

Unit Overview: KS1 History Year B Term 6
Significant Individuals – Isambard Kingdom Brunel and the Victorian Period

Enquiry Question – Why should we remember Brunel?

<p>National Curriculum Objectives</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> place events and objects in chronological order using common words and phrases relating to the passing of time sequence events on a timeline <p><u>History Concepts</u></p> <ul style="list-style-type: none"> Talk about who was important eg. In a simple historical account Recognise why some people did things, why events happened and what happened as a result <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> find out about the past from a range of sources e.g. stories, photographs, artefacts ask and answer questions relating to key concepts 	<p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> Understand what it means to be famous and that people can be famous for many different reasons. Known that Brunel was a famous 19th century engineer who designed some of the most famous bridges, tunnels, railways and boats in the world. Recount and sequence events in Brunel's life, gaining an insight into the character of a pioneer, dealing with adversity, failure and criticism. Explain in detail one piece of enduring evidence of Brunel's impact on our lives through the structures that remain in place today. Investigate Brunel's involvement with The Great Exhibition as a showcase and celebration of Britain's past, present and future innovations. Brunel's feats and achievements have had a lasting legacy and revolutionised how we approach engineering, transport and construction. He was one of the leading people in the Industrial Revolution. Brunel was responsible for building more than 1,600 km (1,000 miles) of railway in the West Country, the Midlands, South Wales, and Ireland. 	<p><u>Vocabulary</u></p> <p>Past, change, similarity, difference, engineer, famous, significant, Industrial Revolution, railway, Great Western, Box Tunnel, Suspension Bridge, SS Great Britain, Victorian, transport, legacy, transport, compare, inventor</p> <p><u>Phonics / polysyllabic words</u></p> <p>In/vent/or Vic/tor/i/an</p> <p><u>Key People</u></p> <ul style="list-style-type: none"> Isambard Kingdom Brunel Sir Marc Isambard Brunel Prince Albert Louis Breguet
<p><u>Prior learning</u></p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling; 	<p><u>Disciplinary Knowledge</u></p> <ul style="list-style-type: none"> Identify relevant causes and effects of key events. Compare the life of a significant individual who has contributed to our nation's achievements, incorporating simple vocabulary relating to the passing of time. Investigate some of the main events in Brunel's life using pictures, photographs, written sources, artefacts and visits outside of the classroom. 	<p><u>Future learning</u></p> <ul style="list-style-type: none"> The achievements of the earliest civilisations – an overview when the first civilisation appeared. The achievements of Ancient Rome are still obvious for people to see around us; ranging from their roads, architectural achievements, hygiene and down to something as simple as waterproof concrete.
<p><u>British values</u></p>		<p><u>Christian Values</u></p>

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<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. 	<ul style="list-style-type: none"> • Use picture sources to make suggestions about events that happened in the past and discuss similarities and differences. • Make comparisons about transportation in the past and present. • Make suggestions about how building the Clifton Suspension Bridge changed lives in the past. 	<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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