

	Autumn	Spring	Summer
Unit of work	Martin Luther King	Neil Armstrong & Mae Jamison	Elizabeth I and Elizabeth II
Link to Programme of study	Children go on a peaceful march and discuss segregation and equal rights. The children will learn about Martin Luther King and how his work helped to change public opinion and forced the government to make discrimination illegal. Children will learn about the bus boycott and Rosa Parks.	A significant event in world history. Children will learn the legacy of Neil Armstrong and subsequent people who went into space.	A significant individual in history. Children will learn about Elizabeth I and how the world has changed since her reign.
Composite knowledge	<p><b>Why is Martin Luther King's 'I have a Dream' speech still important today?</b></p> <p>What can we learn from Martin Luther King?  Why did he want to end segregation?  What makes him a significant individual?  What was it like to live in America as ethnic minority? (African American)</p> <p><b>Substantive Concepts:</b>  Achievements (2) Cultural change (1)</p>	<p><b>Who were Neil Armstrong &amp; Mae Jamison and why are they remembered today?</b></p> <p>Who is Neil Armstrong?  What did he achieve?  Who is Mae Jamison?  What did she achieve?  Who is Tim Peake?  What did he achieve?  What are the similarities and differences between Neil Armstrong and Tim Peake?</p> <p><b>Substantive Concepts:</b>  Achievements (3) Cultural change (2)</p>	<p><b>Why were Queen Elizabeth I &amp; Queen Elizabeth II significant?</b></p> <p><b>Why was Queen Elizabeth I significant?</b></p> <p>What is a monarch?  What were the main events in QE I life?  What was life like when Queen Elizabeth I was alive?  When we compare the times of Elizabeth I and II what is the same and what is different?</p> <p><b>Why was Queen Elizabeth II significant?</b></p> <p>What were the main events in QE II life?  What was life like when Queen Elizabeth II was alive?  When we compare the times of Elizabeth I and II what is the same and what is different?</p> <p><b>Substantive Concepts:</b>  Ruler (2) Achievements (4) Cultural change (3)</p>
Intentional knowledge they need to understand (Component knowledge)	<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>• Bus boycott</li> <li>• I have a dream speech</li> <li>• Nobel peace prize</li> <li>• Assassination</li> </ul>	<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>• First person on the moon</li> <li>• 1960-1969</li> <li>• First African Woman to become an astronaut</li> <li>• First British Person to perform a space walk</li> </ul>	<p><b>Chronology:</b></p> <p>Children will have the opportunity to sequence the events of Elizabeth I's life and compare her timeline with Elizabeth II.  Children will place significant events on two timelines to compare what happened (is happening) during their reigns.  (Birth, when they became queen, significant</p>

	<p><b>Significant individuals:</b> Martin Luther King Rosa Parks</p> <p><b>Sources/Artefacts:</b> Video of 'I have a dream speech' Photos of segregation, Rosa parks arrest, Bus boycott</p>	<p><b>Significant individuals:</b> Neil Armstrong, Buzz Aldrin, Katherine Johnson, Mary Jackson and Dorothy Johnson Vaughn, Tim Peake.</p> <p><b>Sources/Artefacts:</b> video of moon landing Photos, books and documentaries. Now press play – Neil Armstrong</p>	<p>events etc)</p> <p><b>Significant individuals:</b> <i>Significant Individual</i> – Elizabeth – the last Tudor monarch. <i>Similarity</i> – comparison between Elizabeth I and II <i>Difference</i> – How each ruled and how the world has changed between their reigns. We'll look at their influence, travel and geographical changes, and the impact of technology.</p> <p><b>Continuity &amp; change:</b> Children compare what was the same and how things were different (-perhaps through technological developments and changes in society) for the Elizabeths. They'll look at how the role of the monarch has developed over time.</p> <p><b>Cause &amp; consequence:</b> Children will discuss the role of the monarch in context to why we have a royal family and the impact that has on their lives.</p> <p><b>Sources/Artefacts:</b> Children will observe art depicting QE I and II. The children will access web pages and books about Elizabeth I and II.</p>
National Curriculum KS1 (skills)	<p>Pupils should about:</p> <ul style="list-style-type: none"> <li>➤ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>➤ Events beyond living memory that are significant nationally or globally</li> <li>➤ The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>➤ Significant historical events, people and places in their own locality</li> <li>➤ Awareness of the past, using common words and phrases relating to the passing of time</li> <li>➤ Identifying similarities and differences between ways of life in different periods</li> <li>➤ Use a wide vocabulary of everyday historical terms</li> <li>➤ They should be able to ask and answer questions</li> </ul>		
Vocabulary	<p><b>Vocab:</b> <b>Inequality, influential, inspiring, discrimination, race, assassinated, civil rights, boycott</b></p>	<p><b>Vocab:</b> <b>Commander, achievements, breakthrough, plaque, exploration, pioneer, explorer</b></p>	<p><b>Vocab:</b> <b>Explorer, voyage, civilisations, centuries, disease, legacy, colonized, exploration</b></p>

Links to prior knowledge (EYFS)	<p><b>Interpreting History through sources/artefacts</b> : Children will explore a variety of primary &amp; secondary sources and be able to respond and recall information e.g. objects, photos, non-fiction books etc</p> <p><b>Similarity, difference and significance (significant individuals/events, civilizations)</b> Know about people who help us in our community; Know about the important people in their lives</p> <p><b>Continuity and change (settlement)</b> Know some similarities and differences between things in the past and now (ELG)</p> <p><b>Cause &amp; consequence (conflict)</b> Understand how their own behaviour impacts upon others</p> <p><b>Understand Chronology (Main events/people): timelines</b> Understand change over time; Understand and follow a visual timetable for daily routines; Know things that have happened in the past; Sequence events and stories with an understanding of chronological order</p>		
Key knowledge for assessment	<p>When did he make his 'I have a Dream' speech?</p> <p>Why did he want to end segregation?</p> <p><b>Why is Martin Luther King's 'I have a dream' speech still important today?</b></p>	<p>Who is the first man to land on the moon?</p> <p>When did he land on the moon?</p> <p>Who are 3 ladies that helped him get to the moon?</p> <p><b>Who was Neil Armstrong and why is he remembered today?</b></p>	<p>What is a monarch?</p> <p>When did QE I and II rein?</p> <p>What were the main events in QE I life?</p> <p>What were the main events in QE II life?</p> <p>What was life like when Queen Elizabeth I was alive?</p> <p>What was life like when Queen Elizabeth II was alive?</p> <p>When we compare the times of Elizabeth I and II what is the same and what is different?</p> <p>What is their legacy?</p> <p><b>Why were Queen Elizabeth I &amp; Queen Elizabeth II significant?</b></p>
Cross Curricular Links	<p>PSHE</p> <p>Links to Maths – ordering events</p> <p>Music- Rise up song by Jack Hartmann</p> <p>Art- Martin Luther King portraits</p>	<p>Science -Space</p> <p>Links to Maths – ordering events</p> <p>Art/ DT create space crafts and sketches</p> <p>Science - Materials</p>	<p>Science- materials.</p> <p>Links to Maths – ordering events</p> <p>Geography- Where is the UK? Where did they live in the UK?</p> <p>Art/ Geography- creating our own maps</p>
Oracy & Outdoor Learning Links	<p>Peaceful March and banners, Fact file hunt</p> <p>What is meant by 'racial segregation'?</p> <p>What makes Martin Luther King a significant person?</p> <p>Why is MLK's 'I Have a Dream' speech still important today?</p> <p>True or false? The United States is a more equal society because of Martin Luther King's work.</p> <p>End of topic quiz- What do we know about Martin Luther King?</p>	<p>Fact file hunt</p> <p>Role play – Lunar landing</p> <p>Recall and talk about some key information of the first moon landing</p> <p>Discuss the conflict and race to be first on the moon between USA and Russia</p> <p>End of topic quiz- What do we know about Neil Armstrong?</p>	<p>Fact file hunt, Roleplay</p> <p>Debate what makes a person historically significant.</p> <p>Talk about the differences and similarities.</p> <p>Recall and talk about key facts.</p> <p>Oracy- Discuss the role of the monarch in context to why we have a royal family and the impact that has on their lives.</p> <p>End of topic quiz- What do we know about Queen Elizabeth I &amp; Queen Elizabeth II?</p>

