

Subjects	Objectives	Key Knowledge	Key Vocabulary	Skills	Activities/ Tasks
History (Being Historians)		<ul style="list-style-type: none"> To understand how timelines work. To understand history is about the past. To know that everything in their life so far is history. To know key milestones in their early life. 	history timeline past	<u>Chronological Understanding</u> <ul style="list-style-type: none"> Describe and sequence key events in their lives Sequence photographs etc. from different periods of their life <u>Range and depth of historical knowledge</u> <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others lives. 	<ul style="list-style-type: none"> To understand what is meant by the word history and what it means to be a historian. Year 1 – Introduce the concept of a timeline and practically order photographs from the children’s early life. Year 2 – Children to draw key events of their life so far and order on their own timeline. To revisit the timeline created in Year 1 and recap on the events previously studied.

Subjects	Objectives	Key Knowledge	Key Vocabulary	Skills	Activities/ Tasks
History (Florence & Mary)	3. To understand the lives of significant individuals from the past who have contributed to national and international achievements.	Main Events <ul style="list-style-type: none"> To know when Florence and Mary lived. To know what hospitals were like in the Victorian era. To know about Florence and Mary’s early lives. To know they came from different backgrounds. To know that Mary was discriminated against because of her race. To know how hospitals and nursing have changed due to the work of these two women. To know how these women are commemorated. Kingdom and Rulers <ul style="list-style-type: none"> To know that Queen Victoria ruled at the time. Conflict and Disaster <ul style="list-style-type: none"> To know when the Crimean War took place. To know how Florence and Mary helped soldiers during the Crimean War. 	Crimean War timeline hospital Queen ruler hygiene cleanliness uniform sewers nurse doctor bandages wound soldier disease infection conditions medicine training illnesses Victorian	<u>Chronological Understanding</u> <ul style="list-style-type: none"> Match and sequence 3 or 4 artefacts from distinctly different periods of time. <u>Range and Depth of Historical Knowledge</u> <ul style="list-style-type: none"> They know and recount episodes from events in the past. Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times <u>Interpretations of History</u> <ul style="list-style-type: none"> Compare photos & accounts of the past and how reliable they are. Distinguish between fact and fiction Compare 2 versions of a past event Compare pictures or photographs of people or events in the past <u>Historical Enquiry</u> <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> Learn about Florence and Mary’s lives. Artefacts: uniform, lamp, medical supplies, hospital. Sequencing events in her life/ time at Scutari hospital. Compare hospitals now and then - Parent nurse to describe hospitals now/ uniforms etc (national archives website – booklet of information given to the nurses). Look at paintings of the hospital https://www.nationalarchives.gov.uk/education/resources/florence-nightingale/ - picture, report and letter to look at how reliable they are as sources of information. Florence & Mary’s version of events from the Crimean War. Q – how did Florence/ Mary change the conditions of hospitals? https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjsxcqt - Mary Seacole https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39 - Florence Nightingale

Durham Lane Primary School: Topic Planning Year B

Topic: Being Historians/ Florence and Mary

Term: Autumn 2

Class:

Teacher:

Geography	1b Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.	<p>Location</p> <ul style="list-style-type: none"> To know that the UK is made up of England, Scotland, Wales and Northern Ireland. To know the capital city of each country in the UK. To know where Jamaica is on map. To know where the Crimean War took place. <p>Mapping</p> <ul style="list-style-type: none"> To use a map to locate the UK, Jamaica and Turkey. 	England Scotland Northern Ireland Wales London Edinburgh Cardiff Belfast Jamaica Crimea Turkey capital city country	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> Children encouraged to ask and respond to simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. <p>Using Maps</p> <ul style="list-style-type: none"> Use an atlas to locate places. <p>Map Knowledge</p> <ul style="list-style-type: none"> Learn names of some places within/around the UK. 	<ul style="list-style-type: none"> To learn/recap on the 4 countries of the UK. Locate London on a map. Locate Jamaica on a map – to know where Mary Seacole was born. Locate where the Crimean War took place. Use atlas/ digital maps to locate places.
English	Refer to Writing Progression Sheets for relevant year group objectives.	See writing progression sheets.	See writing progression sheets.	See writing progression sheets.	<p>Year 1</p> <ul style="list-style-type: none"> Setting description of Scutari hospital. Write Florence's diary of events at Scutari hospital. Letter from Florence asking for help. Account of Mary's life Special Book <p>Year 2</p> <ul style="list-style-type: none"> Setting description of Scutari hospital. Letter from Florence asking for help. Write Florence's diary of events at Scutari hospital. Account of Mary's life Interview of a soldier about how Florence helped them. Special Book
Art	1. To use a range of materials creatively to design and make products. 3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<ul style="list-style-type: none"> To know how to draw a portrait. To know where to place the features when drawing a face. To know that you can use pencils to create dark and light shade. 	portrait colour facial features shade tone media	<p>Exploring/ Evaluating and developing ideas</p> <ul style="list-style-type: none"> Work from observations and known objects <p>Drawing</p> <ul style="list-style-type: none"> Experiment with and control marks made with different media e.g. pencils, rubbers, crayons, pastels, felt tips, chalks Encourage more accurate drawings of faces, looking closely at features and the details they have. Draw lines and shapes from observations using different surfaces Investigate tone by drawing light/ dark lines, patterns and shapes Begin to explore the use of line, shape, pattern and colour Drawings which demonstrate shadows and use of light and dark. 	<ul style="list-style-type: none"> To draw a portrait of Florence Nightingale using chalk. <ul style="list-style-type: none"> To build up to this by looking at features of a face. Spend time drawing different features of a face in their sketch books from photographs, looking at their friends, using a mirror etc. To look at the alignment of features of the face. To investigate tone while drawing the portraits. To draw a portrait of Mary Seacole using a different media – pastels To draw shapes on the playground using chalk – link to 2D shapes in maths.