



Lawn History Curriculum



The Story of Britain



Focused History



Local History



Global Citizenship

| | | | |
|------|---|--------------|--|
| Year | 1 | Topic | Mary Seacole |
| | | Focus | Mary Seacole: Her life and legacy |
| | | Big Question | Does Mary Seacole deserve the title 'Mighty Mary'? |

This topic focusses on the life and legacy of Mary Seacole and begins the children's journey learning about black history and inspirational women. Children will examine primary and secondary sources and reflect on what these might tell historians about Mary Seacole's life. Children will start to engage with the concept of war in reference to Mary's involvement in the Crimean War. They will examine Mary's greatest achievements and reflect on statues and monuments and why some people have these. There will be a local history link - with children taking a tour of Derby and looking at statues and monuments in the locality.

| Prior Learning (EYFS) | Future Learning (end of key stage) |
|--|--|
| <ul style="list-style-type: none"> - Begun to make sense of their own life and their family history. - Talk about images of familiar situation in the past. - Know some similarities and differences between things in the past and now. Draw on experiences of what has been read in class. - Understand the past through settings, characters and events encountered in books. - Name significant figures from the past and what their contribution to our society was (Neil Armstrong and Mathew Henson) - To be able to discuss images of people who are significant in the past - Be able to sequence their time in reception. | <ul style="list-style-type: none"> - Understand how to put people, events and objects in order of when they happened, using a scale the teacher has provided. Place events on a timeline. - Use evidence to recognise why people did things, why events happened and what happened as a result. - Observe and handle sources and artefacts to answer questions about the past on the basis of careful observations. |

National Curriculum

Within Living Memory and events beyond living memory

Know that life for their grandparents was different to their own, organise a number of artefacts by age, know what a number of older objects were used for, know the main differences between their experiences of using a doctor and that in the past.

Local History

Visit local areas in Derby with statues celebrating significant people to Derby. Look on a map areas that hold significance to Florence Nightingale (her house along Cromford canal)

Key Vocabulary

Historical

A long time ago, when I was little, since I was born, yesterday, today, tomorrow, years, object, change, picture, photograph

Topic Specific

old, new, recent, in the past, long ago, , ancient, living memory, invention, photograph, decade, modern, older generation, century, similar, different, memories, artefact bankrupt, dressing, medicine, prejudice, rejected, doctress

Recommended Texts & Web Links

The Extraordinary Life of Mary Seacole by Naida Redgrave, Hoorah for Mary Seacole by Trish Cooke, Great Women Who Changed the World by Alison Hammond, Fantastically Great Women Who Changed the World by Kate Pankhurst

What pupils need to know or do to be secure

Key Learning

Activities / Application of knowledge / Possible Evidence

How can we work out why Mary Seacole is Famous

- Children will be able say how Mary Seacole is remembered today
- Children will know when she lived and why this is significant. They will sort significant events in her life
- Children will be able to sort significant artefacts from this time and say how they were used to help the soldiers.
- They will compare nursing in the past to nursing today and explore how nursing has changed over time.

What was her greatest achievement?

- Children will be able to be history detectives to find out which statements about Mary Seacole are true and which are not.
- Children will be encouraged to challenge others ideas and thoughts.
- Children will justify one good reason for why she deserves to be remembered

What happened to Mary after the Crimean war?

- Children will be able to sort significant events in time line order
- They will understand the concept of war at that time
- Children will look at how Mary was treated after the war

Does Mary deserve her statue outside St Thomas's hospital?

- Children will understand what a statue is and why some people have them.
- Children will use reason cards to debate the use of the statue
- Children will discuss how we should remember her and why

What are the differences between her life as a nurse and a nurse today?

- Children will be able to identify how nursing has changed over the years.
- They will reflect on their own experiences of using a doctor or going to hospital

Use the 'big time line' to find where Mary Seacole fits into history. Who else was alive at that time? Have you heard of any of them? Sequence events around her life time.

Look at ways she has been celebrated, statue, money, books.

Look at clues and artefacts that give us clues to who she was and what she did.

Discuss the importance of primary resources and secondary resources.

Children need to understand that lots has been said about Mary Seacole, some true and some not true. They need to be history detectives and work out which facts could be true and which maybe are not.

Look at what happened to Mary after the war and how it is not what we would expect to happen.

Watch a short film called 'After the Crimea'. They will sequence some events for Mary after the war and then create a 'Fortunes graph.'

Look at some different statues and discuss why they are important. Do you know who any of them are? Why do we have statues of people? Look at some statues around Derby.

Children are to become historians and decide what to do with Mary's statue.

Who do I think deserves to be remembered with a statue?

- Children will compare the life of Mary Seacole to Helen Forrest, Lead Nurse for Infection, Prevention and Control (IPC) at UHDB, has been recognised for her outstanding work during Covid-19 by the Royal College of Nursing (RCN)
- Children will demonstrate that they understand what makes a person important and worth remembering.
- They will consider who is important to them and who deserves a statue of remembrance

Children will compare the lives of a nurse today and the life of Mary and Florence. They will sort pictures or objects from then and now relating to nursing. They will discuss their experiences of going to the hospital or doctor and make a comparison between the two.

Children will compare the life of what happened to Mary and Florence after the war and why it was so different. Discuss if we feel this is right. They will compose a word bank of what makes a person important and worth remembering. They will think about who is important to them and make a statue using clay.

Enrichment

Take a virtual walk around Derby to view some of the statues in our local area.
Make a clay statue of who is important to them.



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Local History



Global Citizenship

| | | | |
|--|---|---------------------|--|
| Year | 1 | Topic | The Victorians |
| | | Focus | The lives of Victorian children |
| | | Big Question | Would you rather be a Victorian school child or a child at school today? |
| <p>Children will be comparing their lives as a school child to what life was like for a child at school in the Victorian times. They will be making links to similarities and differences between school then and now. They will know that the Victorian era is named after the queen during this era and research facts about this queen and why she has become so famous. Children will look at how life in other areas changed for children during this time. They will look at what people did for leisure and how the introduction of the steam train made it easier for families to travel for leisure by going to the seaside. They will look at similarities between their holidays and holidays for Victorian families.</p> | | | |

| Prior Learning | Future Learning |
|---|---|
| <p>Communication & Language</p> <ul style="list-style-type: none">-Describe some events in detail.-Articulate ideas and thoughts in well-formed sentences. <p>Understanding the World</p> <ul style="list-style-type: none">-Comment on images of familiar situations in the past.-Compare and contrast characters from stories, including figures from the past. | <ul style="list-style-type: none">-Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Place events on a timeline.-Use evidence to recognise why people did things, why events happened and what happened as a result.-Observe and handle sources and artefacts to answer questions about the past on the basis of careful observations. |

National Curriculum

Lives of Significant People

Name a famous person from the past and explain why they are famous.

Local History

Visit the Erewash Museum in Ilkeston

Use the National Archives website to look at what your local area looked like during Victorian era. Look at the introduction of the Tram lines in St Peters square in Derby town centre and how this changed peoples shopping and movement habits.

<https://www.nationalarchives.gov.uk/victorians/ViewSection.aspx?SubjectID=7>

Key Vocabulary

Historical

old/oldest, new, newest, time line, modern, old, invented, past, time, museum, preserved, hero, leader, significant

Topic Specific

Queen, monarch, rich, poor, wealthy, poverty, leisure, government, education, gender, technology, railways

Recommended Texts & Web Links

Queen Victoria's Knickers by Jackie French, The Old Toy Room by Twinkle Press, The Toy Museum by Martin Wandle, DK: My First History Encyclopedia, Street Child by Berlie Doherty, Oliver Twist by Charles Dickens, Punch by Barbara Henderson, A Street Through Time.

What pupils need to know or do to be secure

Key Learning

Activities / Application of knowledge / Possible Evidence

To gain this knowledge, children will read stories, analyse and study photos and artwork to identify what life was like for a Victorian child. They will ask and answer questions and make links to their own lives and locality where appropriate

Who was Queen Victoria?

- Children know that the Victorian era was a long time before their grandparent's era and look at this on a timeline.
- Children know that Queen Victoria was the British monarch during this period.
- Children know that she is famous for being a significant female leader.

What was school like for a Victorian child?

- Children will know some of the similarities and differences between life as a Victorian school child and their own experiences in school.
- Children will learn about the education act of 1844 and the impact that this had on their school life today. Local history link to Richard Arkwright and his attitude towards education.
- Children will know what life was like in a Victorian classroom by experiencing this through a role-play day.
- Children will visit either the Black Country Museum or Sudbury Hall to experience a Victorian school room.

What did the Victorians do for leisure?

- Children will know about some of the toys and games that Victorian children would have played.

What enabled the Victorians to travel to the seaside?

Children will start the topic with a Wow day on being a Victorian child. They can come to school dressed up. The class will be set up as a Victorian class for the day with a variety of Victorian lessons: writing with chalk, making peg dolls and Jack in the box, playing Victorian games outside.

Look at a portrait of queen Victoria and say what this can tell us about the times she ruled. Using a YouTube clip draw a portrait of Queen Victoria for a gallery.

Fact finding session. Hide different facts about Queen Victoria outside and the children have to find the facts to produce a booklet.

Watch two short video clips on life in a Victorian school. Using two hoops complete a sorting activity looking at the similarities and differences between school today and a Victorian school.

Discuss what children like doing for leisure today. Then using some historical sources have a look at pictures of leisure in Victorian times and compare what they can see.

- Children will know that the introduction of steam rail travel change people's opportunities to travel longer distances (focus on seaside holidays.)
- Cause and consequence - understand that the leisure industry was created by changes during the second half of Queen Victoria's reign (working hours shortened and the introduction of bank holidays, railways)

What are the similarities and differences between a Victorian holiday and a holiday now?

- Continuity and change/ Similarity and difference - Know what a Victorian seaside trip would have been like and how it is similar/different to a seaside trip today.

Watch a clip from *The Greatest Showman* looking at the introduction of the circus.

Make a class model circus or moving picture game.

Complete a time line of different forms of travel starting from Victorian time to today.

Draw a picture of a steam train to label from a YouTube clip.

Spend a day at a Victorian seaside. What activities might you be doing?

Make a punch and Judy puppet show to perform to the class.

Enrichment

Wow Day being a Victorian school child.

Making Victorian toys and games

Go on a trip with Magic grandad

Parlour games

Create outdoor games - Hop scotch, marbles etc.