



History at Great Whelnetnam C of E Primary School

Robins Class- Year two and Year three

Cycle 1

Title	The Gunpowder Plot
Overview	The aim of this unit is for the children to understand how events of the past impacted on life in Britain today and how and why people in the past acted as they did. By the end of this unit, the children will have an in-depth knowledge and understanding of the Gunpowder Plot. The children will be taught about what life was like in 1605; how King James 1 made laws against people who were Catholics and the impact this had on those people. They will know the story of the Gunpowder Plot itself and the consequences of it being uncovered.
Knowledge Acquisition	The children will be able to describe what life was like in 1605, they will be able to describe the differences between Catholics and Protestants and how people were treated at this time. They will understand the role of parliament and compare it to parliament today. They will know who Guido Fawkes and Robert Catesby is and their role in the gunpowder plot. They will be able to sequence events from the Gunpowder Plot. The children will explore the consequences of the Gunpowder Plot and the impact this has had on life today.
Vocabulary	Parliament, Christian, Protestant, Catholic, gunpowder, priest, plot, cellar, treason, decade, century, before, after/after, past/present
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To understand what life was like 400 years ago in 1605. ➤ To know how King James 1 treated people who were Catholic and the impact this had on those people. ➤ To understand what parliament is and what it was like in 1605 compared to today. ➤ To know who Robert Catesby and Guido Fawkes were and to use evidence to explain reasons for why they acted as they did. ➤ To know the story of the Gunpowder Plot. ➤ To sequence and recount events from the Gunpowder Plot. ➤ To know how the Gunpowder Plot was discovered and the consequences this had in 1605 and the impact on life today. ➤ To explore at least two versions of the Gunpowder Plot and to begin to understand why there might be differences in these accounts.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ To explore the Gunpowder Plot through drama. ➤ Role play/hot seat how Catholic people felt compared to Protestant people. ➤ Answer questions like: 'What was it like..., How did..., How long..., What did..., Why did...' ➤ Write a diary entry as a Catholic priest hiding in a Priest hole. ➤ Hot seat/spot light King James 1 and try to persuade him to change the laws against Catholics. ➤ To debate what they should do about King James 1. ➤ To draw and label a diagram/picture of parliament, its cellars, where King James would have been seated and where the gunpowder was planted. ➤ Write a letter to the King warning him about the gunpowder plot.



	<ul style="list-style-type: none"> ➤ Diary entry as Guy Fawkes. ➤ To write an account of the Gunpowder Plot, before, during and after.
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Title	Significant Women – Florence Nightingale, Mary Seacole and Edith Cavell
Overview	This unit of work will explore the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. Pupils will establish what makes a person significant. They will be able to recall key facts about the experiences of these women. They will explore and compare the lives and work of these nurses and considers how these individuals have influenced nursing today.
Knowledge Acquisition	They will know what makes a person significant in History and give reasons for this. They will be able to describe and order key facts and talk about the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell. They will be able to write about the experiences of these women based upon factual evidence. They will compare the lives of nurses in the past and present and recognise how nurses in the past have influenced nursing and hospitals today.
Vocabulary	Nurse, war, Crimean War, World War 1, hospital, lamp, charity, cleaning, aloe-vera, herbal remedies, pestle and mortar, lemongrass, soldier, battle, wounds, sick, travel, prejudice, escape, arrest, execution, treason, patriot, Britain, Jamaica,
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To be able to explain what makes a person significant. ➤ To recall how Florence Nightingale improved nursing. ➤ To explain who Mary Seacole was and how she improved nursing. ➤ To recognise how Edith Cavell helped soldiers and improved nursing. ➤ To compare the lives of different nurses. ➤ To persuade others to remember the achievements of Florence Nightingale, Mary Seacole and Edith Cavell.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ To sort and describe images of significant people and those that are not. ➤ Hold a debate describing which people are more significant than others. ➤ Create group collages of significant people. ➤ Create a timeline of Florence Nightingale's life. ➤ Act out improvisations of Florence's daily life taking turns to play injured soldiers and Florence Nightingale. ➤ Produce a biography describing important events in Mary Seacole's life. ➤ Debate whether Edith Cavell was a traitor or hero. ➤ To compare and contrast the lives of the nurses studied. ➤ Create a nurse's fact file including their knowledge of the nurses they have learnt about. ➤ Take part in a 'History Off the Page' day about Florence Nightingale.



Cycle 2

Title	Celebrations (St Edmund)
Overview	The aim for this unit is for pupils to explore events beyond living memory that are personally, nationally or globally significant. Pupils will create a timeline of celebrations throughout the year and learn about celebrations in a creative way. As part of a local history study we will learn about the life of St Edmund and the impact he has had on the town of Bury St Edmunds today.
Knowledge Acquisition	Children will recall, describe and explain special memories using words and phrases relating to the past with reasons why they were significant. They will be able to explore national and international celebrations that occur throughout the year giving reasons for these events. Children will explore the life of St Edmund, sequencing and writing accounts of his life. Children will know who St Edmund is and his importance in the town of Bury St Edmunds. They will compare the role of the Cathedral and Abbey then and now.
Vocabulary	Celebrations, Festivals, commemorative, traditions, birthdays, anniversaries, christenings, weekly, fortnightly, monthly, annual, Remembrance, poppy, fallen, soldiers, last post, cenotaph, monarch, Queen Elizabeth, Trooping the Colour, parade, St Edmund, cathedral, abbey, King, crown; arrows, beheaded.
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To develop an awareness of the past, using common words and phrases relating to the passing of time. ➤ To describe significant events using appropriate historical terms. ➤ To recall significant events through asking and answering valid questions. ➤ To learn about the annual commemorations and traditions of significant people and events. ➤ To re-tell events from the life of St Edmund using photographic evidence. ➤ To carry out an in-depth local history study of St Edmund.
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Create memory display of celebrations and anniversaries. ➤ Research a significant celebration creating a non-fiction information page. ➤ Re-create through drama celebration events. ➤ Create a class 'celebration fact file'. ➤ Create a biography of St Edmund detailing his life and significant events. ➤ Create St Edmund portraits. ➤ Visit to Bury St Edmunds Cathedral – St Edmund Day.

Title	Explorers
Overview	The aim of this unit of work is to provide children with knowledge of significant individuals who have had national and international achievements. We will focus on famous explorers, who have explored new lands, mountains, underwater, flight and space. They will develop an understanding of the significance of these achievements; the characteristics these people must have had to carry out these expeditions and when they took place. The children will also establish an understanding of the many ways we can find out about what happened in the past.



<p>Knowledge Acquisition</p>	<p>The children will know who Christopher Columbus was, how and when he discovered America. They will know who Captain Cook was and his contribution to 'mapping' the South Pacific. They will be able to describe Shackleton and Scott's expeditions and their significance. The children will know who attempted and succeeded in climbing Mount Everest (focus on the stories of George Mallory, Reinhold Messner and Sir Edmund Hillary). They will know about those who have explored the depths our oceans; focus on the equipment used, including James Cameron and Deep Sea Challenger (2012). The children will know who Amelia Earhart and Amy Johnson were and the significance of their achievements. They will know who the first man on the moon was and how they succeeded. They will make comparisons with Tim Peake (modern day explorer).</p>
<p>Vocabulary</p>	<p>explorer, exploring, exploration, navigate, navigator, attempt, survival, expedition, success, journey, discover, discovery, polar, starved, starvation, travel, crew, team, challenge, exhaustion, source, contribution, mapping,</p>
<p>Key Learning Objectives</p>	<ul style="list-style-type: none"> ➤ To be able to recall events in the lives of explorers across land, water and air. ➤ To recognise and use key vocabulary in relation to significant explorers. ➤ To use role-play to retell significant events from the past. ➤ To retell events of significant explorers using relevant key vocabulary. ➤ To select and organise key information in order to describe the past.
<p>Suggested Learning Experiences</p>	<ul style="list-style-type: none"> ➤ Use photographic/film evidence to identify ways we can find out about the past. ➤ Create a timeline display to show when explorers and lived and the chronology of events in their lives. ➤ Carry out role-play dramas to retell events of explorers. ➤ Children to write a letter to Tim Peak or another modern-day explorer. ➤ To write diary entries, imagining what it would be like to enter the unknown. ➤ To write newspaper reports using ICT – to show the significance of achievements made by explorers. ➤ Use drama – children to interview past explorers (hot seating). ➤ Use maps to illustrate and mark the journeys these explorers made. ➤ Create an explorers book – throughout the topic, the children add to a book – recording information about each explorer (a mini fact file/biography).