

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

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

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| <p>Geography</p>  | <p>1b Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.</p>   | <p><b>Location</b></p> <ul style="list-style-type: none"> <li>To know that the UK is made up of England, Scotland, Wales and Northern Ireland.</li> <li>To know the capital city of each country in the UK.</li> <li>To know where Jamaica is on map.</li> <li>To know where the Crimean War took place.</li> </ul> <p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>To use a map to locate the UK, Jamaica and Turkey.</li> </ul> | <p>England<br/>Scotland<br/>Northern Ireland<br/>Wales<br/>London<br/>Edinburgh<br/>Cardiff<br/>Belfast<br/>Jamaica<br/>Crimea<br/>Turkey<br/>capital city<br/>country</p> | <p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>Children encouraged to ask and respond to simple geographical questions; Where is it? What's it like?</li> <li>Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> </ul> <p><b>Using Maps</b></p> <ul style="list-style-type: none"> <li>Use an atlas to locate places.</li> </ul> <p><b>Map Knowledge</b></p> <ul style="list-style-type: none"> <li>Learn names of some places within/around the UK.</li> </ul>   | <ul style="list-style-type: none"> <li>To learn/recap on the 4 countries of the UK.</li> <li>Locate London on a map.</li> <li>Locate Jamaica on a map – to know where Mary Seacole was born.</li> <li>Locate where the Crimean War took place.</li> <li>Use atlas/ digital maps to locate places.</li> </ul>   |   |   |
| <p>English</p>  | <p>Refer to Writing Progression Sheets for relevant year group objectives.</p>  | <p>See writing progression sheets.</p>   | <p>See writing progression sheets.</p>   | <p>See writing progression sheets.</p>  | <table border="0"> <tr> <td data-bbox="1961 747 2407 1171"> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Setting description of Scutari hospital.</li> <li>Write Florence's diary of events at Scutari hospital.</li> <li>Letter from Florence asking for help.</li> <li>Account of Mary's life</li> <li>Special Book</li> </ul> </td> <td data-bbox="2407 747 2881 1171"> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Setting description of Scutari hospital.</li> <li>Letter from Florence asking for help.</li> <li>Write Florence's diary of events at Scutari hospital.</li> <li>Account of Mary's life</li> <li>Interview of a soldier about how Florence helped them.</li> <li>Special Book</li> </ul> </td> </tr> </table> | <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Setting description of Scutari hospital.</li> <li>Write Florence's diary of events at Scutari hospital.</li> <li>Letter from Florence asking for help.</li> <li>Account of Mary's life</li> <li>Special Book</li> </ul> | <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Setting description of Scutari hospital.</li> <li>Letter from Florence asking for help.</li> <li>Write Florence's diary of events at Scutari hospital.</li> <li>Account of Mary's life</li> <li>Interview of a soldier about how Florence helped them.</li> <li>Special Book</li> </ul> |
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| <p>Art</p>  | <p>1. To use a range of materials creatively to design and make products.<br/>3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>   | <ul style="list-style-type: none"> <li>To know how to draw a portrait.</li> <li>To know where to place the features when drawing a face.</li> <li>To know that you can use pencils to create dark and light shade.</li> </ul>  | <p>portrait<br/>colour<br/>facial features<br/>shade<br/>tone<br/>media</p>  | <p><b>Exploring/ Evaluating and developing ideas</b></p> <ul style="list-style-type: none"> <li>Work from observations and known objects</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Experiment with and control marks made with different media e.g. pencils, rubbers, crayons, pastels, felt tips, chalks</li> <li>Encourage more accurate drawings of faces, looking closely at features and the details they have.</li> <li>Draw lines and shapes from observations using different surfaces</li> <li>Investigate tone by drawing light/ dark lines, patterns and shapes</li> <li>Begin to explore the use of line, shape, pattern and colour</li> <li>Drawings which demonstrate shadows and use of light and dark.</li> </ul> | <ul style="list-style-type: none"> <li>To draw a portrait of Florence Nightingale using chalk.             <ul style="list-style-type: none"> <li>To build up to this by looking at features of a face.</li> <li>Spend time drawing different features of a face in their sketch books from photographs, looking at their friends, using a mirror etc.</li> <li>To look at the alignment of features of the face.</li> <li>To investigate tone while drawing the portraits.</li> </ul> </li> <li>To draw a portrait of Mary Seacole using a different media – pastels</li> <li>To draw shapes on the playground using chalk – link to 2D shapes in maths.</li> </ul>   |   |   |