



Godfrey Ermen Primary School Year 1 History Unit Overview



Autumn Unit 1 - Local History	Spring Unit 2- British History	Summer Unit 3-World History
Changes Within Living Memory: My Family, Toys and Leisure	Events Beyond Living Memory: Guy Fawkes and The Gun Powder Plot	Significant Individuals from the Past: Florence Nightingale, Mary Seacole & Edith Cavell
<p>L1: <i>I can share what I already know about my family, toys and leisure. Timeline work plotting old, very old and new.</i> HCh</p> <p>What are our toys like today? HCo HE</p> <p><i>Children develop an understanding of the terms same and different and begin to use them</i></p> <p><i>They start to distinguish old and new</i></p> <p><i>Children are able to sort by colour, shape and material</i></p> <p><i>They start to generate their own questions starting 'Is it...' using adjectives as well as nouns.</i></p> <p>L2:</p> <p>What are other people's toys like? HCh HE</p> <p><i>This covers toys suitable for a range of pupils so that children start to develop their understanding of time within a familiar family setting</i></p> <p><i>Pupils can describe how toys change as children grow older</i></p> <p><i>They can match toys to children of the right age</i></p> <p>L3:</p> <p>How can we tell these toys are old? HCh HI HCo HE</p> <p><i>Pupils are able to give at least two reasons why an obviously old toy is old, focusing on signs of wear and material, possibly design too.</i></p> <p>L4: What were our grandparents' toys like and how do we know? HCh HI HCo HE HL</p>	<p>L1:</p> <p><i>I can share what I already know about bonfire night. Timeline work plotting a very long time ago, a long time ago, present.</i> HCh</p> <p>What is bonfire night like today?</p> <p><i>Using a picture stimulus pupils to identify the odd- one-out/slow reveal. Pupils know the Repeating rhyme 'Remember, remember etc.'</i></p> <p>L2:</p> <p>Who was King James I of England? HI HE</p> <p><i>What was life like at the end of the Tudor period and what was it like to be a Catholic in during his reign.</i></p> <p>L3:</p> <p>Who was Guy Fawkes? HI HE</p> <p><i>Why did he join the Spanish army?</i></p> <p><i>How was he involved in the gunpowder plot?</i></p> <p>L4 &5 :</p> <p>What happened in the gunpowder plot? HCh HI HCo</p> <p><i>Re-tell the events of the 5th November 1605 and why it happened.</i></p> <p>L6:</p> <p>What went wrong with the plot and how do we know? HI HCo HE</p> <p><i>Use of evidence. Children analyse the 'tip off letter'. Which source tells us? Activity using images of lantern, map, letter etc.</i></p> <p>L7:</p>	<p>L1:</p> <p><i>I can share what I already know about nurses. Timeline work plotting a very long time ago, a long time ago, present.</i> HCh</p> <p>Why is Florence Nightingale remembered today and what did she do in her life? HCh HI HCo HE HL</p> <p><i>Children grasp that she is principally remembered as a nurse, a long time ago and was connected with a major war. Children can sequence at least 3 events and can grasp that Florence had a long life helping soldiers and then developing nursing after the war</i></p> <p><i>Pupils understand that Florence had an important role in developing nursing as a profession.</i></p> <p>L2:</p> <p>Why do you think Florence took the brave steps to go to the Crimea and who influenced her? HI HCo HE</p> <p><i>Pupils understand the key moments of Florence's early life. They understand features of her character.</i></p> <p><i>Pupils can give two valid reasons for her decision to go to the Crimea.</i></p> <p><i>Pupils can explain the influence of individuals on her decision.</i></p> <p>L3:</p> <p>What did Florence do to help the soldiers and did everyone have the same opinion of her? HI HE</p> <p><i>Children can describe the main changes she introduced. Children understand that not all people welcomed her with open arms</i></p> <p>L4:</p>

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<p><i>Pupils are able to think of 3 different types of evidence they might use to explore this question. *Pupils are able to describe changes across two generations. *They can use language such as. 'They used to be like', 'When my Nan was a child.</i></p> <p>L5:</p> <p>Who played with these toys a long time ago? HCh</p> <p>HI HCo HE</p> <p><i>Pupils show that they are able to see toys within their context, by identifying past and present and matching the relevant toys to right person. They can use appropriate language to talk about the past using conventional terms such as 'When my grandma was a child ', 'A long time ago', 'When my Mum and Dad were at primary school' etc.</i></p> <p>L6:</p> <p>How can we set up a toy museum? HCh</p> <p><i>Pupils show that they can confidently identify old toys Pupils can make sensible selections of old toys which are clearly different from today's</i></p> <p>L7: Assessment Task:</p> <p>Which toys are old and which are new?</p> <p><i>Independent task to sort pictures of toys in to old and new. Share verbally with an adult why they have chosen to put them in each category.</i></p> <p><i>Revisit mind map and timeline recording new learning and key events within the period. Link to EYFS focus on family. HCh</i></p>	<p>Can we prove that the evidence from the Gunpowder Plot is real? HE</p> <p>To match statements to the correct source of evidence.</p> <p>L8:</p> <p>Assessment Task:</p> <p>Why do we celebrate bonfire night and who do we remember?</p> <p><i>Pupils can give basic facts about Guy Fawkes and the gunpowder plot. They know King a James I was the ruler and can say why we still celebrate bonfire night today.</i></p> <p>Revisit mind map and timeline recording new learning and key events within the period. Link to EYFS unit on Festivals and celebrations. HCh</p>	<p>What were the most important achievements of Florence's life? HI HCo HE</p> <p><i>Children understand what Florence Nightingale did during the Crimean War and after. They can make judgments about which of her achievements they think are the most important. They realise that much of her work was to do with organisation. They can create a timeline showing different phases of her life with up to 3 events.</i></p> <p>L5:</p> <p>Why have we learnt so much about Florence and not about Mary Seacole? HCh HI HCo HE</p> <p><i>Children can differentiate between the actions of both women. Children are able to explain how Mary Seacole's contribution to nursing has not been so well known.</i></p> <p>L6:</p> <p>Who was Edith Cavell and how did she continue Florence Nightingale's and Mary Seacole's legacy? HCh HI HCo HE</p> <p><i>Children can explain Edith Cavell's contribution to nursing in the First World War.</i></p> <p><i>Pupils are able to explain that Edith Cavell worked at the Manchester and Salford Sick and Poor institute. They know her name is on the war memorial at St.Phillips church in Salford.</i></p> <p>L7:</p> <p>Who was the greatest hero Florence Nightingale, Mary Seacole or Edith Cavell? HCo HI</p> <p><i>Pupils can compare and contrast the lives of the three nurses and discuss who was the greatest based on their achievements.</i></p> <p>L8:</p> <p>Assessment Task:</p> <p>Why do we remember Florence Nightingale?</p>
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		<p><i>Pupils show good understanding of her role in nursing and hospital improvement during the war. Answers should include references to hygiene. They may also refer to her organisational ability too e.g. letter writing and at long-term consequences too. Clear mention of her role in setting up nursing as a properly trained profession.</i></p> <p>Revisit mind map and timeline recording new learning and key events within the period. Link to EYFS unit on People who help us.</p> <p>HCh</p>
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