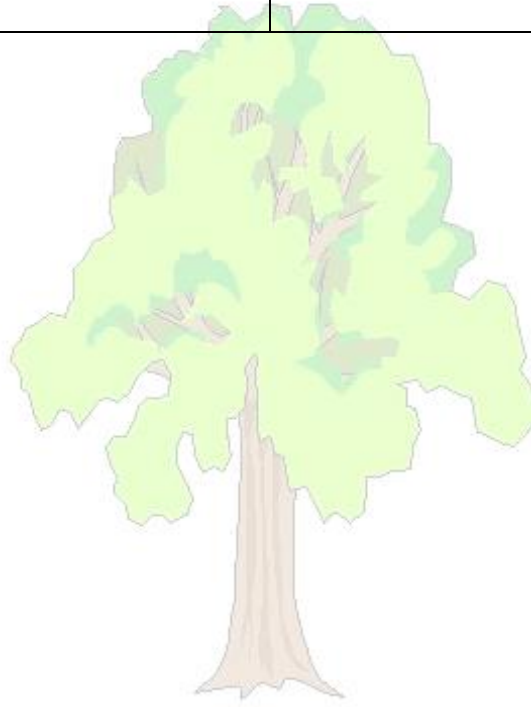


Year 1 History Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
How has the monarchy changed in my life? Changes within living memory Monarchy		Why were Mary Seacole and Florence Nightingale significant? Significant Individuals Progress			Top hats and tailcoats or flat caps and muddy boots? Events beyond living memory Wealth and poverty



Term 1 History- How has the monarchy changed in my life?		
National Curriculum Links	Key Vocabulary	Pupil Offer
<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	Monarchy, government, king, queen, coronation, family tree	Royalty day. The children will make and design crowns to wear for the day and complete royalty related tasks.

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5
Lesson Overview including Substantive knowledge	<p>What is a monarch? Royalty day</p> <ul style="list-style-type: none"> Royal dwellings What do we already know about Kings and Queens? Chronological understanding of past and present monarchs <p>EYFS Retrieval - Family Pupils will be developing their personal family tree (from EYFS). Children will then be looking at Queen Elizabeth II and where she sits in the Royal family tree and comparing the family trees.</p> <p>The children will learn that the role of monarch is passed down through the Royal family. Children will learn that the monarch is also head of state and how this role has changed over time.</p>	<p>Coronation of Queen Elizabeth II in 1952 Children will learn about the Queen's coronation and its significance.</p> <p>EYFS Retrieval- Past & Present Comparison with then and now Children will look at how the country has changed between 1952 and 2023, making comparisons between technology, society and the Queen's duties as a monarch.</p>	<p>The life of the Queen Children will plot the life of Queen Elizabeth and talk about how her role changed over the course of her life. We will also draw attention to the birth of Charles and William and what this means for the future of the monarchy.</p>	<p>Jubilee The Queen's death The children will look at the significance of the Queen's platinum jubilee and how rare this was. Children will learn what happens when a monarch dies and how things have now changed.</p>	<p>The coronation of Charles III How is this different to Queen Elizabeth's coronation? Who will be the next monarch after King Charles? How is the coronation celebrated? What impact does this have on the country?</p> <p>Retrieval- BIG QUESTION How has the monarchy changed in my lifetime? Children will create a simple timeline from their birth to now, marking the changes in monarch. They will discuss with an adult how the monarchy has changed in their memory.</p>
Disciplinary Knowledge	I can use common words and phrases relating to the passing of time.	I can sequence events within living history.	I can sequence events within living history. I can sequence events of a key historical person.		I can sequence events of a key historical person.
Organisation and Communication	Creating their own family trees	A recount of the coronation Comparison	A timeline of Queen Elizabeth's life	An invitation for the Platinum Jubilee	A journalistic video report describing the coronation of King Charles
Famous People	Queen Elizabeth II	Queen Elizabeth II	Queen Elizabeth II	Queen Elizabeth II	Queen Elizabeth II Charles III

Term 3 History- How should we remember heroes from the past?

National Curriculum Links	Key Vocabulary	Pupil Offer
<ul style="list-style-type: none"> 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 	Empire Crimean War Nurse Soldier Mary Seacole Florence Nightingale	Workshop

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Lesson Overview including Substantive knowledge	<p>How can we work out why Mary Seacole is famous?</p> <p>Children will be learning about her and her life from simple visual clues, such as a portrait, paintings and a plaque.</p> <p>They learn that she is now thought to be the greatest black Briton and is celebrated in many ways including a recent statue opposite Houses of Parliament in London. Appreciate that her achievement went a long time before being properly recognised</p> <p>Why is Florence Nightingale remembered today and what did she do in her life?</p> <p>Children can sequence at least 4 events and can grasp that Florence had a long life helping soldiers and then developing nursing after the war</p>	<p>What were the most important moments in Mary's life?</p> <p>Children can sequence main events in Mary's life in three distinct phases. They then are able to identify key episodes in Mary's life as turning points.</p> <p>They can deduce some of Mary's qualities as they learn what she did.</p> <p>They can explain how people reacted to her at different times in her life. Pupils are able to evaluate a short film drawing on their knowledge of what was most important about Mary's life</p>	<p>How important was Mary's work in the Crimean war?</p> <p>How do we know?</p> <p>Pupils can explain Mary's role and they know what she did to improve soldier's lives in terms of providing food, comfort etc</p> <p>They can find evidence to support statements made about Mary. Higher attaining pupils can find more than one source to support some statements and say which they think offers stronger proof</p> <p>What did Florence do to help the soldiers and did everyone have the same opinion of her?</p> <p>Children can describe the main changes she introduced. Children understand that not all people welcomed her with open arms</p>	<p>How did life change for Mary after the Crimean war?</p> <p>Pupils understand that on her return to England Mary fell on hard times and had a lot of unpaid bills</p> <p>They can explain that she was destitute until William Russell of the Times newspaper stepped in to help.</p> <p>They can list at least 3 ways in which he and others helped including: writing articles in the paper; writing to his influential friends; fund-raising events, festivals as well as a personal message from Queen Victoria.</p> <p>Pupils can list at least 3 adjectives to describe her distinctive character</p> <p>https://www.bbc.co.uk/teach/school-radio/history-ks2-mary-seacole-video/zbphxyc</p>	<p>What made Mary so special?</p> <p>Pupils understand that Mary was exceptionally kind and comforting but was also dynamic.</p> <p>They appreciate that Mary paid her passage to the Crimea and was determined to go despite being rejected as a nurse. She was brave, even visiting the soldiers on the battlefield</p> <p>Why have we learnt so much about Florence and so little about Mary Seacole?</p> <p>Children can differentiate between the actions of both women.</p> <p>Children are able to explain how Mary Seacole's contribution to nursing has not been so well known</p>	<p>Retrieval- BIG QUESTION</p> <p>Why doesn't everyone agree that Mary deserves her statue at St. Thomas hospital?</p> <p>Pupils can give 3 reasons why Mary Seacole deserves a statue</p> <p>They can give 3 reasons why Florence does</p> <p>They can think of at least 1 reason why it might be thought unfair to put Mary's statue on the site of St Thomas' hospital rather than somewhere else equally prominent</p> <p>Pupils can rank arguments in terms of how convincing them seem and use their ranking when putting forward an argument</p>
Disciplinary Knowledge	I can use common words and phrases relating to the passing of time. I can look at pictures and objects from the past and ask questions. As a class, we can then find the answer.	I can sequence events of a key historical person. I can talk, write and draw about things from the past.	I can use information to describe similarities and differences between then and now. I can talk, write and draw about things from the past.	I can talk, write and draw about things from the past.	I can talk, write and draw about things from the past.	I can talk, write and draw about things from the past.
Organisation and Communication	A fact file on what made Mary famous A timeline of Florence Nightingales life	A timeline of Mary Seacole's life A review to the video producer	History detectives Drama (role play) Creating an award for Mary's greatest achievement	Advertisement to support Mary in her time of need	Drama (short scenes from Mary's life depicting her best qualities)	Persuasive letter
Famous People	Mary Seacole & Florence Nightingale					

Term 6 History - Top hats and tail coats or flat caps and muddy boots?		
National Curriculum Links	Key Vocabulary	Pupil Offer
<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 	Titanic Class Atlantic Ocean Belfast, Southampton, Hull, New York Smokestacks, Crows nest, Bow, Stern Iceberg Maiden voyage Carpathia	First and third class afternoon tea

Term 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Lesson Overview including Substantive knowledge	<p>What was the Titanic and what do we already know?</p> <p>Build on what children already know (stories, general knowledge, film, etc) and release prior learning to stimulate new specialist vocabulary through discussion</p> <p>Develop the ability to recall key events and sequence them appropriately, developing suitable connectives</p> <p>Children will choose a 1st, 2nd or 3rd class ticket and explain the reasons for their choice (this activity will be repeated at the end of the unit)</p>	<p>What was so special about the Titanic and what was life on board like?</p> <p>Children answer the question "What made the Titanic special?" by examining a cross-sectional drawing and describing the main features</p> <p>children produce their own brochure, the teacher having modelled what is required</p> <p>children sort pictures, quotations and activities into 1st and 3rd class, with more able looking at 2nd class too</p>	<p>Why and how did the 'unsinkable' Titanic sink?</p> <p>Children recall simple details from the story and offer obvious reasons.</p> <p>Children begin to understand that there is more than one reason for the severity of this disaster.</p> <p>Children will learn the role of Captain Edward Smith and discuss the decisions he made.</p>	<p>Why weren't more people saved from the Titanic?</p> <p>Children speculate as to possible reasons</p> <p>They are able to make simple deductions from visual clues and prior knowledge</p> <p>They learn to evaluate a range of reasons exercising judgement about the plausibility of each</p> <p>Building on their knowledge of events from last week's learning, children will discuss the consequences of the decisions Captain Edward Smith made</p>	<p>Retrieval- BIG QUESTION</p> <p>If you were to be a passenger aboard the Titanic, which class ticket would you choose and why?</p> <p>Children will build on their knowledge of the class system, the amenities on board and the sinking of the ship by experiencing life on board through the pupil offer.</p> <p>Using all of the knowledge that they have acquired through the enquiry, children will give reasons for their choice of class, alongside creating their badges.</p> <p>Titanic afternoon tea</p>	
Disciplinary Knowledge	<p>I can recall some facts about people and events before my living memory.</p> <p>I can look at pictures and objects from the past and ask questions. As a class, we can then find the answer.</p>	<p>I can talk, write and draw about things from the past.</p>	<p>I can talk, write and draw about things from the past.</p> <p>I can use information to describe similarities and differences between then and now.</p>	<p>I can talk, write and draw about things from the past.</p> <p>I can look at pictures and objects from the past and ask questions. As a class, we can then find the answer.</p>	<p>I can talk, write and draw about things from the past.</p> <p>I can recall some facts about people and events before my living memory.</p>	
Organisation and Communication	<p>A journey through the events through drama</p> <p>Talking human timeline</p>	<p>An advertisement</p>	<p>A newspaper article</p>		<p>A First or third class badge</p>	
Famous People			<p>Captain Edward Smith</p>	<p>Captain Edward Smith</p>		