

# YEAR 1

TERM	AUTUMN 1
Term Thread	Our Place
'EXPLORE' for ½ term (trip, visitor, experience)	Exploration of the whole school site, meeting people, adding our hands to the walls.
Breadth of Study	What is history? Being a Historian. PLACE Stanley Grove Primary Academy Education in the past at our school
Threshold Concept	1. Investigate and interpret the past 2. Build an overview of world history 3. <i>Understand chronology</i> 4. Communicate historically
Key Person/People	
Link	In Science we were looking at materials and what our school is made from. We also looked at how the weather changes how things look and feel in our school. We then made buildings in art and stitched a house in design technology. We are now going to be learning about and exploring, our school building and playground as historians.
No. of lessons	3
Unit Content	<p><b>Developing Knowledge and Skills</b></p> <p><b>Lesson 1:</b> Introduction to history – key words including: A long time ago, recently, past. Introduction to how we will be looking at history through places, people and things (objects). Explain we will be looking at a place and it is a place that belongs to all of us- Stanley Grove Primary Academy. Ask the children how old they are then how old they think our school is. Question: How can we find out about the past of a place like our school? Explain it was built a long time ago and in fact it will be 120 years old in the summer (2022). Explain there has been a lot of changes happening in Longsight as well as our nation (for example we have Queen Elizabeth II, but when the school was built there was a King (Edward VII). Explore the school buildings and grounds looking for evidence of what our school was like in the past and how it has changed.) What evidence of the past is there in and on the building? (Girl's and boy's entrance show boys and girls were kept apart, gravestone demonstrates other use of the site, founders stone tells us when the school opened and who opened it. Why was someone important asked to open the school? Look at blueprints and maps of the school buildings and grounds from rebuild- (Link to Geography looking a maps) notice different building materials for old and new parts of the building. Take photos, make drawings and record evidence as a class.</p> <p><b>Lesson 2:</b> Objects- What is an artifact? Sometime made or from a time in history. Exploring school archives to understand what we learn from artifacts - Discuss what they show about how education, attitudes and our community has changed over time. (Note: punishment book shows that children were hit as punishment, school registers show very traditionally English names in the first decades of the school. Comparing class photographs over decades compared to their own class photo shows how migration has made changes to the make-up of our communit, but how this changes were national as well).</p> <p><b>Lesson 3:</b> Person- guests (these may be filmed ) talk to pupils about how the school has changed over time giving oral account of living memory of the school e.g. what it was like when the school was being rebuilt, long time staff members recollections (possibly Mags or Julie), an ex-pupil from as far back as possible and a current year 6 pupils who can explain changes, they have seen in their seven years at the school. Discuss and ask questions – record ideas and learning. Show a timeline of when each person started working/attending SGPA. Explain what a timeline is and how Historians use them to communicate changes and important events.</p>
Milestones	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures and stories to find out about the past. • Recognise that there are reasons why people in the past acted as they did.</li> <li>• Recount changes that have occurred in their own lives. • Use dates where appropriate.</li> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> </ul>

# YEAR 1

TERM	AUTUMN 2
Term Thread	Our Place
'EXPLORE' for ½ term (trip, visitor, experience)	Exploration of Longsight.
Breadth of Study	<b>What is history? Being a Historian.</b> <b>PLACE</b> <b>Stanley Grove Primary Academy</b> Education in the past at our school
Threshold Concept	1. Investigate and interpret the past 2. Build an overview of world history 3. <i>Understand chronology</i> 4. Communicate historically
Key Person/People	
Link	We l've been busy as artists and designers making buildings out of different materials. In Science we were looking at which materials are best for building homes and special places. A special building for all of us is Stanley Grove Primary Academy because it is our school and our place. We have already looked at what our school building is made from and in History we learned about how we can find evidence in buildings that tell us about what happened in the past. We are going to work as historians again, but this time we will be learning about what it was like being a pupil at school back when it was first built in 1902.
No. of lessons	3
Unit Content	<b>Applying Knowledge and Skills</b>  <b>Lesson 1:</b> Revisit learning from last half term. Ask the children to mind map as a class what they recall about the school and the changes that have taken place – they can use their books to help remind themselves- Historians write things down! Ask pupils to answer some key questions in their books, for example: How old is our school? How did we find out the age of the school? Were boys and girls mixed together? How do we know the answer to this? Were there lots of the pupils from countries from around the world in the early days of the school? How do we know the answer to this? Why did this change? What was school like when it first opened?  <b>Lesson 2:</b> Revisit the timeline showing when guests attended/ joined the school. Ask pupils the purpose of a timeline. Look at key events in the history of the school -Opening, children evacuated in WW2, the fire, school becomes an academy, the school closing for Corona Virus arrange them in chronological order and make physical timeline (that pupils can walk along) – add world and national events to the timeline and discuss. Unsure understanding that a timeline shows chronological order and things that happened in the past. Record their timeline. <b>Lesson 3:</b> Edwardian teacher re-enactment (Creative Team- possibly a film depending on Covid) and experience. Pupils write on slates, girls and boys separated- girls darn socks while boys do physical maths. Demonstration of an example of discipline with a teacher being made to wear a dunce hat when they get a question wrong and being threatened with a cane when they say that it is unfair to punish someone for not knowing something (as it I not the Stanley Grove way!) Children are asked to decide if they would prefer to be at SGPA in 1902 or 2021 and to explain their reasoning.
Milestones	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures and stories to find out about the past. • Describe historical events.</li> <li>• Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.</li> <li>• Place events and artefacts in order on a timeline. • Label timelines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives. • Use dates where appropriate.</li> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> </ul>

# YEAR 1

TERM	SPRING 1
Term Thread	Animals
'EXPLORE' for ½ term (trip, visitor, experience)	Owl visit
Breadth of Study	HISTORY- UNDERSTANDING HISTORY THROUGH... A PERSON Florence Nightingale Lives of Significant Individual
Threshold Concept	<ul style="list-style-type: none"> <li>Investigate and interpret the past</li> <li>Build an overview of world history</li> <li>Understand chronology</li> <li>Communicate historically</li> </ul>
Key Person/People	. Florence Nightingale
Link	We have just been painting animal in art. In Science we were looking at animals including us humans. We looked at different types of animals and what they need to live. Florence Nightingale was a famous nurse. She started off caring for animals as a child and went on to transform the way we take care of people who are sick. You are going to learn about her early life as a child and wanting to become a nurse.
No. of lessons	3
Unit Content	<p><b>Development of Knowledge and Skills</b></p> <p><b>Lesson 1:</b> Introduction: Last term we began working as historians by looking at a place and finding out about its past. We found out about the history of our school. Can anyone remember anything we found out about our school? (Note: Give pupils a few minutes to discuss what they recall reinforce that the school was built in 1902 if no-one recalls.) Introduce next project. This half term we will be carrying on working as historians to understand the past, this time we will look at history through a person. We will look at a person who was important. We will look at someone important because it is usually much harder to find out about an ordinary person, because they leave less evidence behind. Show photographs of Florence Nightingale and ask pupils to discuss any observations and make any suggestions based on what they observe. We will begin by looking some photographs of Florence Nightingale. Show photographs and ask them to describe what they see and what can I guess about Florence Nightingale from the picture? Ask the pupils to guess if they think Florence Nightingale was born before our school was built or after. Pupils look at Florence Nightingale's birth certificate. It shows that she was born in Florence in Italy (look at the map and locate Italy) explain she was named after the city she was born in. The Birth certificate also shows date of her birth being in 1820. This means that Florence Nightingale was born 82 years before Stanley Grove Primary Academy was built. PowerPoint will show an animation of a timeline showing Florence Nightingale's birth in 1820, the building of SGPA in 1902 and Florence Nightingales death in 1915. This means she was born before our school began but lived for 13 years after it was built. Ask the pupils if they know who our current Queen is. Explain for most of Florence's life there was another Queen called Queen Victoria and for this reason we call Florence Nightingale and other people who lived during that time Victorians. Look at the two coins a Victorian Penny and a current £1 coin with the queen's heads on. Record learning so far in a 'Florence Nightingale fact-file'.</p> <p><b>Lesson 2:</b> Explore what Florence's life was like when she was a childhood including: where she grew up, that she was rich, so she had a nice life compared to poor people, that she did not go to school as rich girls usually did not -she was taught at home by her father. That she took care of an injured sheep dog called Cap and liked caring for people and animals. She was a Christian and believed in God. Florence believed that God wanted her to become a nurse and care for sick people. However, in Victorian times a rich girl was not supposed to work- she was just meant to marry and have children. Class discussion- how does this compare, is this different now? Girls and boys are free to get any job (including boys becoming nurses). And both girls and boys can look after children- not only a mother's job! Record learning in fact-file.</p> <p><b>Lesson 3:</b> Explore 'why Florence Nightingale was an important person?' Watch <a href="https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39">https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39</a> What do we remember from the film? Go over key vocabulary. Break down the story into sections. Work together to match each section to an artifact or object including a map of the Crimea, the newspaper article calling her the 'angel of the Crimea', a lamp, scrubbing brush, bandages etc. Record learning in fact-files.</p>
Milestones	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories to find out about the past.</li> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> <li>Place events and artefacts in order on a timeline.</li> <li>Label timelines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> </ul>

# YEAR 1

TERM	SPRING 2
Term Thread	Animals
'EXPLORE' for ½ term (trip, visitor, experience)	Blue Planet Aquarium/Sea Life Centre
Breadth of Study	HISTORY- UNDERSTANDING HISTORY THROUGH... A PERSON Florence Nightingale Lives of Significant Individual
Threshold Concept	<ul style="list-style-type: none"> <li>Investigate and interpret the past</li> <li>Build an overview of world history</li> <li>Understand chronology</li> <li>Communicate historically</li> </ul>
Key Person/People	Florence Nightingale
Link	We have just been painting a beautiful owl. In Science you have been carrying on looking at animals, including nocturnal animals like owls. We are going to continue our work as Historians to learn about Florence Nightingale. Florence was not nocturnal, but she was famous for staying up at night to care for her patients. She carried a lamp in the darkness and became known as the Lady with the Lamp. There is another link to animals, as she kept a pet owl in her pocket- not in hospitals though as this would not have been clean! We are now going to be historians to learn about her work as a nurse and find out about why Florence Nightingale was so important.
No. of lessons	3
Unit Content	<p><b>Application of Knowledge and Skills</b></p> <p><b>Lesson 1:</b> Revisit work from last half term. What do we recall about Florence Nightingale? Use your fact-files to help you. Work together to make a class timeline of the key parts of Florence Nightingale's life and achievements.</p> <p><b>Lesson 2:</b> What were Florence Nightingale's achievements. Before Florence Nightingale went to help, more people died because of disease and dirt than in the fighting during the Crimean war. Florence changed nursing forever. How is Florence Nightingale remembered? When important people die, they are written about in newspapers. This is called an obituary. Look at this newspaper is obituary about Florence Nightingale.  <a href="https://latimesblogs.latimes.com/thedailymirror/2010/08/florence-nightingale-dies.html">https://latimesblogs.latimes.com/thedailymirror/2010/08/florence-nightingale-dies.html</a></p> <p>Discuss: Why do you think the headline calls Florence 'The Angel of the Crimea'? How was Florence Nightingale remembered? (Note: Statues, Nightingale Medal is still being awarded. Look at old £10 note. The Nightingale Hospitals built to help during Corona Virus all over the country were named after her). Make a collage mind map of the ways Florence Nightingale is remembered.</p> <p><b>Lesson 3:</b> The pupils use their fact-file and materials provided to make a first-aid case presentation (see Creative Team for details) about Florence Nightingale for display, to share their learning.</p>
Milestones	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories to find out about the past.</li> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> <li>Place events and artefacts in order on a timeline.</li> <li>Label timelines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> </ul>

# YEAR 1

TERM	SUMMER 1
Term Thread	Food from Around the World
'EXPLORE' IDEAS (visit, visitor, experience)	Appna's/ Manchester Super Store
Breadth of Study	HISTORY- UNDERSTANDING HISTORY THROUGH... AN OBJECT 'Peppercorns' Exploration, conquest and pirates.
Threshold Concept	<ul style="list-style-type: none"> <li>Investigate and interpret the past</li> <li>Build an overview of world history</li> <li>Understand chronology</li> <li>Communicate historically</li> </ul>
Key Person /People	
Link	<p>In Science we were looking at plants. In art and design technology we looked at fruits and vegetables which come from plants. Some plants are indigenous, which means they have always grown in this country. Others were bought to our country from other places in the world. We are going to work as Historians to learn about how some of our favourite fruits and vegetables got to our country for us to eat. Seeds also come from plants. We are going to explore a tiny seed which, because of its taste and because people loved the flavour so much, it has a big part in history. It made some people and countries very rich, it meant that a continent and countries were stolen from its people, it led to slavery where people were stolen and made to work like hard with no rights, it led pirates and to us eating fruits and vegetables like potatoes, pineapples, bananas, tomatoes and potatoes. It is hard to believe that a tiny seed can have such a history! Let's work as Historians.</p>
No. of lessons	3
Unit Content	<p><b>Development of Knowledge and Skills</b></p> <p><b>Lesson 1:</b> Introduce themes including PowerPoint presentation about how objects have a history. Brief introduction to history of the peppercorn including original trading. Handling and grinding pepper corns. Using maps to look at where peppercorns grew and trading routes. Introduction to Christopher Columbus and search for Western passage. Look at a globe and highlighting where Columbus thought he was going, and where he actually ended up. Record learning in books including maps, pictures of pepper corns and the plants plus some real ground pepper taped in.</p> <p><b>Lesson 2:</b> Watch 'Who was Christopher Columbus' <a href="https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn">https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn</a> What did Christopher Columbus find? Who did Columbus find? (The Taino people who were the indigenous people of what became known as the Caribbean and Florida). What happened next? What did Christopher Columbus introduce (horses, pigs, sheep rats, iron weapons, Christianity and disease (the native Taino population, forced to search for gold and to work on plantations, was decimated (within 60 years after Columbus landed, only a few hundred of what may have been 250,000 Taino were left on their island). and what was 'discovered' and introduced to Europe – chilli peppers, pineapples (fruits Vegetables including as corn (maize), potatoes, sweet potatoes, peanuts, pumpkins, squashes, pineapples, peppers and chili peppers. plants including tabaco, etc) Good things and bad things list.</p> <p><b>Lesson 3:</b> More countries want to take land and wealth- who were they? Introduce Queen Elizabeth I, Francis Drake and Water Raileigh. What happens if you have lots of ships sailing around with lots of gold and other valuable things? Pirates! (Note- there had been pirates as long as there had been trading overseas but it began on a massive scale in the Caribbean) Record learning. Possible background reading for teachers (<a href="http://www.bbc.co.uk/history/historic_figures/columbus_christopher.shtml">http://www.bbc.co.uk/history/historic_figures/columbus_christopher.shtml</a>)</p>
Milestones	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories to find out about the past.</li> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> <li>Place events and artefacts in order on a timeline.</li> <li>Label timelines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> </ul>

# YEAR 1

TERM	SUMMER 2
Term Thread	Food from Around the World
'EXPLORE' IDEAS (visit, visitor, experience)	Formby Beach
Breadth of Study	HISTORY- UNDERSTANDING HISTORY THROUGH... AN OBJECT 'Peppercorns' Exploration, conquest and pirates.
Threshold Concept	<ul style="list-style-type: none"> <li>Investigate and interpret the past</li> <li>Build an overview of world history</li> <li>Understand chronology</li> <li>Communicate historically</li> </ul>
Key Person /People	
Link	We worked as artists making prints of different fruits and vegetables. When we looked at the fruits and vegetables some of them had seeds in like the watermelon. Seeds are important part of plants. Plants grow from seeds and make new seeds. Last half term we started looking at how a seed can be an important part of history. We are going to carry on looking at foods that have come from around the world by learning more about what happened because people wanted to have nice spices to flavour their food and how the hunt for one spice led to so much including slavery and pirates.
No. of lessons	3
Unit Content	<p><b>Application of Knowledge and Skills</b></p> <p><b>Lesson 1:</b> Revisit learning from previous term. Timeline of peppercorns from early use including in Ancient Egypt- adding with major players- Columbus, King Ferdinand and Queen Isabella, the Taino people, Queen Elizabeth I, Francis Drake and Walter Raileigh, enslaved African people. etc</p> <p><b>Lesson 2:</b> History of an object recap- Making a flow chart in chronological order peppercorns to trans-Atlantic slavery via East Indian Company.</p> <p><b>Lesson 3:</b> List the good things and bad things that came from the hunt for access to peppercorns. If many bad things came from the hunt for peppercorns- are peppercorns bad? Gather children's thoughts. Was Christopher Columbus a hero or villain? Were pirate's hero's or villains- Who are heroes, who are villains? Depends on who you are- discussion and class activity.</p>
Milestones	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories to find out about the past.</li> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> <li>Place events and artefacts in order on a timeline.</li> <li>Label timelines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> </ul>