

KS1

Cycle A

Autumn Term

Local Heroes

National Curriculum

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.






Who are two of our famous local heroes?

KEY LEARNING –

Children will know about two local heroes in our local area. They will first learn about Captain Edward Smith and the Titanic. They will explore the question, ‘What do we know about the journey of the Titanic?’ They will know what happened on the Titanic and sequence its main events. They will know what life was like on board the Titanic and explore similarities and differences amongst first- and third-class passengers by comparing photographs. They will know the role Captain Edward Smith played on the Titanic and know why we remember him today. They will explore why the Titanic sank and explain/talk about who they think should be blamed for the sinking. They will know what changed because of the sinking of the Titanic. [Previous learning – EYFS – explore differences between people. KS1 – Cycle B – Who should be blamed for not saving more houses in the Great Fire of London?](#)

Children will know why Reginald Mitchell was important to our local area and explore the question, ‘Why do we remember Reginald Mitchell?’. They will have a chronological understanding of Reginald Mitchell’s life and sequence the main parts of his life. They will learn about his legacy - the Spitfire - and understand the impact it had on the war. They will know that planes used by the RAF have changed over time and will look at 3 different RAF planes since the Spitfire and talk about how they have changed/stayed the same. They will know the legacy that the war has had on our lives today and think about why we wear poppies on Remembrance Day. [Previous learning – EYFS - explore why we wear poppies for Remembrance Day; talk about some of the ways they have changed over their lives. Cycle B KS1 – the significance of Florence Nightingale.](#)

Substantive Concepts

				
Conflict, invasion, and settlement	Society (social structure, civilisation, politics, role in the empire)	Culture (entertainment, religion, beliefs)	Trade	Achievements and legacy
WW2 and impact of the Spitfire.	Social class differences aboard the Titanic.			Legacy of the sinking of the Titanic – what happened as a result? Why do we remember Captain Edward Smith. Legacy of Reginald Mitchell and the Spitfire.
Previous learning – conflict during the Crimea War when learning about Florence Nightingale and the First World War when learning about Edith Cavell(Cycle B).				Previous learning – changes that happened because of the Great Fire of London (Cycle B). EYFS – why we wear poppies.

Chronological Understanding

- **Sequence 3-5 events and artefacts.** – *Sequence what happened during Titanic’s maiden voyage.*
- **Know where people/events studied fit into a chronological framework.**
- **Place people or events studied on a simple timeline.** *Sequence Reginald Mitchell’s life and place on a simple timeline.*
- **Use common words and phrases for the passing of time (E.g. now, long ago, then, before, after, past, present, before, after, then, now).**

Disciplinary Skills

Change and continuity

- **Describe simple changes and know some ideas/objects remain the same over different time periods** – *compare planes from 3 time periods since the Spitfire to see how RAF planes have changed/stayed the same since the first Spitfire. Describe these changes.*
- **Identify simple reasons for changes** – *know what changed because of the sinking of the Titanic.*

Similarity and difference

Make simple observations about different types of people, events, beliefs within a society – *explore similarities and differences between first-class and third-class passengers on the Titanic.*

Cause and consequence

Recognise why people did things, why events happened and what happened as a result – *what changed because of the sinking of the Titanic.*

Historical significance

Discuss who was important in a historical event – *Know why Captain Edward Smith was important. Know why Reginald Mitchell was important and the legacy he has had.*

Historical interpretation

Historical enquiry

- **Use artefacts, photographs and visits to museums to ask and answer questions about the past.**
- **Make simple observations about a source or artefact.**
- **Use sources to show an understanding of historical concepts.** – **Ask why, what, who, how and where questions and find answers to them.**
Explore why the Titanic sank and who should be blamed for the sinking.

Organisation and communication

- **Communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).**
- **Use relevant vocabulary in answers** - old, new, long time ago.
- **Describe past events and people by drawing or writing.**
- **Express a personal response to a historical story or event through discussion, drawing our writing.**

Vocabulary

Titanic, Captain Edward Smith, first class, third class, rich, poor, Reginald Mitchell, Spitfire, World War One, World War Two, Remembrance, RAF, old, new, long time ago, past, present.