



History learning sequence Year 1 and 2

Term	A	B	C	D	E	F
Enquiry question	Who was Mary Anning and why should she be remembered today?	Why is Mining so important to Cornwall?	What was it like to be on board the Titanic and what happened when it sank?	How did the Wright brothers succeed where others had failed and what is their legacy?	Why did man want to go to the moon and what did the landings achieve?	Were the Cornish smugglers heroes or villains?
Curriculum links	<i>The lives of significant individuals in the past who have contributed to national and international achievements</i>	<i>Significant historical events, people and places in their own locality</i>	<i>Events beyond living memory that are significant nationally or globally</i>	<i>Events beyond living memory that are significant nationally or globally</i>	<i>Changes within living memory</i>	<i>Significant historical events; people and places in their own locality</i>
Outcome	Children can discuss the achievements of Mary Anning and know why she is remembered today.	Children can explain the impact of mining in Cornwall locally, nationally and globally.	Children can explain what the Titanic was like and consider the causes and consequences of its sinking.	Children can use historical sources and chronological sequencing to explain the significance of the Wright brothers.	Children can use historical sources to explain why man wanted to explore the moon and the impact and legacy of the landings.	Children can explain how smugglers operated in Cornwall and how this impacted the lives of people.
Sequence of Learning	<ul style="list-style-type: none"> - I can locate the life of Mary Anning on a chronological timeline. - I can use historical evidence to discover Mary Anning's key achievements. - I can sequence the main events in Mary Anning's life. - I can explain why Mary Anning's achievements are considered so special. - I can suggest why and how Mary Anning should be remembered. - Assessment lesson: Who was Mary Anning and why should she be remembered today? 	<ul style="list-style-type: none"> - I can explain why tin mining was important in Cornwall. - I can explore what life was like for Victorian miners in Cornwall. - I can investigate the developments in mining and make comparisons with early mining. - I can explore the global impact of Cornish mining. - I can explain why mining declined in Cornwall. - I can discuss the impact the decline of mining had on Cornwall. - Assessment lesson: Why is mining so important to Cornwall? 	<ul style="list-style-type: none"> - I can locate the sinking of the Titanic on a chronological timeline and discuss what I already know about this topic. - I can make comparisons between what life was like on board the Titanic for different classes of society. - I can explain several reasons that may have caused the Titanic to sink. - I can consider why more people were not saved from the Titanic. - I can explore the consequences of the sinking of the Titanic. - Assessment lesson: What was it like to be on board the Titanic and what happened when it sank? 	<ul style="list-style-type: none"> - I can locate the lives of the Wright brothers on a chronological timeline and explore why they are remembered today. - I can sequence the key events in the build up to the Wright brothers first flight. - I can explain why the Wright brothers were so successful. - I can explore the evidence that exists surrounding the Wright brothers first flight. - I can explain the impact the Wright brothers had on the development of aviation. - Assessment lesson: How did the Wright brothers succeed where others had failed and what is their legacy? 	<ul style="list-style-type: none"> - I can locate the moon landings on a chronological timeline and discuss what I already know about this topic. - I can explain why astronauts wanted to go to the moon. - I can use historical evidence to explain what happened when man set foot on the moon. - I can consider the pros and cons of space travel. Assessment lesson: Why did man want to go to the moon and what did the landings achieve? 	Sequence in development
Vocabulary	Timeline, chronology, Mary Anning, fossils, Lyme Regis, plesiosaurus, ichthyosaurus, commemoration, museum	Richard Trevithick, Geevor, tin, ore, lode, bal-maidens, shaft, pick	Titanic, chronology, timeline, society, classes, comparison, theories, evidence, consequence, safety, prevention	Chronology, timeline, Wright brothers, aeroplane, gliders flight, the Flyer, sources, evidence, legacy, aviation	Chronology, timeline, moon landings, Neil Armstrong, Space Race, NASA, Apollo 11, Buzz Aldrin, Michael Collins, exploration, technology	