



Reeth Community Primary School and Gunnerside Methodist (VC) Primary School Federation

History Unit Plan – Y1&2 – Race to the Pole / Race to the Moon

	Chronology	Sources and Evidence	Historical Interpretation and evaluation	Organisation and Communication of historical knowledge
Emergent	<ul style="list-style-type: none"> • Talk about past and present events in own life. 	<ul style="list-style-type: none"> • Use pictures and objects to understand past events. 	<ul style="list-style-type: none"> • Understand that some things happened in the past before they were born. 	<ul style="list-style-type: none"> • Present ideas using different historical media to support (e.g. photos, objects etc.) • Talk in a group about past events
Early KS1	<ul style="list-style-type: none"> • Develop an awareness of the past using common words and phrases relating to the passing of time: old / new, past, a long time ago. • To know where the people and events they study fit within a chronological framework. 	<ul style="list-style-type: none"> • Understand that historical information can be gained from a range of sources and identify different ways in which it is represented. 	<ul style="list-style-type: none"> • Learn about changes within living memory that reveal aspects of change in national life. • Learn about understand events beyond living memory that are significant nationally or globally. • Learn about the lives of significant individuals (from a range of backgrounds, ethnicities and genders) in the past who have contributed to national and international achievements. • Identify similarities and differences between ways of life in different periods. • Understand significant historical events, people or places in own locality. 	<ul style="list-style-type: none"> • Present information about given artefacts and sources to show an understanding of key events. • Within each topic ask and answer higher order questions, choosing and using parts of stories and other stories to show that they know and understand key features of events. • Use a wide vocabulary of everyday historical terms.
Middle Lower KS2	<ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of local, British and world history. • Plot a timeline using given dates. 	<ul style="list-style-type: none"> • Begin to differentiate between fact and opinion. • To understand how our knowledge of the past is constructed from a range of sources and gather these independently. 	<ul style="list-style-type: none"> • Make comparisons and connections between different periods of study. • Learn about changes in Britain from the Stone Age to the Iron Age* • Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. * • Learn about the achievements of the earliest civilisations (Ancient Egypt and Indus Valley). • Study an aspect or theme of British history that extends pupils chronological knowledge beyond 1066 (World War 2). • Complete a local history study (Fountains Abbey and Henry VIII). 	<ul style="list-style-type: none"> • Use sources to explain people's actions or why events happened and present using a range of media including I.C.T. • Develop the appropriate use of historical terms. • Devise historically valid questions about change, cause, similarity, difference and significance.
Later Upper KS2	<ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of local, British and world history, establishing clear narratives within and across periods they study. • Put historical periods in chronological order. 	<ul style="list-style-type: none"> • Select relevant sources to use from a range provided • Begin to identify the source of information. • Understand how our knowledge of the past is constructed from a range of sources. • Understand the difference between primary and secondary sources. • Identify bias and possible motive behind sources of evidence. 	<ul style="list-style-type: none"> • Within each topic analyse the consequences of key events, actions of significant figures and developments. • Give reasons why a particular event or person might be viewed and interpreted differently. • Describe different societies and periods from history and make links between features within and across different periods and cultures • Identify connections, contrasts and trends over time. • Learn about the Roman Empire and its impact on Britain. * • Study an aspect or theme of British history that extends pupils chronological knowledge beyond 1066 (Victorians). • Study a non-European society that provides contrasts with British history (Mayan civilisation). • Study ancient Greek life, achievements and influence on the western world. • Study Britain's settlement by Anglo Saxon's and Scots. * • Complete a local history study (lead mining).* 	<ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Develop the appropriate use of historical terms. • Regularly address and devise historically valid questions about change, cause, similarity, difference and significance.
Extended KS3	<ul style="list-style-type: none"> • Understand how events in a timeline can influence each other. • Demonstrate an understanding of simultaneous chronology around the world. 	<ul style="list-style-type: none"> • Independently select own primary and secondary sources relevant to an area of study. Identify the source of information. • Understand how different types of historical sources are used rigorously to make historical claims. 	<ul style="list-style-type: none"> • Discern how and why contrasting arguments and interpretations of the past have been constructed. • Confidently articulate the make connections, draw contrasts and analyse trends within periods and over increasingly longer arcs of time. 	<ul style="list-style-type: none"> • Independently organise historical knowledge and deliver it to a specified audience in an appropriate way. • Use historical terms and concepts in increasingly sophisticated ways.

Bold text = objectives that closely align with school curriculum vision

Red text = modified or additional learning objectives beyond those detailed in the National Curriculum

*** Non statutory examples available in National Curriculum**

History Unit Plan – Y1&2 – Race to the Pole / Race to the Moon

Suggested teaching sequence and ideas

1	2	3	4	5	6
When and where did the race to the Poles happen? (CHRONOLOGY)	Scott and Amundsen – Key historical characters.	What happened next? The race to the Pole.	The Space Race (What is it? Chronology)	Inside Apollo 11	Hidden Figures
<p>Objectives:</p> <ul style="list-style-type: none"> Develop an awareness of the past using common words and phrases relating to the passing of time: old / new, past, a long time ago. To know where the people and events they study fit within a chronological framework. Plot a timeline using given dates. <p>Possible Activities</p> <ul style="list-style-type: none"> Plot a timeline of events before and after the race to the poles (suggestions are: 1890 Cardboard Box is invented; 1908 Olympic Games in London; 1910 George V becomes King; 1911 Amundsen reaches South Pole (Scott in early 1912); 1912 Titanic sinks; 1914 WW1 starts) – explore use of before and after, and over 100 years ago. Use a map to recognise where Antarctica is, this was the only unexplored Continent at the beginning of the 20th Century. Think about why? How did they get there? Plot and explore the journey of the Terra Nova using pictures (see link). How would it have been for people on board (mind map)? How long did it take? What would be taken on an expedition? (you could use the game, I went on an expedition and I took...) 	<p>Objectives:</p> <ul style="list-style-type: none"> Learn about the lives of significant individuals (from a range of backgrounds, ethnicities and genders) in the past who have contributed to national and international achievements. Understand that historical information can be gained from a range of sources and identify different ways in which it is represented. Present information about given artefacts and sources to show an understanding of key events. Understand the difference between primary and secondary sources. <p>Possible Activities</p> <ul style="list-style-type: none"> Present the children with basic biographical information about both characters (secondary source) and get children to produce profiles of each (this could be done inside the outline of an explorer or developed into a character profile format (with criteria like DOB, Country of origin, Name of Ship etc.). Consider the two expeditions, what did each one take? What was the same? What was different? Key items could be listed (you could even pack your own boat) Look at pictures from the expeditions (primary sources) and annotate with ideas about what life would have been like? Opinion line – Who was the most prepared? How brave do you think these characters were? Would you like to have gone on this expedition? (in each case see if children can justify their ideas). 	<p>Objectives:</p> <ul style="list-style-type: none"> Present information about given artefacts and sources to show an understanding of key events. Within each topic ask and answer higher order questions, choosing and using parts of stories and other stories to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms. Begin to differentiate between fact and opinion. <p>Possible Activities</p> <ul style="list-style-type: none"> Children could be given a short account of each expedition (orally or written) and asked to work out which one got there first. They could also be asked what happened to Amundsen (survived) and Scott (deceased). Using a range of photos, examples and possibly videos, pupils could try to create a short diary entry for arrival at the pole (you can pick which team!). Alternatively, a letter or postcard home (you could provide a template). Point out to pupils that this was never intended to be a race, just two expeditions seeking the same thing! Is there a winner? Were both successful? Artwork: teams arriving at the South Pole and raising a flag (Norway or UK). Opinion line – Who was the most prepared? How brave do you think these characters were? Would you like to have gone on this expedition? (in each case see if children can justify their ideas). 	<p>Objectives:</p> <ul style="list-style-type: none"> Develop an awareness of the past using common words and phrases relating to the passing of time: old / new, past, a long time ago. To know where the people and events they study fit within a chronological framework. Plot a timeline using given dates. Learn about understand events beyond living memory that are significant nationally or globally. <p>Possible Activities</p> <ul style="list-style-type: none"> Identify US and Soviet Union (Russia) on a map and see how big they are. Use the word Superpower and explore the idea that they wanted to be better than each other – hence a race to space, EXT: known as 'Cold War'). The goal was the land on the moon, but lots of events happened within – plot a space race timeline (but colour code for Russia and USA) – see weblinks for useful dates. (NB add in other events like the end of WW2, the first atom bomb, England win the world cup!). Comparison to Polar Race – this was an unexplored space. What would you take to space to stay alive? Suit, oxygen, rocket, food...see article on food in space! 	<p>Objectives:</p> <ul style="list-style-type: none"> Understand that historical information can be gained from a range of sources and identify different ways in which it is represented. Present information about given artefacts and sources to show an understanding of key events. Within each topic ask and answer higher order questions, choosing and using parts of stories and other stories to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms. <p>Possible Activities</p> <ul style="list-style-type: none"> Show children the range of pictures and animations of Neil Armstrong's rocket 'Apollo 11'. It is actually still the most powerful rocket ever built! Astronauts had to live in an area the size of a small car for several days – perhaps create this inside the classroom so they can experience it. Children could annotate an Apollo 11 picture with facts about the rocket and the mission. They could even draw one. Children could write an article or descriptive piece about the rocket (lots of other options – poetry/presentation etc.) 	<p>Objectives:</p> <ul style="list-style-type: none"> Learn about the lives of significant individuals (from a range of backgrounds, ethnicities and genders) in the past who have contributed to national and international achievements. Identify similarities and differences between ways of life in different periods. Within each topic ask and answer higher order questions, choosing and using parts of stories and other stories to show that they know and understand key features of events. <p>Possible Activities</p> <ul style="list-style-type: none"> Show pupils images from the film or trailer and ask them to guess what the relevance to the space race is. Explain and discuss with pupils why it was that the achievements of these people often went unrecognised. Profile Katherine Johnson (African American female mathematician involved in Space Race). There are some you tube videos that look good. Who was more important: Neil Armstrong or Katherine Johnson? Why? Write a letter to NASA persuading them that Katherine Johnson deserves to get credit for her role in the Space Race. Research another important hidden figure from the film and profile/present.

Useful websites

Race to the South Pole

Royal Museums Greenwich

<https://www.rmg.co.uk/stories/topics/race-south-pole-scott-amundsen>

Cool Antarctica – Ships of the Polar Explorers

https://www.coolantarctica.com/Antarctica_fact_file/History/antarctic_ships/terra_nova.php

360 degree tour of Scott's hut

<https://www.360cities.net/image/scotts-terra-nova-hut>

This Day in History – Amundsen Reaches the Pole

<https://www.history.com/this-day-in-history/amundsen-reaches-south-pole>

BBC Teach video

<https://www.bbc.co.uk/teach/class-clips-video/ks2-robert-falcon-scott/zdhdgwx>

Space Race

BBC Radio 4 - Home-school History Lesson: The Space Race

<https://www.bbc.co.uk/programmes/articles/37Gb54y0YKMPf5BmqHqHhNR/homeschool-history-lesson-the-space-race> (this is a good read)

BBC Newsround – What was the space race?

<https://www.bbc.co.uk/newsround/41491704>

DK Find Out – The Space Race

<https://www.dkfindout.com/uk/space/space-race/>

Space History Timeline

<https://www.spacekids.co.uk/spacehistory/>

Space Food Timeline

<https://www.businessinsider.com/astronaut-food-in-space-timeline-2019-7?r=US&IR=T-1965-nasa-dehydrated-food-and-sealed-it-in-plastic-bags-3> (food in space)

BBC News – Apollo 11

<https://www.bbc.co.uk/news/science-environment-48907836>

NASA's real 'Hidden Figures'

<https://www.space.com/35430-real-hidden-figures.html>