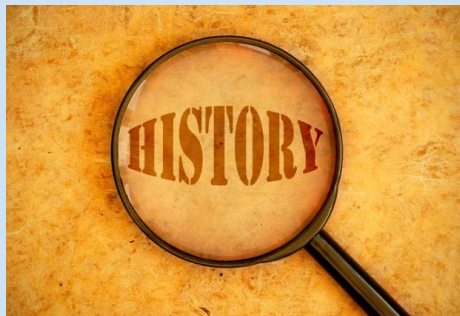




Year 1

YEAR 1 – Transport Through Time

How has transport changed, and why did some changes matter more than others?

Prior learning retrieved

EYFS past/present, sequence and familiar change.

Disciplinary focus

• change & continuity • chronology • significance • sources & evidence

Key vocabulary

old, new, long ago, timeline, transport, railway, steam, invention, flight

Careers link

Transport historian • railway/industrial heritage curator • museum educator • engineer. Gatsby BM4: connect historical transport change with heritage/engineering careers.

SMSC / climate & sustainability

SMSC: appreciate ingenuity and how innovation changes communities. Sustainability: compare changing transport choices and environmental effects without judging the past by modern standards.

Why this? Why now?

This is pupils' first KS1 history unit, building directly on EYFS language of past, present, sequence and familiar change. Starting with everyday transport gives pupils an accessible context for ordering events and noticing change over time. It establishes chronology, change and significance before later Year 1 enquiries into pioneering exploration and the Moon Landing.

YEAR 1 — Transport Through Time: Substantive & Disciplinary Knowledge

Core knowledge to secure in long-term memory and the historical thinking pupils learn through this specific enquiry.

SUBSTANTIVE KNOWLEDGE — pupils will know that...

- Transport has changed over time from walking and animal power to railways, motor vehicles and flight.
- George Stephenson was an important railway engineer; steam railways changed how quickly people and goods could travel.
- The Wright brothers achieved the first successful powered aeroplane flight in 1903.
- Some transport changes affected work, travel, trade and everyday life more than others.
- Local and North East transport evidence helps pupils connect national change to places they know.

DISCIPLINARY KNOWLEDGE — pupils will learn that/how...

- Chronology: sequence transport developments using past/present, before/after and dates where appropriate.
- Change & continuity: identify what changed in transport and what purposes of travel remained.
- Sources & evidence: use photographs, objects, maps and accounts to infer how people travelled.
- Significance: give reasons why railways or powered flight mattered, using impact as a criterion.

YEAR 1 — Transport Through Time: Lesson Sequence

1 How has travel and transport changed from past to present?

2 How can we put different methods of transport in chronological order?

3 How have cars changed since they were invented?

4 How did George Stephenson and trains change people's lives in the 19th century?

5 How did humans try to fly, and why were the Wright brothers important?

6 Why was the development of flight significant?

YEAR 1 – The Moon Landing

How do we know people landed on the Moon in 1969, and why was it significant?

Prior learning retrieved

Transport/flight pioneers; simple chronology and source questions.

Disciplinary focus

• chronology • sources & evidence • interpretations • significance

Key vocabulary

1969, astronaut, Apollo 11, command module, lunar module, orbit, evidence, commemorate

Careers link

Historian of science • museum curator • archivist • science journalist. Gatsby BM4: show how historians interpret scientific/technological evidence.

SMSC / climate & sustainability

SMSC: courage, risk, competing viewpoints and commemoration. Sustainability: optional discussion of how exploration priorities change; keep historical focus on 1969.

Why this? Why now?

This follows pupils' study of changing transport and flight, allowing them to apply chronology and significance to a precisely dated event: 1969. Pupils move from noticing technological change to asking how we know an event happened by using photographs, film and other evidence. This prepares them for increasingly critical source work and studies of significant individuals.

YEAR 1 — The Moon Landing: Substantive & Disciplinary Knowledge

Core knowledge to secure in long-term memory and the historical thinking pupils learn through this specific enquiry.

SUBSTANTIVE KNOWLEDGE — pupils will know that...

- Apollo 11 landed humans on the Moon in July 1969.
- Neil Armstrong and Buzz Aldrin walked on the Moon while Michael Collins remained in lunar orbit.
- The mission depended on rockets, spacecraft, navigation, communication and the work of many people.
- Photographs, film, recordings, objects and lunar samples provide evidence for the mission.
- The first Moon landing became internationally significant and is commemorated in different ways.

DISCIPLINARY KNOWLEDGE — pupils will learn that/how...

- Chronology: place 1969 within pupils' growing timeline and sequence key stages of the mission.
- Sources & evidence: distinguish a claim from evidence and use more than one source to support an account.
- Interpretations: recognise that representations or claims about the event can differ and can be tested against evidence.
- Significance: explain why the event is remembered, using achievement, impact and remembrance.

YEAR 1 — The Moon Landing: Lesson Sequence

1 Has man ever been to the Moon and how can we know for sure?

2 Why did astronauts risk their lives going to the Moon?

3 How were they able to get to the Moon and back safely?

4 What did they do on the Moon?

5 Would you travel to the Moon?

6 How should we commemorate the first people on the Moon?

YEAR 1 – Scott of the Antarctic

Why did Scott go to the South Pole, what happened, and how should he be remembered?

Prior learning retrieved

Significant individuals, pioneers, sequence and simple inference.

Disciplinary focus

• chronology • cause & consequence • sources & evidence • interpretations • significance

Key vocabulary

explorer, expedition, Antarctica, South Pole, source, evidence, reputation

Careers link

Polar historian • archivist • museum curator • heritage researcher. Gatsby BM4/BM5: connect exploration history to museum/archive work and possible visitor encounters.

SMSC / climate & sustainability

SMSC: courage, competition, responsibility and changing reputations. Climate: Antarctic study can introduce how polar environments are observed, while distinguishing modern climate science from the historical enquiry.

Why this? Why now?

Placed after transport and the Moon Landing, this unit revisits exploration, risk, innovation and significant individuals but adds stronger causal reasoning and interpretation. Pupils use evidence to reconstruct Scott's expedition and consider why his reputation has changed. This prepares Year 2 pupils to investigate Grace Darling through sources and questions of remembrance and significance.

YEAR 1 — Scott of the Antarctic: Substantive & Disciplinary Knowledge

Core knowledge to secure in long-term memory and the historical thinking pupils learn through this specific enquiry.

SUBSTANTIVE KNOWLEDGE — pupils will know that...

- Robert Falcon Scott led the Terra Nova expedition to Antarctica, aiming to reach the South Pole.
- Roald Amundsen's Norwegian team reached the Pole before Scott's party.
- Scott and his companions died on the return journey in 1912.
- Weather, distance, transport choices, supplies and human decisions all affected the expedition.
- Scott's reputation has changed: he has been represented as heroic, tragic and sometimes criticised.

DISCIPLINARY KNOWLEDGE — pupils will learn that/how...

- Chronology: sequence the expedition and distinguish journey stages.
- Cause & consequence: identify several reasons for the expedition's outcome rather than one simple cause.
- Sources & evidence: use diaries, photographs, maps and objects to reconstruct events.
- Interpretations: compare different portrayals of Scott and link them to evidence.
- Significance: give a supported judgement about how Scott should be remembered.

YEAR 1 — Scott of the Antarctic

1 Who was Robert Falcon Scott and what clues tell us he was famous?

2 How did Scott get to the South Pole and what happened then?

3 Why did Scott risk his life going to the South Pole?

4 How do we know what happened on Scott's last journey?

5 Why did Scott not reach the South Pole first?

6 How should Scott be remembered today?