

Enquiry Question		
What are the similarities and differences between the explorations of Captain Cook and Captain Scott?		
	Required Prior Knowledge	Knowledge to be taught
Substantive Knowledge	<p>Neil Armstrong was an astronaut, he flew to the moon and was part of the moon landing (Earth and Space, Reception)</p> <p>Recognise that some people in the past are remembered because they did something important (e.g. Grace Darling, Jane Goodall, Neil Armstrong)</p>	<p>A long time ago Captain Cook was a British sailor with the Royal Navy. His ship was called the HMS Endeavour. He 'discovered' Australia which is one of seven continents on planet Earth. He called Australia New South Wales. Life on board the Endeavour was hard. It took one and a half years to sail to Australia. Everyone had to do jobs such as a carpenter, sailmaker or gunner. Sailors ate dried food as fruit and vegetables went rotten. This made them unwell as they didn't get enough vitamins. Cook found Aborigines - the indigenous people of Australia and kangaroos. Captain Cook's soldiers fought the Aborigines.</p> <p>Nearly 140 years later, Captain Scott travelled to Antarctica on the 'Terra Nova' as he wanted to be the first person to find the South Pole. He trekked across ice for many miles to find the South Pole but when he finally got there in 1912, he found out that another explorer had got there first. On their way back, Scott and his team sadly died because of the extreme cold and lack of food. Frank Browning, a local man from Torquay accompanied Scott on his expedition.</p>
Disciplinary Knowledge		
Chronology	Label timelines with words such as: past, present, older and newer. Place events, people and artefacts on a timeline.	Label timelines with words such as: past, present, older and newer. Place events, people and artefacts on a timeline.
Evidence & Interpretation	With support, observe or handle some evidence to ask questions about the past.	With support, I can observe or handle some evidence to ask questions about the past.
Cause & Consequence	With support, explain how we learned about the past.	Discuss the causes of exploring and what we found out from exploration.
Change & Continuity	With support, describe changes and historical events.	Describe changes and historical events.
Similarity & Difference	With support, compare some of the different ways the past has been represented.	Compare different explorations.
Historical Significance	With support, describe and begin to talk about the key events in the life of significant people.	Name significant explorers from the past.

Big Idea Knowledge

- **Community:** Communities are worth protecting and fighting for.
- **Human Rights:** It is not fair to claim something as yours if it belongs to someone else.
- **Stewardship:** We need fruit and vegetables to live healthily.
- **Equality:** The Aborigines did not have guns and could not fight against Captain Cook.
- **Resilience:** Life on board the HMS Endeavour was tough.
- **Health:** Healthy food was important for the sailors.
- **Technology:** Captain Cook's men had guns and this gave them power. Technology can have negative impact as well as positive.
- **Wonder:** Explorers found new lands.

Vocabulary

Aborigines, indigenous, explorer, Captain Cook, Australia, aborigines, country, continent, discovery, discovered, health, ship, illnesses, vitamins, sailmaker, gunner, carpenter, Endeavour sailor, Royal Navy, Antarctica, South Pole, expedition

Teaching Sequence

- *Arouse curiosity & raise questions*
- *Develop understanding of chronology*
- *Review previous learning*
- *Retrieval practice*
- *Specify key vocabulary*
- *Use a variety of sources and/or artefacts to conduct historical enquiry after teacher modelling*
- *Interpret & record findings*
- *Invite response to key enquiry question for pupils to show what they know*

Learning Questions

Who was Captain Cook?

What did Captain Cook discover?

What was life like aboard the HMS Endeavour?

Who was Captain Scott?

Who was Frank Browning and what did he help Captain Scott do?

What are the similarities and differences between the expeditions of Captain Cook and Captain Scott?

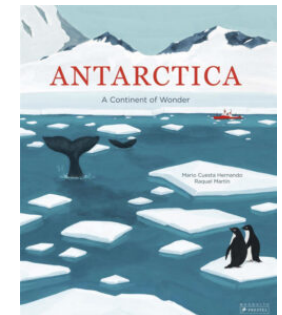
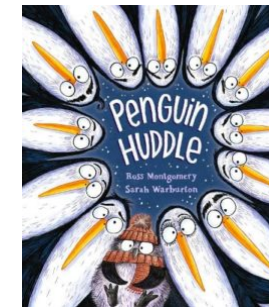
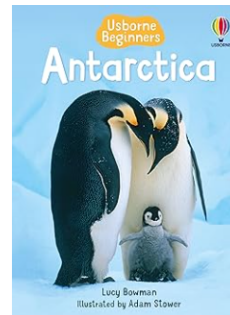
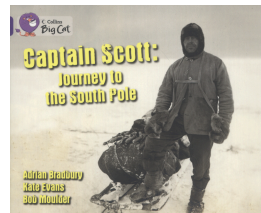
Mastery Key

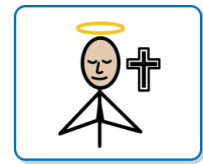
- Can explain at least three similarities and differences between the explorations of Captain Cook and Captain Scott.

Gateway Key

- ❖ Can name an explorer and their discovery.

Recommended Reads





Enquiry Question		
How did Mother Teresa demonstrate our Gospel Values?		
	Required Prior Knowledge	Knowledge to be taught
Substantive Knowledge	<p>Grace Darling is remembered for saving others. (Heroes, Reception)</p> <p>Recognise that some people in the past are remembered because they did something important (e.g. Grace Darling, Jane Goodall, Neil Armstrong)</p>	<p>Saint Teresa was called Agnes when she was born. She was born in Europe in 1910 CE/AD. She became a nun in Ireland when she was 18. She went to India to help poor people in Calcutta in our grandparent's lifetime. She opened an orphanage and started a charity.</p> <p>She had no income, and was lonely but continued to do God's work in helping others. Many people were dying of diseases. She set up homes for them. She won the Nobel Peace Prize. She died in 1997. She became a saint in 2016 CE/AD.</p> <p>The Taj Mahal was built by Shah Jahan to remember his wife who died giving birth. Shah Jahan built the Taj Mahal to house a tomb for his wife. It is in India. Shah Jahan was very wealthy.</p> <p>The Taj Mahal is made of marble and looks different colours in different lights. Millions of people visit it each year. It is one of seven Wonders of the World. It is turning brown because of pollution.</p>
Disciplinary Knowledge		
Chronology	Label timelines with words such as: past, present, older and newer. Place events, people and artefacts on a timeline.	Label timelines with words such as: past, present, older and newer. Place events, people and artefacts on a timeline.
Evidence & Interpretation	With support, observe or handle some evidence to ask questions about the past.	With support, I can observe or handle some evidence to ask questions about the past.
Cause & Consequence	With support ,explain how we learned about the past.	Discuss the effects of poverty in India and how Mother Teresa helped.
Change & Continuity	With support, describe changes and historical events.	Describe changes and historical events.
Similarity & Difference	With support, compare some of the different ways the past has been represented.	Compare the life of rich and poor in India.
Historical Significance	With support, describe and begin to talk about the key events in the life of significant people.	Describe and begin to talk about key events in the life of Mother Theresa.

Big Idea Knowledge

- **Community:** Saint Therese set up a community in Calcutta. This helped poor and sick people.
- **Human Rights:** Some people are rich and some are poor in India. They had to live separately.
- **Stewardship:** The Taj Mahal is turning brown from oil pollution in the rain and from traffic pollution in the air.
- **Equality:** Some people are rich and some are poor. This means they have different lives.
- **Resilience:** Mother Therese never gave up. She is now a saint.
- **Health:** It is hard to be healthy if you don't have enough money to buy food.
- **Wonder:** The Taj Mahal is one of the seven wonders of the world.
- **Technology:** Medicine can make people better but some people do not have the money to pay for it.

Vocabulary

nun, India, Taj Mahal, Emperor, tomb, palace, charity, past, present, older, newer, a long time ago, Wonder of the World, Saint, love, medicine, pollution, orphanage, Saint, lifetime, helping, diseases, Nobel Peace Prize, events, artefacts, timeline, observe, effects, changes, compare,

Teaching Sequence

- Arouse curiosity & raise questions
- Develop understanding of chronology
- Review previous learning
- Specify key vocabulary
- Use a variety of sources and/or artefacts to conduct historical enquiry after teacher modelling
- Interpret & record findings
- Respond to key enquiry question

Learning Questions

What was the Taj Mahal?

Why is it important to look after the Taj Mahal?

Who was Mother Teresa?

How did Mother Teresa help others?

How does Mother Teresa's work help us today?

How did Mother Teresa demonstrate our Gospel Values?

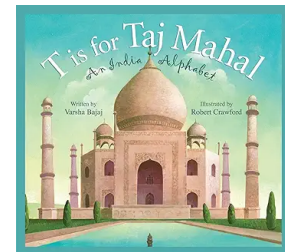
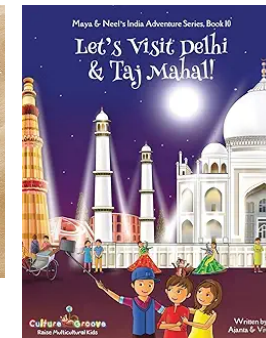
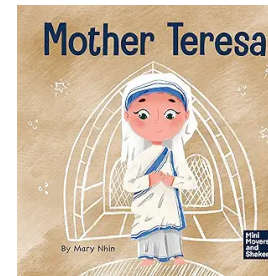
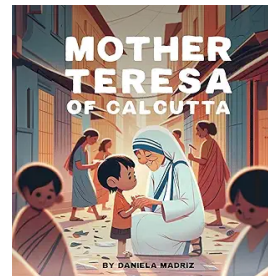
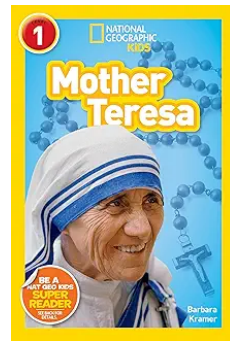
Mastery Key

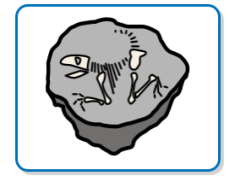
- Can explain how Shah Jaman and Mother Teresa showed love to others.

Gateway Key

- ❖ Can explain a difference between how Shah Jaman and Mother Teresa showed love to others.

Recommended Reads





Enquiry Question		How do we know about dinosaurs?
	Required Prior Knowledge	Knowledge to be taught
Substantive Knowledge	Recognise that some people in the past are remembered because they did something important (e.g. Grace Darling, Jane Goodall, Neil Armstrong, Mother Teresa)	<p>Mary Anning was a palaeontologist. She was born in Lyme Regis. Palaeontology is a mixture of science and history. It is the study of the history of life on Earth. Mary Anning did not go to school because she was female and so taught herself to read. She began by collecting objects from the beach to make money for her family. She discovered an Ichthyosaur fossil and a plesiosaur fossil on the Jurassic Coast. We can see the fossils she found in the Natural History Museum. People did not take her work seriously because she was female.</p> <p>There are two types of fossils - body and trace. They tell us about dinosaurs, animals and plants from thousands of years ago. We only found out about dinosaurs in the last two hundred years from fossils. Dinosaurs became extinct when a large asteroid hit the Earth. Some people think they also became extinct because it got harder for the dinosaurs to find food.</p>
Disciplinary Knowledge		
Chronology	Label timelines with words such as: past, present, older and newer. Place events, people and artefacts on a timeline.	Label timelines with words such as: past, present, older and newer. Place events, people and artefacts on a timeline.
Evidence & Interpretation	With support, observe or handle some evidence to ask questions about the past.	With support, I can observe or handle some evidence to ask questions about the past.
Cause & Consequence	With support, explain how we learned about the past.	Explain how we learned about dinosaurs.
Change & Continuity	With support, describe changes and historical events.	Describe changes and historical events.
Similarity & Difference	With support, compare some of the different ways the past has been represented.	Compare some of the different ways the past has been represented.
Historical Significance	With support, describe and begin to talk about the key events in the life of significant people.	Describe and begin to talk about the key events in the life of Mary Anning.

Big Idea Knowledge

- **Human Rights:** Everyone has the right to education.
- **Stewardship:** Dinosaurs became extinct. Today many animals such as whales, orangutans and rhinos are at risk of extinction.
- **Equality:** Mary Anning did not go to school and as a woman, she was not allowed to join the Geological society and did not get recognition for her work at the time.
- **Resilience:** Mary Anning struggled to continue her work as it was not well paid. She had to go looking for fossils everyday and in all weathers.
- **Health:** Mary Anning was one of ten children - only her and her brother reached adulthood.
- **Wonder:** Mary Anning's findings contributed towards changes in scientific thinking about prehistoric life and the history of the Earth. At the time many people did not believe in extinction.
- **Technology:** Mary Anning has been named as one of ten top women to have most influenced the history of science.

Vocabulary

Palaeontologist, Science, collecting, objects, discovered, Fossil hunter, Lyme Regis, scientist, significant, fossil, trace, body, Ichthyosaur, Jurassic Coast, dinosaurs, animals, plants, extinct, timelines, past, present, older, newer, events, artefacts, evidence, observe, artefact

Teaching Sequence

- Arouse curiosity & raise questions
- Develop understanding of chronology
- Review previous learning
- Specify key vocabulary
- Use a variety of sources and/or artefacts to conduct historical enquiry after teacher modelling
- Interpret & record findings
- Respond to key enquiry question

Learning Questions

Who was Mary Anning?

Why is Mary Anning an important person in history?

What is a fossil?

How are fossils created?

What do we know about dinosaurs because of fossils?

How do we know about dinosaurs?

Mastery Key

- Can explain how we know about dinosaurs and how Mary Anning contributed towards this.

Gateway Key

- ❖ Can explain how Mary Anning contributed towards us knowing about dinosaurs.

Recommended Reads:

