|  |
| --- |
| **p3d.in - roman helmetHistory Scheme of Work**  **Perranporth C P School** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 Autumn Term** | | | | | | | |
|  | **AUTUMN 1st Half** | | | | **Autumn 2nd Half** | | |
| **Theme** | **Dinosaur Planet** | | | | **Polar Bears and Icecaps** | | |
| **British Key Question** | Were there any dinosaurs in Great Britain? | | | | What’s the weather like in the Arctic? | | |
| **Enhancements** | Finding a dinosaur egg/fossils. | | | | Can you build a shelter out of ice? | | |
| **Books** | Harry and his bucketful of dinosaurs, The dinosaur who lost his roar, dinosaurs love underpants, non- fiction dinosaur books. | | | | Non-fiction books about life, animals and people who live in the Arctic | | |
| **Addressing Stereotypes** | Mary Anning- Female palaeontologist and fossil hunter | | | | Ann Bancroft? First woman to go to The North Pole | | |
| **British Values** | Democracy – Big and small, is bigger better?  Rule of Law – Is it kind to keep reptiles in tanks?  Individual Liberty – Which dinosaur is your favourite?  Mutual Respect & Tolerance – Children to understand how others in the class may have different opinions/beliefs to their own and respect others. | | | | Democracy – Would you rather live in a hot country or a cold country?  Rule of Law – Do we have to come to school when it snows?  Individual Liberty – Which is your favourite arctic animal?  Mutual Respect & Tolerance – Children to understand how others in the class may have different opinions/beliefs to their own and respect others. | | |
| **History**  **(All NC subject content covered)** | Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Pupils should be taught about events beyond living memory that are significant nationally or globally; significant historical events, people and places in their own locality. | | | | Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Pupils should be taught about events beyond living memory that are significant nationally or globally; significant historical events, people and places in their own locality. | | |
| **Key Historical Skills to be Taught** | H-Y1K1.1  H-Y1K1.3 | H-Y1C2.1  H-Y1C2.2  H-Y1C2.6 | H-Y1OC5.1  H-Y1OC5.2 |  |  |  |  |
| **Key questions / knowledge and understanding to be explained**  **Key Knowledge and facts to be recalled** | **What is a dinosaur and when were they alive?**  Dinosaurs were one of several kinds of prehistoric reptiles that lived during the Mesozoic Era. They lived millions of years ago before people. There were lots of different kinds of dinosaurs that lived at different times. Some walked on two legs and some on four. Some were fast and some were slow. Some had thick, bumpy skin. Some even had feathers. Some were armour plated, some had horns, crests spikes, or frills to defend themselves. Some dinosaurs evolved to live in the sea and were good swimmers. Some reptiles grew wings and feathers. They were called Pterosaurs and were the first animals to fly. They were not dinosaurs. Dinosaurs were reptiles. Reptiles lay eggs and are cold-blooded so they need to sit in the sunshine to ger warm. Dinosaurs adapted to become better at surviving in the wild. Over time, they evolved to grow bigger and faster, finding it easier to hunt for food and catch their prey. They also became better at defending themselves against predators. Different dinosaurs were carnivores, herbivores and omnivores. Carnivores had sharp, pointed teeth to cut and tear meat. Herbivores had flat teeth to grind and chew plants.  **How do we know that dinosaurs existed?**  Scientists study animal and plat fossils to find out about the past. Fossils are found in rock. These scientists are called palaeontologists. Palaeontologists have found the remains of dinosaur bones and eggs all around the world. This gives us important information about when they lived, where they lived, how they looked, how they moved and what they ate.  **What did Mary Anning teach us about dinosaurs?**  Mary Anning was a famous palaeontologist. She was born in 1799 and lived in Lyme Regis in the south of England. Mary would walk along the beaches and cliffs near this town looking for fossils with her brother and father. Mary was an excellent fossil hunter and became well known for her amazing finds. She found the complete fossil of an Ichthyosaurus in 1811 and the fossil of a Plesiosaur in 1823. Many of Mary’s fossils are now on display in the Natural History Museum in London.  **What happened to dinosaurs?**  Dinosaurs became extinct around 65 million years ago. Some scientists say that the dinosaurs were killed when an asteroid hit Earth and others say they were killed by volcanoes. | | | | **Who is Ann Bancroft?**  Ann Bancroft was the first woman to finish an expedition to the Arctic and Antarctic.  **Where is she from?**  Ann Bancroft is from America.  **When was the expedition?**  Ann Bancroft crossed both the North and South Pole in 1992 and 1993.  **Global Warming- What has happened to the ice at the North Pole?**  Polar ice caps are melting as global warming causes climate change. The oldest and the thickest ice in the Arctic has declined by 95%. | | |
| **Vocabulary** | Dinosaur  Fossil  Tyrannosaurus Rex  Diplodocus  Stegosaurus  Triceratops  Velociraptor  Reptile  Carnivore  Herbivore  Omnivore  Mesozoic Era  Past  Artefact | | | | Snow  Ice  Igloo  Inuit  harsh  ocean  sea  map  earth  continent  North pole  South pole | | |
| **Outdoor Learning** | Looking for dinosaur clues | | | | Snow play (weather dependent) | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 Spring Term** | | | | | | | | | | |
|  | **Spring 1st Half** | | | | | **Spring 2nd Half** | | | | |
| **Theme** | **Paws, Claws and Whiskers** | | | | | **Where is Cornwall?** | | | | |
| **British Key Question** | How can we save endangered animals in Britain?  (hedgehog, red squirrel) | | | | | Why do people like to visit Cornwall? | | | | |
| **Enhancements** | Animal experiences in school/visit to Paradise Park animal sanctuary | | | | | Visit the lost church and the Cornish cross in the dunes. Walk through the town and onto the beach. | | | | |
| **Books** | The tiger who came to tea, Dear Zoo, The ugly five, Just so stories- How the leopard got his spots, How the elephant got his trunk, Jolly Tall | | | | | ‘Soggy’ adventure stories, the mermaid of Zennor, the mousehole cat | | | | |
| **Addressing Stereotypes** | Female vets/zoo keepers | | | | | Male chefs in restaurants? | | | | |
| **British Values** | Democracy – Children to vote on which endangered animal to find out about/support.  Rule of Law – Children to explore the laws about keeping animals as pets in Britain.  Individual Liberty – Children to explore their favourite animals. (Freedom to decide which animals they like and dislike)  Mutual Respect & Tolerance – Children to understand how others in the class have different opinions about animals. | | | | | Democracy – Can everyone use the beach?  Rule of Law – Should we allow people to visit Cornwall?  Individual Liberty – Would you like to live on the coast or in the country?  Mutual Respect & Tolerance – Children to understand how others in the class may have different opinions/beliefs to their own and respect others. | | | | |
| **History**  **(All NC subject content covered)** | Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Pupils should be taught about events beyond living memory that are significant nationally or globally; significant historical events, people and places in their own locality. | | | | | Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Pupils should be taught about events beyond living memory that are significant nationally or globally; significant historical events, people and places in their own locality. | | | | |
| **Key Historical Skills to be Taught** | H-Y1K1.1 |  |  |  |  | H-Y1K1.1  H-Y1K1.2  H-Y1K1.3 | H-Y1C2.2  H-Y1C2.3  H-Y1C2.4  H-Y1C2.6 | H-Y1I3.1  H-Y1I3.2  H-Y1I3.3 | H-Y1E4.1  H-Y1E4.2 | H-Y1OC5.1  H-Y1OC5.2 |
| **Key questions / knowledge and understanding to be explained**  **Key Knowledge and facts to be recalled** | **How did people learn about exotic animals in the past?**  Victorian period 1837-1901- Queen Victoria’s reign saw a rise in where exotic animals could be viewed. If you were wealthy enough you could buy your own tiger or boa constrictor in a shop. In the 1930s a travelling circus visited Perranporth. They took their elephants for a bath on Perranporth beach. Harold Philp saw the circus on his walk to Goonhavern school and was offered a lift on an elephant from where he lived in Rejerrah.  **How has Sir David Attenborough changed the way we learn about animals and nature?**  In the 1950s it was difficult for people to learn about animals that lived in other countries in their natural habitats. There wasn’t ‘Youtube’ and television didn’t show animals in their natural habitats. In 1954 David Attenborough made the documentary series Zoo Quest. Zoo Quest was one of the first times animals could be seen from around the world in their natural habitats on tv.  **How did people visit animals in the past?**  London Zoo was the first scientific zoo to open in 1828, it wasn’t open to the public until 1847. Bristol Zoo was the first provincial zoo to open in England in 1836. Longleat Safari park opened in 1966. It was the first drive through safari park to open outside of Africa. | | | | | **St Piran**  St Piran is the patron saint of Cornwall. Long ago there was a man called Kieron who lived in Ireland. Irish people didn’t believe the stories he told and became jealous of his popularity. They attached a milstone to him and threw him off the cliff into the sea. Where upon, instead of drowning he floated to Perranporth beach. He bui;t a church in the dunes and discovered tin one night when the heat from his fire melted the metal running through the stone by his fire. This is represented on the Cornish flag.  **What is a mine?**  A mine is a place where deep holes and tunnels are dug under the ground in order to obtain a mineral such as tin, coal, diamonds or gold.  **Why are some mines closed today?**  Some mines are closed because all of the minerals have been used up.  **What items are made from tin?**  Tin foil, cans of drink and tins of food. | | | | |
| **Vocabulary** | Animal  Mammal  Carnivore  Herbivore  Omnivore  Documentary  Safari  Attraction  Living memory  artefact  past  present | | | | | Dunes  Church  Mine  Tin  Underground  Pasty  Bal Maiden  Past  Artefact  Living memory  Remembers  Memories  Fact  Opinion  Source | | | | |
| **Outdoor Learning** | Visit to Paradise Park or Newquay Zoo | | | | | Lost church, Geevor tin mine | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 Summer Term** | | | | | | | | | |
|  | **Summer 1st Half** | | | | | | **Summer 2nd Half** | | |
| **Theme** | **Bright Lights Big City** | | | | | | **Rio de Vida** | | |
| **British Key Question** | How can the British community work together to prevent a disaster? | | | | | | Where do British people go on holiday? | | |
| **Enhancements** | Samuel Pepys - Hot seating and using the diary extracts to tell the children about him.  Visit from a female firefighter. | | | | | | Samba band visit. | | |
| **Books** | Toby and the Great Fire of London, 3 go to London, The Queen’s knickers, The Royal Nappy, This is London | | | | | | Books about Brazil, South America. | | |
| **Addressing Stereotypes** | Role of women in today’s fire-fighting community | | | | | | Can women play football? | | |
| **British Values** | Democracy – Can you start a fire wherever you like?  Rule of Law – Are you allowed to burn anything?  Individual Liberty – Which keeps you warmer a blanket or a fire?  Mutual Respect & Tolerance – Children to understand how others in the class may have different opinions/beliefs to their own and respect others. | | | | | | Democracy – Do you enjoy watching a carnival?  Rule of Law – Are you allowed to travel to any country?  Individual Liberty – Would you be in a carnival?  Mutual Respect & Tolerance – Children to understand how others in the class may have different opinions/beliefs to their own and respect others. | | |
| **History**  **(All NC subject content covered)** | Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Pupils should be taught about events beyond living memory that are significant nationally or globally; significant historical events, people and places in their own locality. | | | | | | Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Pupils should be taught about events beyond living memory that are significant nationally or globally; significant historical events, people and places in their own locality. | | |
| **Key Historical Skills to be Taught** | H-Y1K1.1  H-Y1K1.2  H-Y1K1.3 | H-Y1C2.2 | H-Y1C2.5  H-Y1C2.6  H-Y1C2.7 | H-Y1I3.1  H-Y1I3.2 | H-Y1E4.1  H-Y1E4.2 | H-Y1OC5.1  H-Y1OC5.2 |  |  |  |
| **Key questions / knowledge and understanding to be explained**  **Key Knowledge and facts to be recalled** | **What was the Great Fire of London and The Gunpowder Plot?**   * The great fire of London was a devastating fire that swept through London 2nd 6th September 1666. * Samuel Pepys recorded the fire in his diary. * The Gunpowder plot was a plot to kill King James I and his government by blowing up the houses of parliament. * Robert Catesby, Guy Fawkes, Thomas Percy and five of their friends were involved. * Under the rule of James I, Catholics were treated unfairly. The plotters were all catholic and wanted King James removed from the throne. * A letter was sent to Lord Monteagle, who was due to go to the houses of parliament, warning him of the plot. * He told the king, who sent guards to search the cellars. The found Guy Fawkes and the gunpowder. * King James ordered that people should celebrate his survival on the 5th November. * To this day, people still light bonfires and burn ‘guys’ (puppets made of straw, named after Guy Fawkes) to celebrate.     **How did the Great Fire of London begin?**   * The fire started on Sunday 2nd September 1666 in Thomas Farriner’s bakery on Pudding Lane. * The fires used for baking were not put out properly.     **How did the Great Fire of London affect people?**   * The fire burned 13000 houses, nearly 90   churches and destroyed 80% of the city, but only 6 people are known to have been killed by the fire.   * The Thames was full of boats taking many people escaping the fire and their possessions. * Many people thought the city was being attacked and armed themselves with weapons, others thought that the fire had been started on purpose and went looking for arsonists. * Many people were made homeless and money was collected from all over the country to help them. * The fire affected many of the slums in London but also many of the richest areas. * The whole city would have looked extremely different before the Great Fire of London. * London had to be almost completely rebuilt after the fire, and this lead to many positive changes in the city: * Houses and buildings were rebuilt from brick or stone, unlike the old wooden houses they would not set alight easily. * Streets were built wider so that fires could not spread as easily as they had before because buildings were further apart. * Before the fire there had been open sewers running through the city which were unhygienic and caused the spread of many diseases, but these were destroyed by the fire. * There had been a plague not long before but the fire killed many of the rats which carried the deadly disease. * Sir Christopher Wren was given the task of re-building London, and his masterpiece St. Paul’s Cathedral was started in 1675 and completed in 1711. Wren also rebuilt 52 of the City churches, and his work turned the City of London into the city we recognise today.     **How has firefighting changed throughout time?**   * People used leather buckets and water squirts to try to put the fire out, but these did not work. * Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading. * Before The Great Fire of London, London had no organised fire protection system. * After the Great Fire, the City Council established the first fire insurance company, "The Fire Office", in 1667. This employed small teams of Thames [watermen a](https://en.wikipedia.org/wiki/Watermen)s firefighters and provided them with uniforms and arm badges. * In the 17th century the first fire engines were used, they were pulled by horses. * In 1672, the [fire hose w](https://en.wikipedia.org/wiki/Fire_hose)as invented. * The first organised fire brigade in the world was established in Edinburgh 1824, London followed in 1832. * How is life in London at the time of the great fire different to life in London now? * In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread * London was a dirty place where disease could spread quickly.     **Who was Guy Fawkes and why is he an important historical figure?**   * [Guy Fawkes,](http://www.bonfirenight.net/conspirators.php#guy) who was in the cellar of the parliament with the 36 barrels of gunpowder when the authorities stormed it in the early hours of November * 5th, was caught, tortured and executed * The Gunpowder Plot struck a chord for the people of England. In fact, even today, the reigning monarch only enters the Parliament once a year, on what is called "the State Opening of Parliament". * On the very night that the Gunpowder Plot was foiled, on November 5th, 1605, bonfires were set alight to celebrate the safety of the King. * Since then, November 5th has become known as [Bonfire Night.](http://www.bonfirenight.net/bonfire.php) The event is commemorated every year with fireworks and burning effigies of Guy Fawkes on a bonfire. | | | | | | **When was Pele born?**  Edson Arantes do Nascimento was born on October 23rd 1940 in Tres Coracoes Brazil.  **Why is he called Pele and when did he start playing football?**  At some point he took the nickname Pele which has no particular meaning. Pele’s father taught him how to play soccer and he dropped out of school so he could spend more time on the game. His family were very poor and he used to practise using a sock stuffed with paper. By the age of 11, he began to receive professional coaching.  **When did Pele start playing professional football?**  In 1956 Pele began his professional career. He played for the Santos Football Club. Pele led Santos to may championshops and broke many records. Pele led Brazil’s national team to three world CCUP Championships. The first time was in 1958 when he was only 17 years old. He astonished the world by scoring 6 goals.  **Why is Pele famous?**  Pele is the most successful league goal scorer in the world with 541 league goals. In total Pele scored 1281 goals in 1363 games. He was listed in the Guinness World Records for most career goals scored in the history of football. After retiring Pele composed music, wrote books and appeared in films. | | |
| **Vocabulary** | The great fire of London  Thomas Farriner  Samuel Pepys  diary  Guy Fawkes  Parliament  treason  impact  chronological order  research  evidence  significant  recent  enquiry | | | | | | Football  Pele  Brazil  Country  Past  Younger years  Artefact | | |
| **Outdoor Learning** | Recreating the Great Fire of London | | | | | | Carnival, outdoor art | | |