



# Claremont Primary and Nursery School History Curriculum

## Year 2: Mission to the Moon – Who was Neil Armstrong?

NC link: Lives of Significant People

### Objectives:

- Be able to sequence the events of the moon landing
- Be able to identify important figures in the moon landing (Neil Armstrong, Buzz Aldrin, Michael Collins)
- Be able to recognise the significance of the moon landing as a catalyst for change
- Be able to use historical sources to learn about the moon landing
- Be able to use historical sources to understand how and why space travel has changed over time
- Be able to use historical sources to compare the similarities and differences in space exploration in the past and in the modern day
- Be able to discuss the impact Neil Armstrong had on society

### Substantive Knowledge:

- Neil Armstrong was an American astronaut born in 1930.
- Neil Armstrong joined the NASA astronaut corps in 1962.
- After lots of preparation, the Apollo 11 spacecraft launched from the Kennedy Space Centre on 16<sup>th</sup> July 1969. It landed on the moon on 20<sup>th</sup> July. They spent 21 hours on the moon. Then they returned to Earth landing in the Pacific Ocean on 24<sup>th</sup> July.
- There were three men in the spacecraft: Neil Armstrong, Buzz Aldrin and Michael Collins.
- The moon landing refers to the first time a human walked on the moon.
- The moon landing was the result of the 'Space Race' between the USA and USSR.
- Neil Armstrong is famous for being the first man on the moon on 21st July 1969.
- After stepping onto the moon, Neil Armstrong was heard saying: "That's one small step for man, one giant leap for mankind."
- While they were on the moon, the astronauts (Neil Armstrong and Buzz Aldrin) did experiments as well as gathering samples and taking many photographs of the moon surface to be studied back on Earth. Collins stayed in orbit around the moon in the command module.
- Sources help us to find out about the past and these take different forms – photos and film footage of the moon landing, written articles/films about and featuring astronauts talking about their experience. Rock samples were also brought back to Earth to be studied.
- The Apollo 11 crew returned safely back to Earth on 24th July 1969.
- Neil Armstrong died in 2012.
- As a result of the moon landing and the Space race, space travel and technology were revolutionised and a whole new generation were inspired to become engineers, scientists and astronauts.
- Key female figures had major achievements during Apollo 11 and throughout the history of exploration (these include Katherine Johnson, Valentina Tereshkova, Mae Jemison, Helen Sharman, Christina Koch and Jessica Meir)

### Disciplinary knowledge (Think like a historian):

#### Continuity and Change

- Begin to understand that some things change and some things stay nearly the same.

#### Cause and Consequence

- Understand that a cause makes something happen and that historical events have causes – the Space Race caused the moon landing.
- Understand that a consequence is something that happens as a direct result of something else – technology and space travel were revolutionised.

#### Similarities and differences

- Recognise some similarities and differences between the past and the present.

#### Historical significance

- Talk about why Neil Armstrong and the moon landing were important and what changed/happened.

#### Historical Interpretations

- Observe and use pictures, photographs and artefacts to find out about the moon landing.
- Understand that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past and learn about the moon landing.

#### Chronological understanding

- Sequence events related to the moon landing that are close together in time.
- Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.

#### Knowledge and Understanding of Events and People in the Past

- Know and recount episodes from stories and significant events in history – the moon landing.
- Describe significant individuals from the past – Neil Armstrong.

#### Presenting, Organising and Communicating

- Talk, write and draw about the moon landing.
- Use historical vocabulary to retell simple stories about the moon landing.

### Key Vocabulary:

explorer, astronaut, NASA, Earth, moon, space, Lunar Module, Apollo 11, Flight, Commander, Space walk



# Claremont Primary and Nursery School History Curriculum

## Year 2: Marvellous Medicine – How did Florence Nightingale and Mary Seacole impact nursing today?

*NC link: Events beyond living memory and lives of significant people*

### Objectives:

- Be able to identify people who help us
- Be able to use historical sources to sequence events in Florence Nightingale’s life
- Be able to use historical sources to know and understand key facts about Mary Seacole’s life
- Be able to use historical sources to compare and contrast Victorian and modern hospitals, including the cleanliness and conditions
- Be able to identify how Florence’s and Mary’s experiences changed nursing and hospitals today
- Be able to discuss the impact that Florence Nightingale and Mary Seacole had on nursing today

### Substantive Knowledge:

- Florence Nightingale and Mary Seacole have both made a significant difference to nursing today. Both looked after soldiers during the Crimean War.
- Mary Seacole was born in 1805. She was an adventurer and business woman born in Jamaica. Mary’s mother was a Jamaican nurse and her father was a Scottish soldier. Her mother taught her how to heal and care for sick people and taught her about traditional Jamaican medicines.
- She travelled around the Caribbean and America buying spices to make medicines. She travelled on a ship full of medical supplies to help in the Crimean War. She set up the ‘British Hotel’ where soldiers could go to rest, buy food, drinks and equipment. Mary used the money spent there to treat sick and wounded soldiers.
- Mary was incredibly brave and rode on horseback into the battlefields, even when under fire, to nurse wounded men from both sides of the war. Mary so was caring, in fact, she became known amongst the soldiers as “Mother Seacole”.
- Florence was born in 1820. As a young woman she believed that God wanted her to help poor and sick people.
- She began to study and work as a nurse against her parent’s wishes.
- Before Florence Nightingale, hospitals were dirty and full of rats and germs.
- There were not enough doctors and women were not allowed to be doctors. The people had limited and not very nice food and had to sleep on the floor.
- After Florence Nightingale, the hospitals were cleaner and there were no rats. There were more doctors and nurses and there was more training available. Women were allowed to become doctors. Hospital standards were improved.
- She worked during the Crimean War and was respected by the soldiers. She went around and checked on them with her lamp and was then named ‘The Lady with the Lamp’.
- The war ended and Florence spent the rest of her life trying to make hospitals better places and set up the Nightingale Training School for Nurses.
- She was awarded the Royal Red Cross by Queen Victoria and is now regarded as the founder of modern nursing.
- Nurses continue to complete many different and specific jobs today. These include bandaging wounds, taking temperatures, giving medication and helping to assist the doctors.

### Disciplinary knowledge (Think like a historian):

- Continuity and Change
  - Begin to identify old and new aspects of medicine across periods of time through pictures, photographs and objects
- Cause and Consequence
  - Understand that a cause makes something happen and that historical events have causes
  - Understand that a consequence is something that happens as a direct result of something else
- Similarities and differences
  - Start to understand that during the same period of time, life was different for people in the past (rich and poor and male and female).
- Historical significance
  - Talk about why Mary Seacole and Florence Nightingale were important.
- Historical Interpretations
  - Understand that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.
- Historical Investigations
  - Observe or handle evidence to ask simple questions about medicine in the past.
  - Sort some objects/artefacts linked to medicine into new and old and then and now.
- Chronological understanding
  - Sequence pictures from different periods.
  - Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.
- Knowledge and Understanding of Events and People in the Past
  - Know and recount episodes from stories and significant events in history.
  - Understand that there are reasons why people in the past acted as they did.
  - Describe significant individuals from the past (Florence Nightingale and Mary Seacole).
- Presenting, Organising and Communicating
  - Use historical vocabulary to retell simple stories about the past.

### Key Vocabulary:

nurse, Crimean War, soldiers, clean, dirty, hospital, lamp, medal, Victorian, Italy, Germany, Royal Red Cross



# Claremont Primary and Nursery School History Curriculum

## Year 2: Majestic Monarchs – Why do we have Kings and Queens?

*NC link: Events beyond and within living memory*

### Objectives:

- Be able to order British monarchs on a timeline
- Be able to use historical sources to compare and contrast royal portraiture
- Be able to use historical sources to explain the impact significant monarchs have had on British history
- Be able to use historical sources to compare and contrast the role a monarch had in the past with the role they have in the present
- Be able to explain the difference between a monarch and a Prime Minister
- Be able to discuss the impact of monarchs

### Substantive Knowledge:

- Know that ‘monarch’ is a special word for a king or a queen.
- Know that England has had monarchs ruling for hundreds of years (approximately 1200 years).
- Know Kings and Queens of UK – who is our King now? What special items do Kings/Queens wear? What do they symbolise?
- Know six significant sovereigns in English and British history are Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II.
- Use the story of King John – explored through role play – to understand about his promises and the Magna Carta.
- Know that Queen Victoria was the Queen of the United Kingdom and head of the British Empire.
- Know that Queen Elizabeth II was the longest ruling British monarch.
- It is different now to the past – who makes decisions about our country? How do they get there? We have a Prime Minister.
- Understand the difference between reigning and ruling.
- Know who our current Prime Minister is and the role they play in making decisions about our country.
- Understand the relationship between monarch and Prime Minister.
- Use royal portraiture to learn about the wealth, power and importance of a monarch. Understand that the facial expressions, objects, clothing, poses and backgrounds in royal portraits are used to give a message about the monarch to the viewer.

### Disciplinary knowledge (Think like a historian):

- Continuity and Change
- Begin to understand that some aspects of monarchy change and some things stay nearly the same
- Similarities and differences
- Recognise some similarities and differences between monarchy in the past and the present.
  - Start to understand that during the same period of time, life was different for people in the past (rich and poor, male and female).
- Historical Interpretations
- Observe and use pictures, photographs and artefacts to find out about monarchs from the past.
  - Know that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.
- Historical Investigations
- Observe or handle evidence to ask simple questions about monarchy in the past.
  - Observe or handle evidence to find answers to simple questions about monarchy in the past on the basis of simple observations.
- Chronological understanding
- Sequence pictures from different periods.
- Knowledge and Understanding of Events and People in the Past
- Know and recount episodes from stories and significant events in history -King John and the Magna Carta.
  - Understand that there are reasons why people in the past acted as they did.
  - Describe significant monarchs from the past.
- Presenting, Organising and Communicating
- Talk, write and draw about things from the past

### Key Vocabulary:

crown, sword, sceptre, medal, royal, monarchy, monarch, hierarchy, castle, palace, sovereign, ruler, reign, Magna Carta, chronology, timeline, century, artefact, evidence



# Claremont Primary and Nursery School History Curriculum

## Year 2: Colossal Castles – Why are castles built on a hill?

NC link: Local history

### Objectives:

- Be able to place the events of the battle of Hastings on a timeline.
- Be able to use historical sources to explain the significance of William the Conqueror and the impact he had on British history.
- Be able to use historical sources to describe how castles have changed over time.
- Be able to use historical sources to know and describe the defensive features of a castle.
- Be able to analyse historical sources to find out more about castles.
- Be able to discuss why castles are built on a hill.

### Substantive Knowledge:

- Know that the battle of Hastings took place in 1066 in Sussex, England.
- The battle was between William of Normandy (France) and King Harold Godwinson (England).
- William entered the battle with 15,000 soldiers. King Harold had an army of 5,000. Most of them were farmers and not soldiers.
- The battle was fought because William thought he was the rightful king of England.
- The Normans travelled to the battle by boat. They sailed 700 ships across the English Channel.
- The battle lasted over 9 hours. The English lost the battle and King Harold was killed.
- William was crowned king on Christmas Day 1066.
- The Bayeux Tapestry recorded the story of the battle of Hastings. It is an important part of historical evidence and contains a lot of information about the battle.
- Know that a castle is a large, strong building built in the past by a ruler or an important person to protect the people inside from an attack.
- Castles are both a home and a fortress. They were built to provide safety and protection from attack and to display the owner's rank and wealth.
- Castles were often built on hilltops or surrounded by water to make them easier to defend.
- The first proper castles built in England were motte and bailey castles. These were introduced by the Normans from France.
- Know the different types of castle – Motte and Bailey castle and castles with stone keeps.
- Know the different features of castles (arrow loops, battlements, drawbridge, moat, portcullis, tower, turret).
- The biggest castle in England is Windsor Castle. This is where Queen Elizabeth II lived.
- Know what castles are used for in modern times and why we don't build castles anymore.

### Disciplinary knowledge (Think like a historian):

- Continuity and Change
- Begin to understand that some castles change and some castles stay nearly the same
- Cause and Consequence
- Understand that a cause makes something happen and that historical events have causes – William the Conqueror's defeat of King Harold.
  - Understand that a consequence is something that happens as a direct result of something else. – the building of castles across England.
- Similarities and differences
- Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.
- Historical significance
- Talk about why the William the Conqueror was important and what happened.
- Historical Interpretations
- Observe and use pictures, photographs and artefacts to find out about the battle of Hastings.
- Historical Investigations
- Observe or handle evidence to find answers to simple questions about castles in the past on the basis of simple observations.
  - Sort castle objects/artefacts into new and old and then and now.
- Chronological understanding
- Sequence artefacts and events that are close together in time.
  - Sequence pictures from different periods.
- Knowledge and Understanding of Events and People in the Past
- Know and recount episodes from stories and significant events in history.
  - Understand that there are reasons why people in the past acted as they did.
- Presenting, Organising and Communicating
- Talk, write and draw about things from the past
  - Use historical vocabulary to retell simple stories about the past.

### Key Vocabulary:

battle, Bayeux tapestry, Britain, castle, Hastings, King Harold, monarch, protection, William the Conqueror