



# High Bickington Church of England Primary Academy History & Geography: Great Scott!



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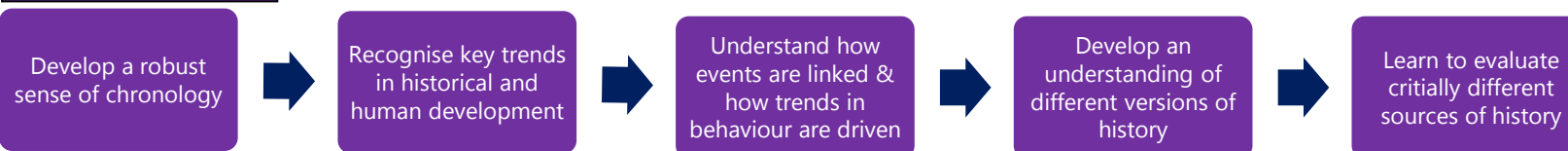
# History

## Vision

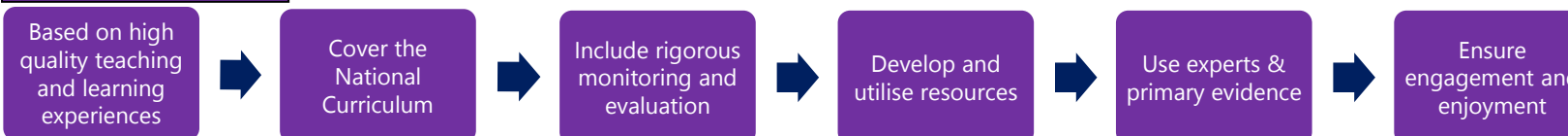
- History plays a crucial role in helping students understand their own identity and sense of place in time.
- The school History Curriculum seeks to develop key skills; uncover important historical (substantive) knowledge and introduce children to disciplinary knowledge (how and why history has been interpreted by historians).
- Students will learn how their locality, Britain, the wider world and different cultures developed through historical periods.

## Intent

Children will:

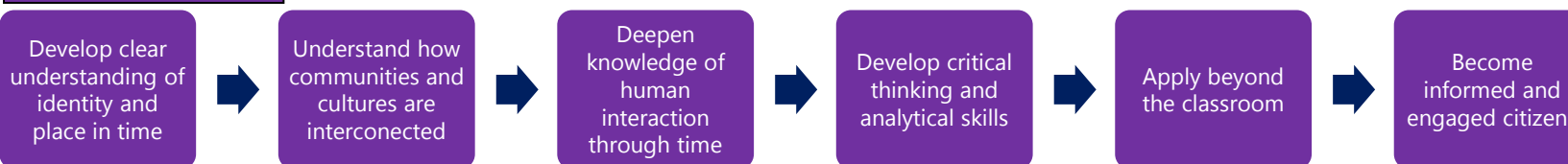


## Implementation



## Impact

Children will:



## Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories of knowledge as well as historical skill.

## Reviewing Prior Learning: Speak Like an Expert

**Purpose:** Sessions that ensure effective retention & recall of information.

**Regular sessions** at the start of every lesson to review prior learning.

## Friday sessions

Dedicated sessions reviewing the week's learning helping to make connections.

## Format

Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

## Benefits

Students develop strong retention skills, articulate historical knowledge & concepts.



# Great Scott!

Subject: History		Year: 1&2		Term: Spring 1		
National Curriculum Aims		<b>Key Objectives:</b> <ul style="list-style-type: none"> <li>know and understand the history of these islands ... how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'cold war', 'space race'</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history</li> </ul>				
Key Elements		<b>Key Elements:</b> Significant Individuals. Physical – oceans & seas Physical – climate zones				
Key Questions		<b>Five Key questions:</b> What is the climate like in Antarctica? Who is Robert Falcon Scott and why is he significant? What are the similarities and differences between the North and South pole? Where is the UK in relation to Antarctica?				
Curriculum coherence		<b>Building Learning Power - Prior Learning:</b> As students progress through the rolling programme, their historical & geographical knowledge is built, connecting past lessons to new ones. In ' <i>Great Scott!</i> ', students build on learning in Y1/2, where they learn about other significant individuals and, in geography, about different features on the earth. Development of chronological understanding will be built on as will students' ability to make sense of the past from primary sources of evidence including photographs, film, maps and documents. Understanding of decisions historians have made in writing histories of the period will also be developed.				
		<b>Building Futures - Future Learning through the project:</b> <ul style="list-style-type: none"> <li><b>Foundational Understanding:</b> Students establish a chronological framework by learning about key historical events <i>from 1900-1912</i> and how these fit into a wider chronology</li> <li><b>Conceptual Development:</b> Students learn about the extremes of temperature and weather in Antarctica and how men in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries raced to be first to the South Pole. This lays the groundwork for more learning in KS2 and other complex historical concepts in KS3.</li> <li><b>Critical Analysis:</b> By continuing to evaluate historical sources and perspectives related to the <i>Key Elements</i>, students develop critical thinking skills (begun already in KS1) that will be essential for analysing historical events in KS2 and KS3.</li> <li><b>Local Context:</b> Exploring how world events were seen in the local area provides students with a tangible connection to history (through parents' and grand-parents' experience), preparing them to explore local and global historical events in KS2 and KS3.</li> <li><b>Broader Connections:</b> Students place the <i>Great Scott</i> in broader historical narratives, enabling understanding of connections between different historical periods and the present.</li> <li><b>Continuity and Change:</b> Analysing the long-term consequences of the death of RFS helps students understand what happened after his expedition. They will also study the historical impact of the race to the pole.</li> <li><b>Historical Significance:</b> Reflecting on why we remember the race to the pole and RFS in particular.</li> </ul>				
		<b>Vocabulary: See glossary below</b>				
Development of Knowledge		Lesson	Content	Substantive knowledge		Disciplinary knowledge
		Lesson 1	<b>What do you know already about the Antarctic / Arctic and the Race to the Pole?</b> Complete retrieval grids  <b>What is the climate like in Antarctica?</b>	<b>Students should understand:</b> <ul style="list-style-type: none"> <li>Antarctica is very, very cold—it's the coldest place on Earth!</li> <li>It's usually windy, with strong, icy winds blowing across the land.</li> <li>There is lots of snow and ice, almost everywhere you look.</li> </ul>		<b>How and why do geographers study Antarctica? [Link to zoom lesson with BAS]</b>

			<ul style="list-style-type: none"> <li>It doesn't get much sunlight in winter, and in summer the sun stays up almost all day.</li> <li>There is no rain in Antarctica.</li> </ul>	
	<b>Lesson 2 / 3</b>	<p><b>Who was Robert Falcon Scott and why is he significant?</b></p> <p>Find out about RFS's life <u>before</u> the Terra Nova expedition, including the <b>Discovery Expedition</b> (1901-1904) with <b>Shackleton</b>.</p> <p>Find out about RFS's final expedition – the <b>Terra Nova Expedition</b> (1910-1913).</p>	<ul style="list-style-type: none"> <li><b>Robert Falcon Scott</b> was an <b>explorer</b> who travelled to Antarctica twice.</li> <li>He wanted to be first to reach <b>South Pole</b> in Antarctica.</li> <li>He led a team of brave people on a long, dangerous journey.</li> <li>Scott's team was beaten to the pole by <b>Roald Amundsen</b>.</li> <li>Scott's journey was still amazing and important.</li> <li>People remember him because he <b>was</b> brave, determined, and never gave up.</li> </ul>	<p><b>How do historians attribute significance to past events and people?</b></p> <p><b>How do historians construct their accounts of the past?</b></p>
	<b>Lesson 4</b>	<p><b>What are the similarities and differences between the North and South pole?</b></p>	<p><b>Similarities</b></p> <ul style="list-style-type: none"> <li>Both places are very, very cold.</li> <li>Both have lots of snow and ice.</li> <li>Animals live there, like penguins in Antarctica and polar bears in the Arctic.</li> </ul> <p><b>Differences</b></p> <ul style="list-style-type: none"> <li>Antarctica is a big continent made of land, while the Arctic is mostly ice floating on water.</li> <li><b>Penguins</b> live in Antarctica, but <b>polar bears</b> live in the Arctic.</li> <li>Antarctica is at the bottom of the Earth (south), and the Arctic is at the top of the Earth (north).</li> </ul>	
	<b>Lesson 5</b>	<p><b>Where is the UK in relation to Antarctica?</b></p>	<ul style="list-style-type: none"> <li>That the UK is in the <b>Northern Hemisphere</b> and Antarctica is in the <b>Southern Hemisphere</b>.</li> <li>How far it is from UK to Antarctica.</li> <li>How large Antarctica is compared to UK.</li> <li>What the climate is like in UK compared to Antarctica.</li> </ul>	
<b>Assess &amp; Review</b>	<b>Lesson 6</b>	<p><b>Retrieval Grids</b></p> <p>Add RFS's expeditions to a timeline that includes the reign of Queen Victoria and Queen Elizabeth II</p> <p>Complete retrieval lesson to illustrate what you know about the period at the end of the project.</p>	<ul style="list-style-type: none"> <li>Complete SLaE pages recapping what has been learnt in the project</li> </ul>	<p><b>What can you recall</b> about how historians use primary sources of evidence?</p>

## Glossary

<b>Antarctica</b>	The land mass (continent) at the south of the Earth
<b>South Pole</b>	The point at the very south of the Earth (where lines of longitude meet)
<b>Race to the pole</b>	The race between Shackleton, Scott and Amundsen to reach the South Pole
<b>Arctic</b>	The area of sea - often frozen solid – at the north of the Earth
<b>North Pole</b>	The point at the very north of the Earth (where lines of longitude meet)
<b>Robert Falcon Scott</b>	A navy officer and explorer – part of the race to the pole
<b>Sir Ernest Shackleton</b>	A merchant seaman and explorer – tried to reach the pole in 1907-09
<b>Roald Amundsen</b>	Norwegian explorer and cold climate expert who was first to pole
<b>Climate</b>	A way to describe the weather likely in a region of the Earth over a long period of time
<b>Hemisphere</b>	Half of a sphere (Earth)
<b>The Discovery</b>	RFS's ship for the 1901 expedition
<b>The Terra Nova</b>	RFS's ship for the 1910 expedition
<b>Ice berg</b>	A large mass of ice broken away and floating in the ocean
<b>Glacier</b>	A river of ice flowing very slowly down from the mountains
<b>Polar plateaux</b>	The large, flat area of Antarctic, high above sea level on which the South Pole is found