**Year 2 HISTORY Curriculum – Autumn Term**

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| **Theme: Scott of the Antarctic** | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the curriculum** |
| Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should  understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Pupils should be taught about:  *The lives of significant individuals in the past who have contributed to national and international achievements.* | | | **Keyword** | Definition | **Keyword** | | Definition | English – Fact file of Captain Scott  Geography – locating the Antarctic  Art – portraits |
| Amundsen | A Norwegian explorer of polar regions. | Scurvy | | A disease caused by a serious vitamin C  deficiency. |
| Antarctic | Relating to the south pole or to the region near it. Mostly southerly point on Earth. | Sledge | | Vehicle on runners for taking goods or  passengers over snow or ice, often pulled by  animals. |
| Expedition | A journey undertaken by a group of people with a particular purpose ie research. | Huskies | | A breed of powerful dog with a thick double  coat used for pulling sledges |
| Frostbite | Injury to body tissues caused by exposure to extreme cold, typically affecting the nose, fingers, or toes | Nansen | | Polar explorer, scientist, diplomat, |
| Polar | Relating to the North or South Pole. |  | |  |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | | |
| Louis Braille (Y1), exploring other significant individuals. | | | | | Children will deepen their knowledge of chronology by studying ancient times in Year 3. | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | | |
| 1. Who was Scott and why was he famous? | | * Know Captain Scott was a heroic explorer of the Antarctic who reached the South Pole in 1912. * Understand a little of Scott’s background, early career, personality and times in which he lived | | | | * Investigation * Knowledge of people in the past | | |
| 1. How did Scott get to the South Pole and what happened then? | | * Use evidence to establish events and discuss the setbacks he faced * Know the expedition was famous for geographical and scientific work such as with penguins * Compare the photographs they took of the land, which no-one had seen before. | | | | * Knowledge and understanding of events in the past * Use a range of primary and secondary sources to find out about the past. | | |
| 1. Why did Scott risk his life going to the South Pole? | | * Understand the dangers of travelling to the South Pole in 1911. * Know on the 800-mile journey back, Scott’s part all died through lack of food and the freezing cold. | | | | * Investigation * Critical thinking skills | | |
| 1. How do we know what happened on Scott’s last   journey? | | * Use pictures to find evidence of Scott‘s last journey * Know that we have to use evidence (pictures, books) from the past to understand what really happened. | | | | * Interpretation * Use a range of primary and secondary sources to find out about the past. | | |
| 1. Why did he not get to the South Pole first? | | * Know that Norwegian Amundsen had beaten him to it * Identify reasons why Scott was careless and what mistakes he made with the planning. | | | | * Knowledge and understanding of events in the past * Chronological understanding | | |
| 1. How should Scott be remembered today? | | * Know that Captain Scott’s bravery has helped us understand the dangers of polar exploration, such as scurvy, snow blindness and frostbite and how best to use skis, dogs, other forms of transport, as well as types of clothing and food supplies required for exploration. | | | | * Interpretation * Critical thinking skills | | |
| **Themes and links** | | | | | | | | |
| **Historical themes** | **Where these are covered:** | | | | | | | |
| **Settlements** |  | | | | | | | |
| **Invasion** |  | | | | | | | |
| **Democracy** |  | | | | | | | |
| **Evidence** | * Lessons 1- 6 | | | | | | | |