



**Term 3**

**Unit Overview: KS1 History**

**Significant Individuals – Stephen Hawking and Elizabeth Brown**

**Enquiry Question – What was the impact of Stephen Hawking and Elizabeth Brown on the world?**

<p><b><u>National Curriculum objectives</u></b></p> <ul style="list-style-type: none"> <li>❖ The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul> <p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>❖ Develop an awareness of the past.</li> <li>❖ Fit people into a chronological framework.</li> <li>❖ Identify similarities and differences between periods.</li> </ul> <p><b><u>History Concepts</u></b></p> <ul style="list-style-type: none"> <li>❖ Recognise why people did things, why events happened and what happened as a result.</li> <li>❖ Make simple observations about different types of people, events, beliefs within a society.</li> <li>❖ Talk about who was important.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>❖ Understand some ways we find out about the past.</li> <li>❖ Choose and use parts of stories and other sources to show understanding of key concepts.</li> </ul>	<p><b><u>Substantive knowledge: Concepts</u></b></p> <p><b><u>Society/Community</u></b></p> <ul style="list-style-type: none"> <li>❖ Stephen Hawking was especially well-known for his research about black holes and his popular book ‘A Brief History of Time.’</li> <li>❖ Elizabeth Brown was born in Cirencester in 1830.</li> </ul> <p><b><u>Disciplinary Knowledge</u></b></p> <p>Significance</p> <ul style="list-style-type: none"> <li>❖ Stephen Hawking was one of the world’s greatest scientists – he was an expert in space and cosmology.</li> <li>❖ Stephen Hawking’s ideas on gravity, black holes and the Big Bang will be his greatest legacy.</li> </ul> <p>Similarity and Difference</p> <ul style="list-style-type: none"> <li>❖ Elizabeth Brown and Stephen Hawking were both scientists who made an impact on and made contributions to the scientific world.</li> <li>❖ Both scientists studied astronomy, cosmology and space.</li> <li>❖ Elizabeth Brown and Stephen Hawking were interested in science from a young age.</li> </ul>	<p><b><u>Key Topic Vocabulary</u></b></p> <p>Significant, past, invent, impact, cosmology,</p> <p><b><u>Phonics / polysyllabic words</u></b></p> <p>Scientist Astronomy</p>	
<p><b><u>Learning Journey Questions</u></b></p> <ul style="list-style-type: none"> <li>❖ Who was Stephen Hawking?</li> <li>❖ What did he study and what was its impact?</li> <li>❖ Who was Elizabeth Brown?</li> <li>❖ Why should she be remembered?</li> <li>❖ What is relevant information and what is not?</li> </ul>	<p><b><u>Prior learning:</u></b></p> <ul style="list-style-type: none"> <li>❖ Compare and contrast characters from stories, including figures from the past.</li> <li>❖ Use everyday language related to time.</li> <li>❖ Order and sequence familiar events.</li> <li>❖ Be curious about people and show interest in stories.</li> <li>❖ Know that information can be retrieved from books and computers.</li> <li>❖ Look closely at similarities, differences, patterns and change.</li> </ul> <p><b><u>British Values</u></b></p>	<p><b><u>Key People</u></b></p> <p>Elizabeth Brown Stephen Hawking</p>	<p><b><u>Extended writing opportunities</u></b></p> <p>What might the world be like if people didn’t share their knowledge and discoveries?</p>
		<p><b><u>Future learning</u></b></p> <ul style="list-style-type: none"> <li>❖ The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.</li> <li>❖ The Roman Empire and its impact on Britain</li> </ul>	



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**Reading opportunities**

- ❖ Little People, Big Dreams: Stephen Hawking.
- ❖ Great Women who made History
- ❖ Great Women who changed the World
- ❖ I Am Not a Label

- ❖ **Rule of law:** In History pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law.
- ❖ **Tolerance:** Pupils are encouraged to look at history through different perspectives, such as eye-witnesses or secondary accounts and learn that opinions and memories can differ for a variety of reasons.
- ❖ **Democracy:** Pupils are encouraged to learn from the past about how best to be an active citizen in the Britain of today and use vocabulary such as 'fair' 'unfair' 'better' 'worse' etc to describe their feelings about historical periods and events.

**Christian Values**

- ❖ **Courage:** Children will have a sense of enjoyment and fascination when learning about themselves and their local area and have the courage to ask questions to explore their identity and own history.
- ❖ **Respect:** Children will understand the importance of significant people and what impact they had on the modern world.
- ❖ **Trust:** Children will understand the importance of the church as a significant landmark in the local area and how trust in the church and God was central to village life in the past.