



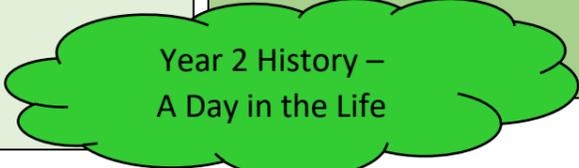
The Big Picture

Children should understand that as well as significant events in the past, there have been significant people who have changed the way we live today. These people have lived in the past and faced challenges of their own and have usually had to overcome adversity to strive for the change. Children will learn that finding out about these famous people can also help us understand how people lived in the past. Children can use what they have learnt to image what life would be like if these people and events had not happened. Children will continue to build up their knowledge of sources to learn about the past and use their historical enquiry skills to interpret information from these sources. Children can continue to ask questions about the past to build their own understanding as well as continue to build their understanding of chronology before moving into their Key Stage 2 curriculum.

What do we already know?

Knowledge Retrieval:

- Understanding of houses in the past and materials that they were made from to be able to explain why the fire was so widespread.
- Discuss that History talks about the past and this goes beyond our own lifetimes.
- Geographical learning- London is the capital of England- location on map in relation to where we live.
- Timeline knowledge.
- Monarchy- who was the king at the time? Similarities/differences with the Victorian/Elizabethan era/monarchy studied previously.



NC objectives – Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

Key unit objectives

- To know stories about a range of people who have lived in a variety of cultures in the past such as Florence Nightingale in the Victorian Era.
- To be able to ask and answer questions about the past
- To be able to use key words and phrases relating to the passing of time – using specific examples of units previously studied.
- To be able to identify differences between their own lives and those of people who have lived in the past – including specific reference to jobs.
- To look at the lives and job roles of Florence Nightingale, Mary Seacole and Edith Cavell and compare this to modern day nurses.
- To be able to find out about aspects of the past from a range of sources of information
- To be able to communicate their historical knowledge and understanding in a variety of ways including discussions and presentations.
- To understand that events and people's actions have causes and effects including the lives of Florence Nightingale, Mary Seacole and Edith Cavell.

Key vocabulary and understanding for concept connectors

nurses, Victorians, past, significant,

Chronology is a word used in history to explain that something is going in time order.

A significant person in history is a person that changed how people lived their lives.

It is called the Victorian Era because of the Queen of the time being called Victoria.

Key Texts

- Florence Nightingale – Little People, Big Dreams
- Hoorah for Mary Seacole – Trish Cooke
- Brave Nurses : Mary Seacole and Edith Cavell – Collins Big Cat
- The Worst Children’s Jobs in History – Sir Tony Robinson