



Term 6

Unit Overview: KS1 History

Events Beyond Living Memory: First Flight

Enquiry Questions – When was the first flight and how do we know it happened?

How has flight changed since the Wright Brothers' success?

<p><u>National Curriculum objectives</u></p> <ul style="list-style-type: none"> ❖ Events beyond living memory that are significant nationally or globally (for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) ❖ Significant historical events, people and places in their own locality. <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> ❖ Sequence events on a timeline. ❖ Use common words and phrases related to the passing of time. <p><u>History Concepts</u></p> <ul style="list-style-type: none"> ❖ Identify similarities and differences between ways of life at different times. ❖ Recognise why people did things, why events happened and what happened as a result. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> ❖ Ask and answer questions relating to key concepts. ❖ Understand some ways we find out about the past. 	<p><u>Substantive knowledge: Concepts</u></p> <p>Orville and Wilbur Wright were American mechanics and inventors of the late nineteenth and early twentieth centuries, who achieved the first sustained flight of a heavier-than-air machine — what we today call an aeroplane. Their flight was made at Kitty Hawk, North Carolina, in 1903.</p> <p><u>Industry</u></p> <ul style="list-style-type: none"> ❖ Identify how aircrafts have developed and improved over time. ❖ Describe features of particular events from global history. <p><u>Society/Community</u></p> <ul style="list-style-type: none"> ❖ Identify when the first aeroplane flight took place and how it fit in with what was going on in the World at that point in history. ❖ Explain how the Wright Brothers changed flight and how that impacts on what we do today. <p><u>Disciplinary Knowledge</u></p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ❖ Sequence a number of objects related to a particular event – aircrafts through time. <p><u>Continuity and Change</u></p> <ul style="list-style-type: none"> ❖ Identify relevant causes and effects for some of the main events covered – new discoveries in motorised aircrafts and how they happened. 	<p><u>Key Topic Vocabulary</u></p> <p>Glide, glider, aeroplane, aircraft, aviation, inventor, impact, discover, achievement, inventor, past, sequence, relevant, significant</p> <p><u>Phonics / polysyllabic words</u></p> <p>Helicopter Invention</p> <p><u>Key People</u></p> <ul style="list-style-type: none"> ❖ Orville and Wilbur Wright ❖ Amelia Earhart ❖ Louis Blériot ❖ Charles Lindbergh
<p><u>Learning Journey Questions</u></p> <ul style="list-style-type: none"> ❖ Who invented the aeroplane? ❖ When was the first flight and how do we know it happened? ❖ What were the early planes like and how did they fly? ❖ How has flight changed since the Wright brothers' success? 	<p><u>Prior learning:</u></p> <ul style="list-style-type: none"> ❖ Organise events using basic chronology, recognising that things happened before they were born. ❖ Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. 	<p><u>Future learning</u></p> <ul style="list-style-type: none"> ❖ Describe and make links between main events, situations and changes within and across different periods. ❖ Identify historically significant people and events. ❖ Understand how knowledge of the past is constructed from a range of sources.



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<p>Reading opportunities</p> <ul style="list-style-type: none">❖ Flight or Fright❖ History of Flight❖ Room on the Broom❖ Little People, Big Dreams: Amelia Earhart	<p>British Values</p> <ul style="list-style-type: none">❖ 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. <p>Christian Values</p> <ul style="list-style-type: none">❖ 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.
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