

<p>Spring</p> <p>Article 17, 28</p>	<p>Who explored the world?</p>	<ul style="list-style-type: none"> • Captain James Cook is one of Europe’s most famous explorers. He was a British explorer and captain in the British Royal Navy. • Captain Cook was excellent at map making. • Cook made three voyages to the Pacific Ocean and created the first accurate map of the Pacific Ocean. • His ship was called the Endeavour. • His second voyage in 1772 was to search for the large continent of Australia. During his third voyage he as killed on a Hawaiian island. • Captain Robert Scott was an explorer and officer in the British Royal Navy. • Captain Scott lead two expeditions to the Antarctic. He reached the South Pole in January 1911. Captain Scott died on 29th March 1912 from the extreme cold on the return journey. • After his death Captain Scott became a national hero. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Use dates where appropriate. • Show an understanding of the concept of nation and a nation’s history. 	<ol style="list-style-type: none"> 1. Why did people in the past want to explore the world? 2. Where and how did Captain Cook explore? 3. Where and how did Robert Scott explore? 4. What dangers did the explorers face? 5. How do we know about Captain Cook and Robert Scott? 6. Why are they significant? 7. Who was the most significant explorer and why? 	<p>significant famous expedition navigator voyage journey route Endeavour aboriginals provisions Antarctica</p>
<p>Summer</p> <p>Article 17, 28</p>	<p>How have holidays changed?</p>	<ul style="list-style-type: none"> • Seaside holidays first began in Britain during the 1700s. At this time, it was only rich people who went to the seaside. • The invention of the railways meant that more people could go to the seaside. People used to travel to the seaside by steam train. The trains were always full and the stations very crowded. • People changed into their bathing costumes inside bathing machines. A horse would then pull it towards the sea and they would lower themselves in to it without being seen • People used to stay in hotels by the beach. • People used to pay to have a donkey ride along the beach. They could watch a music show or ‘Punch and Judy’ on the beach. • People used to walk along the promenade at the seaside. They could watch a show, hear a band or sit and rest. 	<ul style="list-style-type: none"> • Ask and Investigating and interpreting the past • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. 	<ol style="list-style-type: none"> 1. Where did people go on holiday 100 years ago? 2. How do we know what holidays were like 100 years ago? 3. Why were British seaside holidays so popular 100 years ago? 4. What was the seaside like in Victorian times? 5. How did people travel there? 6. Did people wear the same things we do at the beach? 7. How do they compare to seaside holidays today? 	<p>resort railway sea bathing bathing machine pier promenade Scarborough bathing costume Punch and Judy</p>

			<ul style="list-style-type: none">• Use dates where appropriate.• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.• Show an understanding of the concept of nation and a nation's history.• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.		
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