p> <p><b>Be brave</b>  <b>ADVENTURE</b> Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.</p>	1	<i>As historians, we are learning to use a range of historical sources to ask and answer questions about the Titanic.</i>	Study a range of historical sources including photos, newspaper extracts and film about the Titanic. Show events of Titanic on timeline from now to Bronze Age (Y1 Stone circles). Gather information / questions. Complete 'I see, I think, I wonder' task.	Understand that there are different interpretations of the past. Understand that sources are a basis of historical enquiry. Understand how evidence is used to make historical claims. Develop historically-valid questions. Develop an understanding of chronology and short and long-term timescales.
	2	<i>As historians, we are learning about the importance of the Titanic and why it was such an important ship in its time.</i>	Where was it built? Who designed it? Who was the captain? What journey did it take? Create a timeline to show the chronology of the Titanic. (add to it each week.)	Understand the concepts of significance. Develop an understanding of chronology and short and long-term timescales. Understand the achievements and follies of mankind.
	3	<i>As historians, we are learning to investigate life on board for the wealthy passengers.</i>	Use photos / freeze frames / hot seating to explore life on board for the wealthy. Why were they on board? What were conditions like for these passengers.	Understand how and why contrasting interpretations of the past have been constructed. Develop historical enquiry skills.
	4	<i>As historians, we are learning to investigate what life was like for the poorer passengers.</i>	Use primary and secondary sources and compare to the experiences of the wealthy passengers. Create a diary entry.	Understand how and why contrasting interpretations of the past have been constructed. Develop historical enquiry skills.
	5	<i>As historians, we are learning about the sinking of the Titanic.</i>	Why was it such a tragic event? Could it have been avoided?	Understand the historical concepts of cause and consequence. Understand the achievements and follies of mankind.
	6	<i>As historians, we are learning to write an account of the sinking of the Titanic.</i>	Writing in wider curriculum: Write a newspaper article about the sinking of the Titanic.	Create their own structured accounts, including written narratives

Composite: Newsround – report on the sinking of the Titanic