



May we give them roots to grow and wings to fly.



Our Curriculum – Medium-Term Planning

Term and Year:	Spring 1
Class:	Year 1
Subject:	History
Key Unit Question:	Who was Grace Darling?
Key Themes:	Conflict and Disaster
Memorable Experience:	One Day Creative: Grace Darling

Vocabulary that will be taught:

Courageous: brave and not worrying about your own danger

Crew: sailors on board boats

Famous: recognised or celebrated by others

Forfarshire: name of the wrecked ship that she rescued men from

Heroine: someone admired for being really brave

Memorial: object made in memory of someone famous

Rescue: saving someone in danger

RNLI: Royal National Lifeboat Institute: charity which launches lifeboats and crew to rescue people at sea

Survivor: someone who did not die in the shipwreck

Wreck: when a boat breaks up, often after hitting rocks

National Curriculum Objectives:

- the lives of significant individuals in the past who have contributed to national and international achievements

Rationale:

Children have previously explored the concept of 'heroes' in EYFS with the question 'Who helps us?' This can be further explored during this unit. Similarly, at Easington C of E Primary School, we want children to be proud of their local heritage and the community in which they live so this will provide children with excellent prior knowledge for when they study the Seaham Lifeboat Disaster in Year Two. This will provide opportunities for children to compare two similar events during different periods of history. This unit introduces the concept of historical significance both to the locality and national events by looking at the RNLI which again is explored further in Year 2.

Prior Knowledge:

Children have learned in EYFS that people have lived, and events have happened in history and before we were born. They have begun to use some historical vocabulary to show the simple passing of time.

Children been taught that things can change or stay the same throughout history, such as houses, clothes, toys and games. They have also learned that history might be being made by other people whilst they are at school.

Children have begun to explore their own history by thinking about some of their important life events.

Children have learned about the idea of significance and why certain individuals and events are remembered and studied.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know why Grace acted as she did
- I know that not all versions of the rescue are the same
- I know that sea rescue has improved since Grace Darling's rescue

Disciplinary knowledge:

- I can recognise the difference between past and present in their own and others' lives
- I can recount episodes from stories about the past
- I can begin to discuss reliability of photos/ accounts/stories



Key lesson questions		Activities/Key points
Lesson 1	What can we learn from a picture? - I can use pictorial clues to make inferences about Grace - I can recognise similarities and differences between what people wear today and what people wore a long time ago - I can ask questions about a picture	- To begin, you will need to ensure that children have a secure understanding of the term famous and to know what it means in terms of famous people today. - Show the children a picture of Grace. Discuss the list of questions that they could answer by looking at a picture, e.g. What is she wearing? What is she doing? Does the picture show what is happening today or something that happened a long time ago? Children to note their ideas around the picture. - Then show the second picture of Grace (in the boat). Discuss the list of questions that they could answer by looking at this picture. What is the same? What is different? Children to note their ideas around the picture.
Lesson 2	Who was Grace Darling? - I can describe events verbally and through written account - I can retell the story in my own words - I can create a timeline of events	- Introduce children to a suitcase. Today we are going to look at some artefacts – what do they tell us about Grace? Show children the items and give them a couple of minutes per item to jot down their ideas about what they tell us about Grace. - Tell the children that today they are going to learn about a very special day in Grace's life. - Read the story of Grace Darling and discuss the rescue. - Do they think Grace is a heroine for her actions? - Children to create a timeline of events for the rescue (storyboard) - Watch BBC History – True Stories (https://www.youtube.com/watch?v=Yv3eS40j0N0)
Lesson 3	Are all versions of Grace's story the same? - I can recognise similarities and differences - I can understand that different versions of a story exist - I can begin to explain why differences happen	- Show children two images of Grace Darling's rescue. How do the images of the rescue differ. Clearly Grace is shown on her own in one image, holding 2 oars and with her father, holding just one oar in the other. Explain that we are going to find out which of these was right. - Explain to the children that we have lots of pictures of the rescue, but they are all different. - Why ARE the pictures different? This question is posed on slide 9. Slide 10 shows 2 images of Grace alone being shown. Stress that one (slide10) is a book about her (not about her dad) and slide 11 is a commemorative mug reminding people of Grace's bravery. Ask the children why she rather than her dad was most written about. Stress her youth and the fact that she was a woman in an age when their role was mainly to look after the house. - Ask them, in pairs, to think of the reason why Grace features on her own even though her dad actually helped her. Four options are given on slide 12. Ask them to work out which they think it is
Lesson 4	How do we know about Grace Darling's actions which happened so long ago? - I can ask questions about a picture/evidence - I can use evidence to begin to make inferences - I can begin to discuss reliability of photos/ accounts/stories	- Start with asking pupils how they think we know about Grace Darling's rescue, when it happened so long ago and there's no-one alive now who was there at the time. 'Would they have had X in those days?' question – <i>Would Grace have had her mobile phone with her? Would the story have been shown on the TV news?</i> - Show a range of evidence available in the 1830s. Can pupils work out what each of them are? This will draw out from the children what they already know and help familiarize them with the evidence. - Children work in pairs as history detectives to find the clues that enable writers of textbooks to make statements about Grace Darling.



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Lesson 5	How did sea rescue improve as a result of Grace Darling's story? • I can recognise the difference between past and present in my own and others' lives • I can sort images into chronological order • I can explain how sea rescue has improved since Grace Darling's rescue	• Ask children to think in pairs about the similarities and differences between lifeboats in Grace's time and those that children may have seen today • Now ask pupils to sequence different lifeboats over time. To give this some more motivating context, try using the Mantle of the Expert. Can the children sort the images of lifeboats into chronological order? • Quick feedback on their choices and conclude by discussing the work of the RNLI. It is interesting to note that the advances in technology in boats did not result in dangers at sea. Indeed the number of shipwrecks actually increased after steam power!
Lesson 6	Who was Grace Darling? End of Unit Assessment / Knowledge Harvest	