


Why are Florence Nightingale and Mary Seacole significant?

Significance
Significant person
Significant event




Connect

- I know that some things were different when my parents and grandparents were born.
- We can learn about the past using pictures.
- I need to use specific words when talking about the past.
- Today shops look different from shops in the past



Explain

- Florence Nightingale was a British nurse during the Crimean War which started in 1853.
- Hospitals for wounded soldiers were dirty, there wasn't any medicine and nurses weren't trained.
- Florence Nightingale made sure the hospitals were clean, the soldiers had clean clothes and bedding and they had the correct medicine.
- Mary Seacole (born in Jamaica) was also a nurse during the Crimean War
- Mary Seacole used her medical knowledge to improve wounded soldiers' treatment.



Example

- Place Florence Nightingale and Mary Seacole on the timeline of what we have already learnt.
- Children to explore what hospitals were like before Florence Nightingale through drama, primary source paintings and discuss what hospitals were like before Florence.
- Children to explore what hospitals were like after Florence Nightingale through examining primary sources of what hospitals were like after Florence.
- Children to order key events of Mary Seacole's life and discuss why she is significant.



Attempt



Apply

Outcome
Children to draw and explain what the hospitals were like before Florence Nightingale and Mary Seacole and what they were like after.



Connect

Know that some aspects of life were different in the past than they are today.

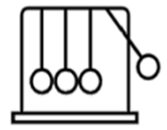
Next time: Know that there are significant events in the past that we remember today.

In Year 2, I will learn about other significant individuals such as Captain Smith and Grace Darling.

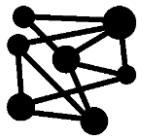
Chronology

1853- The Crimean war begins and Florence Nightingale becomes a nurse.
1854- Mary Seacole pays for herself to travel to help in the Crimean war.

Vocabulary
 Crimean War - A war that started in 1853 between Russia, Britain, France and Turkey.
 Infection - An illness caused by spreading germs.
 Unhygienic - dirty or unclean.
 Significant- important



How did the Great Fire change London?



Connect



Explain



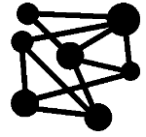
Example



Attempt



Apply



Connect

- Chronology is events placed in time order.
- Significance means something is important and can explain why we remember some things and not others.
- Florence Nightingale, Mary Seacole, Amelia Earhart, Ralph Fiennes were significant people.
- I know the First World War is a significant event in British History.
- It is important to learn from events in History so we don't repeat mistakes.

- In 1666, a fire swept through London destroying thousands of buildings including houses and churches.
- St Paul's cathedral was destroyed.
- Houses at that time were made from timber, with thatched roofs and tightly packed together. This enabled the fire to spread quickly.
- The summer had been hot and dry which made the buildings more flammable.
- Strong winds blew the flames quickly across London.
- People tried to put out fires by using leather buckets of water or by pulling down houses to create 'fire breaks.'
- Samuel Pepys and John Evelyn wrote diaries of the events.
- People learnt from the event to make improvements: buildings were made from stone not wood, streets were made wider and straighter and firefighting eventually improved.

Chronology
2nd September 1666: A fire starts in Thomas Faryner's bakery on Pudding Lane.
3rd September 1666 - The firemen try to put the fire out.
4th September 1666 - St Paul's Cathedral burns down.
6th September 1666 - The Fire of London finally stops.

- Place The Great Fire of London on a timeline of what we have already learnt in History.
- Use images to find similarities and differences between London in 1666 and modern day.
- Sequence the events of The Great Fire of London in Chronological order.
- Use the diaries of Samuel Pepys and John Evelyn to get a better understanding of the events.
- Discuss the usefulness of primary and secondary sources.
- Use primary and secondary sources to investigate how the fire was fought and the damage it left.

- Draw and explain how London changed after the great fire and why the changes happened.

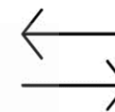
Know that there are lots of ways we can find out about the past and photos from the time give us a really good indication as to what life was like.

In Year 3, we will look at a time in history when there was much less evidence of what life was like, and indeed no photographs. We will explore other sources of evidence and their importance.

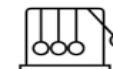
Vocabulary
Bakery : a shop where bread and cakes are made.
Flammable : when something burns easily.
Eyewitness : a person who saw an event with their own eyes and can therefore describe it.
Leather bucket : leather is the material that buckets were made from before plastic was invented.
Fire Hooks : giant hooks used to pull houses down.
Fire Breaks : when buildings are destroyed on purpose to make a gap (break) so the fire can't spread to the next building.

Year 3 Spring Term

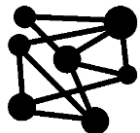
Concept



Cause and consequence



How did canals and early railways change life in the Potteries?



Connect



Explain



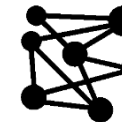
Example



Attempt



Apply



Connect

New developments and technology changed or improved life from the Stone Age to the Iron Age.

We must use a range of sources when investigating the past and there can be limitations to what sources can tell us.

- At first the pottery was transported around the UK by horse and cart. The roads/pathways were in a bad condition so this was slow and difficult.
- In the 1760s, James Brindley built the Trent and Mersey canal. This linked the Potteries to other cities in the UK and pottery could be transported easily by narrowboat.
- In 1840 the Potteries loop line (rail track) was built. This linked with other major rail networks. Pottery could then be transported by train as well as boat.
- Stoke became an industrial area with more houses and factories which negatively affected the environment and the health of people
- Evidence of the pottery industry can be still be seen in Stoke on Trent today.

- Order maps of local chronologically and identify similarities and differences over time.
- Order key events from the period on a timeline.
- Use language linked to the timeline.
- Use primary and secondary sources to investigate how life in the Potteries changed over the 19th Century.
- Use primary and secondary sources to investigate how canals improved the transport of pottery.
- Use the Scriven report to infer what life was life for children in the 19th Century in the Potteries.

Know that the canals and railways were important to the success of the pottery industry and the impacts this had on our local area

I will learn how to ask and answer questions using a range of historical sources.

In Year 3 I will learn about the continuity and change in Britain that occurs when the Romans invade and the legacy they leave.

Vocabulary

Canal - A man-made water path for boats to travel between places.

Rail - A metal track that trains run on to move people or goods.

Bottle Kiln - A special oven used to shape and harden glass into bottles.

Pottery - Clay objects that are shaped and baked to create bowls, cups, or art.

Transported - Moving people, animals, or things from one place to another.

Industrialised - A place with many factories and machines making products.

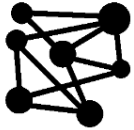
Chronology

Year 4 Spring Term

Concept



Does the evidence suggest the Vikings were vicious?



Connect



Explain



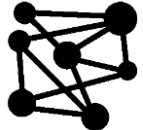
Example



Attempt



Apply



Connect

- When the Romans left in 410 AD England was invaded by the Scots and Anglo-Saxons.
- England changed from lots of small settlements into 7 kingdoms.

- The Vikings invaded England. Originally they would raid and pillage villages before eventually deciding to settle.
- The most famous Viking raid was at Lindisfarne (Holy Island) in 793CE where they attacked a monastery.
- The Vikings came from Scandinavia by longboat and were highly skilled.
- Wessex became the most powerful Anglo-Saxon kingdom under Alfred the Great.
- Alfred the Great made peace with the Vikings and the Danelaw was formed.
- There is evidence the Vikings traded with civilisations in the Middle East.
- We need to look at a wide range of evidence to get as full a picture as possible of the past.
- Sources can be biased and affect interpretations of the past.

- Use maps to locate where the Vikings came from and the journey they would have taken.
- Look at a range of historical sources showing The Vikings invading England, including the Lindisfarne raid. Discuss the reliability in these sources.
- Explore sources that suggest the Vikings were a skilled group of people.
- Explore sources which may suggest the Vikings were skillful tradesmen.

Balanced argument debate using evidence collected. Write a short paragraph in their book answering the question.

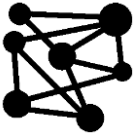
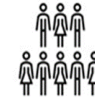
Know invasions have happened throughout the history of Britain and that these changed Britain.

In **Year 5**, I will learn what was happening elsewhere in the world during a similar period in History (Early Islamic Empire).

Chronology

- 410 - The Romans left England
- 595 - The pope from Rome sent a Roman monk to Britain to tell the Anglo Saxons about Christianity
- 793 - The Vikings came to England

Vocabulary
 Concurrent - two events happening at the same time
 Raid - a sudden, surprise attack
 Invade - to enter a place by force.
 Civilisation - the way of life of a particular area.
 Settlement - A place where people have come to live and have built homes.



Connect



Explain



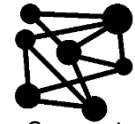
Example



Attempt



Apply



Connect

- There were civilisations around the world (Ancient Egypt) existing concurrently with periods of British History.
- Some were more advanced than Britain at the time.
- The Vikings travelled to early Islam to trade.

- Certain civilisations around the world were more advanced than Britain in the period circa 1,000 CE.
- Bagdad was the centre of the Early Islamic Empire.
- Baghdad was a walled, circular city which was good for protection but made it difficult to expand the city.
- The house of wisdom was located in the centre of Baghdad and is where people shared knowledge.
- Baghdad was located on the Silk Road at the intersection of several key trade routes.
- There is not always one simple answer to a question History.

- Place Early Islamic Empire in a chronological and geographical context and compare it to what was happening concurrently in Britain.
- Use sources to investigate the House of Wisdom.
- Identify the features that made the city of Baghdad unique and identify the benefits and limitations of these.
- Compare life in Baghdad to life in London during the same period to understand why Baghdad was viewed as successful.
- Identify Baghdad's location on The Silk Road the reasons this supported their success.

Write a balanced argument text, explaining which of the three features of Early Islamic Empire were most important in making them successful

Know that there can be more than one answer to a question depending on how the evidence has been interpreted. I will learn how Ancient Greek achievements have influence on our society today.

Chronology

206 BCE - 220 CE - The Silk Road becomes a major trade route linking east and west.

725 CE - Baghdad is built by Caliph al-Mansur as the new capital of the Islamic Empire.

800CE - Al-Khwarizimi (the father of algebra) is born.

Vocabulary

Empire - A group of territories or peoples under one ruler the Roman empire.

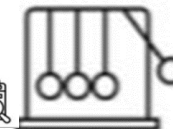
Caliph - The Muslim leader of a caliphate.

Caliphate - A political-religious form of government of a Muslim community.

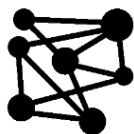
Dynasty - A succession of rulers of a country or a civilisation.

Export - Goods that a country sends to another country.

Import - Goods that a country receives from another country.



How did Britain change as a consequence of WW2?



Connect



Explain



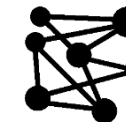
Example



Attempt



Apply



Connect

- Hitler invaded Poland in 1939 and this was one of the main causes for Britain and France declaring war on Germany.

- The blitz in 1940 involved bombs being dropped on English cities and children were evacuated to rural areas as a result

- When the war ended in 1945, there was a lot of work to do to rebuild Britain.
- The Empire Windrush arrived in 1948, carrying passengers from the Caribbean.
- Whilst the people had migrated into Britain throughout History, the Empire Windrush was the first time a large group from one country had migrated to modern Britain.
- Many of the Windrush generation experienced prejudice when they arrived in Britain despite being welcomed during the war.
- Women who stepped in to fill men's roles at home were expected to return to domestic lives.
- Whilst change didn't happen immediately, the 1960's and 1970's saw a rise in feminism and demands for gender equality.
- The NHS was formed in 1948 as a result of the Beveridge report.
- A lot of people's attitudes had been changed after the war and they were happier for the government to be involved in people's healthcare.
- Not everyone was happy though and some groups disagreed with the NHS.

- Use graphs to identify trends in population and immigration.
- Use primary sources to investigate the experience of The Windrush Generation.
- Identify roles that women stepped into to support the war effort and what happened when men returned from war.
- Interpret sources to infer people's reactions to the Beveridge Report.
- Explain why the NHS was formed and what challenges it faced.

Chronology

1945 - WW2 ends
1948 - immigration from the commonwealth begins with the arrival of the Windrush.
1948 - NHS is formed.

Choose one aspect of change as a result of the war and explain the causes and consequences of the change.

I will know that significant events can have long lasting effects.

In Year 6, I will use census data to investigate changes to my local area.

Vocabulary

- Immigration** - moving to live in another place permanently.
- Prejudice** - conscious or unconscious bias against a group.
- Generation** - A group of people who were born around the same time and share similar experiences.
- Conscription** - forcing people by law to join the army.
- Non-combatant** - someone involved in the war effort but not fighting.
- Feminism** - The belief in equal rights and opportunities for all people, no matter their gender.