

YEAR 1- Nurturing Nurses

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>CHRONOLOGICAL UNDERSTANDING Aim 1, 2</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Sequence events, artefacts/objects, photographs in order of time.</p> <p>Remember parts of stories and memories about the past.</p>	<p>Sequence events, artefacts/objects, photographs closer together in time.</p> <p>Remember parts of stories and memories about the past in increasing depth. Place events on a simple timeline, adding times previously studied.</p>	<p>Begin to use words and phrases such as century and decade to aid chronological understanding.</p> <p>Understand timelines can be divided in BC and AD.</p> <p>Place period of study onto timeline, adding times previously studied, beginning to use BC and AD.</p>	<p>Place period of study onto timeline, adding times previously studied using BC and AD.</p> <p>Place events from a period of time into a timeline.</p> <p>Use words and phrases such as century, decade to aid chronological understanding.</p>	<p>Draw and place a timeline with different time periods outlined.</p> <p>Confidently use words and phrases such as century, decade to aid chronological understanding.</p>	<p>Draw and place a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Confidently use words and phrases such as century and decade and introduce words and phrases for movements or times of change to aid chronological understanding.</p>
<p>COMMUNICATE HISTORICALLY Aim 3</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p>	<p>Begin to use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago.</p> <p>Introduce them to the words: chronology, chronological order and parliament.</p>	<p>Use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago.</p> <p>Continue to gain understanding of words: chronology, chronological order, parliament and peasantry.</p>	<p>Use appropriate historical vocabulary to communicate including: folly, achievement, significant impact, ruler, era, time period, dates, chronology, chronological order, peasantry, civilisation, empire, century, decade.</p>	<p>Refer to previous years with addition of: empire, dissolution, expansion, civilisation, legacy, century, impact across centuries, peasantry, empire, decade.</p>	<p>Refer to previous years with addition of: military campaign, dictator, parliament, refugee, evacuation, civilisation, monarch, hierarchy, extinct, origin, peasantry, hierarchy, civilisation, empire,</p>	<p>Refer to previous years with addition of: peasantry, civilisation, empire, pioneering, democracy, mythology, tragedy, city-state, philosopher, omission, century, decade.</p>

	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>					<p>century, decade.</p>	
<p>HISTORICAL CONCEPTS Aim 4</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>Cause and consequence: Begin to recognise that events take place for a reason. Begin to recognise what happens as a result of people's actions. Similarities and differences: Begin to identify similarities and differences between the past and present. Significance: Begin to identify who was important based on specific historical events.</p>	<p>Cause and consequence: Recognise that events take place for a reason. Recognise that what happens is a result of people's actions. Similarities and differences: Identify similarities and differences between the past and present. Significance: Identify who was important based on specific historical events and begin to understand why.</p>	<p>Cause and consequence: Recognise and understand why people did things. Recognise and understand why some events happened. Recognise and understand what happened as a result of people's actions or events. Similarities and differences: Identify similarities and differences between ways of life in different periods. Significance: Identify who was important based on specific historical events and why.</p>	<p>Cause and consequence: Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes. Similarities and differences: Identify similarities and differences between different periods in further depth e.g. social, belief, local, individual. significance: Identify and begin to describe significant people and events in the period of study.</p>	<p>Cause and consequence: Confidently identify and give reasons for historical events, situations and changes. Begin to offer explanations about why people in the past acted as they did. Similarities and differences: Show an increased understanding of similarities and differences between</p>	<p>Cause and consequence: Provide clear explanations for why people in the past acted as they did, commenting on the effects of their actions (using evidence to support and illustrate their explanation). similarities and differences: Show a clear understanding of similarities and differences between different</p>

	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>					<p>different periods in further depth e.g. social, belief, local, individual. Significance: Understand and describe that some people, events and developments are seen as more significant than others.</p>	<p>periods in further depth e.g. social, belief, local, individual. Significance: Understand, describe and give reasons why some events, people or developments are seen as more significant than others.</p>
<p>HISTORICAL ENQUIRY Aim 5</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>With support, find information to ask and answer simple questions about the past using sources such as artefacts and photographs.</p>	<p>Use a range of sources to find out about the past with increasing independence. Begin to independently ask and answer questions about the past.</p>	<p>Use a range of sources to find out about a period. Independently ask and answer questions about the past. With support, select and record information relevant to the study. Use the library and internet for research.</p>	<p>Use evidence to build up a picture of a past event. Ask and answer questions about the past, considering aspects of historical concepts. Begin to independently select and record information relevant to the study. Suggest where we might find answers to questions, considering a range of sources. Use the library and internet for research.</p>	<p>Begin to identify primary and secondary sources and how they are used to find information about the past. Ask and answer questions about the past, considering aspects of historical concepts. Independently select and record information relevant to the study. Use the library and internet for research.</p>	<p>Recognise primary and secondary sources and know how they are used to find information about the past. Suggest omissions and the means of finding out. Devise, ask and answer more complex questions about the past, considering aspects of historical concepts. Continue to independently select and record information relevant to the study.</p>

							Use the library and internet for research.
INTERPRETING HISTORY Aim 6	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories? Begin to compare sources such as pictures/photographs of people/events in the past.</p>	<p>Begin to develop awareness that different versions of the past may exist and start to suggest reasons for this.</p> <p>Discuss and compare the reliability of photographs of people/events in the past.</p>	<p>Be aware that different versions of the past may exist and start to suggest reasons for this.</p> <p>Distinguish between different sources and compare different versions of the same story.</p> <p>Look at representations of the period – museum, cartoon etc.</p>	<p>Be aware that different versions of the past may exist and suggest reasons for this.</p> <p>Begin to evaluate the usefulness of different sources, including text books and their historical knowledge.</p> <p>Look at representations of the period – museum, cartoon etc.</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p>Compare accounts of events from different sources – fact or fiction.</p> <p>Look at representations of the period – museum, cartoon etc.</p>	<p>Work out how conclusions were arrived at by linking sources and be aware that different evidence will lead to a variety of conclusions. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Look at representations of the period – museum, cartoon etc.</p>

COMPOSITES
The lives of significant individuals in the past who have contributed to nation and international achievements.
Some should be used to compare aspects of life in different periods.

COMPONENTS

	1.	2	3	4	5	End Point
	Can I explain what makes a person significant?	Can I explain why Florence Nightingale improved nursing?	Can I recall and explain facts about Mary Seacole?	Can I compare the lives of different nurses?	Can I persuade others to remember Florence Nightingale and Mary Seacole?	To compare aspects of the lives of 2 significant people who have contributed to national and international achievements.

CONCEPTS Link to concept map	Significance	Significance	Significance	Significance	Significance	To explain what makes a person significant, comparing 2 examples of significant historical people.
SKILLS	Begin to identify who was important based on specific historical events.	Begin to identify who was important based on specific historical events. Begin to recognise what happens as a result of people's actions.	Begin to identify who was important based on specific historical events. Begin to recognise what happens as a result of people's actions.	Begin to identify who was important based on specific historical events. Begin to recognise what happens as a result of people's actions. Comparing the lives of 2 significant people.	Begin to identify who was important based on specific historical events. Begin to recognise what happens as a result of people's actions.	Begin to identify who was important based on specific historical events. Begin to recognise what happens as a result of people's actions. Comparing the lives of 2 significant people.
KNOWLEDGE	To know what significant means and to consider who might be a significant person.	To know who Florence Nightingale was and how her contribution to nursing was significant.	To know who Mary Seacole was and how her contribution to nursing was significant.	To know who Mary Seacole and Florence Nightingale were, how they were similar and how they were different.	To remember knowledge in previous lessons and recall information.	To know who Mary Seacole and Florence Nightingale were, their significance and well as their similarities and differences.
LESSON LINK	Lesson 1 significant people.ppt	Lesson 2 Florence.ppt	Lesson 3 Mary Seacole.ppt	Lesson 4 Nurse Comparison.ppt	Lesson 5 Remembering.ppt	
PROGRESSIVE VOCABULARY	significant old then long time ago	significant old then now change long time ago	significant old then now change long time ago	significant old then now change long time ago similarities differences	significant old then now change long time ago	To accurately apply subject specific vocabulary.
CURRICULUM EXPERIENCES						
END POINT	To know what significant means, and consider who significant people are.	To know who Florence Nightingale was and why she was historically important.	To know who Mary Seacole was and why she was historically significant.	To know who Mary Seacole and Florence Nightingale were, why they were historically significant and how they are similar and different.	To recall who Mary Seacole and Florence Nightingale were as well as their historical significance.	To compare aspects of the lives of 2 significant people who have contributed to national and international achievements.

