Year	1	Topic	Mary Seacole: Her Life and Legacy

This topic focuses 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	Future Learning (End of Key Stage)
• Begun to make sense of their own life and their family history. • Talk about images of familiar situations 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 Matthew Henson). • To be able to discuss images of people who are significant in the past. • Be able to sequence their time in Reception.	• 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 Links

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 at 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

Lesson 1 – How can we work out why Mary Seacole is famous?

Focus: Introducing Mary Seacole as a significant person and exploring how we know about her.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Mary Seacole was born in Jamaica in 1805. • She was a nurse who helped soldiers in the Crimean War. • She is remembered for her bravery and kindness.	Storytelling and sequencing: Listen to a story or watch a short video about Mary's life. Order key pictures of events (childhood, travelling, nursing soldiers).	*Place events and artefacts in order on a timeline.* *Label timelines with phrases such as past, present, older and newer.* *Use words and phrases such as a long time ago, years, decades, centuries.*
	Artefact handling: Explore or view images of medicine bottles, herbs, lamps, and soldiers' uniforms. Ask: 'What were these used for?'	*Observe or handle evidence and artefacts to ask and answer questions about the past.*
	Discussion: How is Mary remembered today? (statues, books, hospital names).	*Describe significant people from the past.* *Ask questions such as: What was it like for people? What happened?*

Lesson 2 – What was her greatest achievement?

Focus: Investigating Mary's actions and deciding what made her famous.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Mary built the British Hotel near the battlefield to care for soldiers. • She paid for her journey herself and helped people even when others said no. • Soldiers called her 'Mother Seacole'. *DISCO (Imagine): Imagine you are a poorly soldier and Mary Seacole brings you food and medicine. How would you feel? Why do you think the soldiers called her 'Mother Seacole'?*	History detectives: Children read or listen to short statements about Mary (true/false). Sort facts and misconceptions.	*Use artefacts, pictures, stories and online sources to find out about the past.* *Recognise that there are reasons why people in the past acted as they did.*
	Achievement debate: Pupils choose what they think was Mary's greatest achievement and explain why.	*Describe historical events.* *Describe significant people from the past.*
	Reflection writing: 'Mary Seacole deserves to be remembered because...'	*Use words and phrases to describe the passing of time and importance.*

Lesson 3 – What happened to Mary after the Crimean War?

Focus: Sequencing key events and understanding what happened later in her life.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• After the war, Mary returned to Britain with little money. • People who admired her raised money to help her. • She was later awarded medals and became very well known.	Timeline building: Sequence events using pictures and simple captions (birth, travel to Crimea, helping soldiers, return to Britain, statue today).	*Place events and artefacts in order on a timeline.* *Use dates where appropriate and time vocabulary such as before, after, a long time ago.*
	Map activity: Trace Mary's journey from Jamaica to Britain to the Crimea on a world map.	*Show an understanding of the concept of nation and a nation's history.* *Use artefacts, maps and online sources to find out about the past.*
	Discussion: What was life like for Mary when the war ended?	*Ask questions such as: What was it like for people? What happened? How long ago?*

Lesson 4 – Does Mary deserve her statue outside St Thomas' Hospital?

Focus: Understanding how and why we remember people.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Statues are made to honour important people. • Mary's statue stands outside St Thomas' Hospital in London. • It reminds us of her bravery and kindness during war.	Image study: Look at photos of Mary's statue and discuss what statues tell us.	*Identify some of the different ways the past has been represented.* *Describe significant people from the past and how they are remembered.*
	Reason card debate: Sort statements for and against having a statue (e.g. 'She helped soldiers', 'She cared for others').	*Recognise reasons why people in the past acted as they did.* *Describe historical events and why they are remembered.*
	Creative task: Draw or make a mini statue of someone they think deserves to be remembered.	*Recount changes in their own lives and discuss how we remember people today.*

Lesson 5 – What are the differences between her life as a nurse and a nurse today?

Focus: Comparing the past and present through nursing and care.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• In Mary's time, there were no modern hospitals, ambulances or clean wards. • Today, nurses use modern equipment, medicine and technology. • Nurses still care for people in similar ways — kindness and compassion. *DISCO (Compare): What is the same and what is different about Mary Seacole as a nurse and a nurse today? Can you tell me one thing that is the same and one thing that is different?*	Sorting task: Compare pictures of hospitals, clothes and equipment from Mary's time and today. Sort into 'then' and 'now'.	*Observe or handle evidence and artefacts to ask and answer questions about the past.* *Recount changes that have occurred in their own lives.*
	Visitor link or video: Learn about what nurses do today.	*Use online sources and stories to find out about the past and present.*
	Discussion: How has nursing changed over time? What has stayed the same?	*Describe characteristic features of the past and how they compare with today.* *Use words such as long ago, recently, when my parents were children.*

Lesson 6 – Who do I think deserves to be remembered with a statue?

Focus: Linking Mary Seacole's story to people who help others today.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Mary helped people in the past; many people help others today too. • Helen Forrest, a modern nurse, was recognised for her work during COVID-19. • Statues and awards help us remember important people in our nation's story.	Compare people: Compare Mary Seacole and Helen Forrest using photos and short biographies.	*Compare significant people from the past and present.* *Describe characteristic features of the past and present.*
	Circle discussion: Who helps us today? Who do you think deserves a statue?	*Recognise reasons why people act as they do and how they show kindness.*
	Creative task: Design a medal or statue for someone who helps others.	*Use literacy and art skills to communicate information about the past.* *Show understanding of the concept of nation and remembrance.*

Enrichment

- 'Meet Mary Seacole' living history workshop (in school or online)
- 'Mary's Journey' mapping and travel experience
- Florence Nightingale and Mary Seacole comparison day
- Mini Museum of Mary Seacole
- 'Mary's Care Station' role-play area
- Art and writing project: 'A Letter to Mary'
- Statue study and 'Our Heroes' project
- Local community link – 'Who Helps Us?'