

Theme	Who am I?
Primary focus	History
Values	Honesty/ Responsibility

Term	Autumn
Duration	9 weeks
Nursery & Reception	All about me
Year 1	Marvellous Me
Year 2	Heroes and Villains
Year 3	Egyptians
Year 4	Dudley Castle and Medieval times
Year 5	The Ancient Greeks
Year 6	The Black Country/ Victorians

Please fill in the table on the next sheet for your planning on topic 1. The theme is centred on history and is called Who am I?

This unit should focus on the history skills that are in the curriculum.

Although we can base it on our topic 1 plans from last time I would reflect on what worked and what did not. Also with staff movement it is a chance to bring in fresh ideas. For example, in year 2 we will be keeping the core idea but narrowing the focus to being primarily about Florence Nightingale and the NHS.

You will also need to ensure that there is a **big question** and a **knowledge organiser** to run alongside this.

The main outcome is expected to be a history one where the pupils learn how to find information, remember key dates and facts etc. However there is a further expectation that the pupils are taught through another medium, for example, in year 6 they should know a lot about the geography of the Black Country.

Remember we will have limitations regarding things like trips etc at this stage

Any history related questions should be asked towards myself or Fiona

To ensure curriculum coverage certain subjects will be specifically timetabled. For example we will be putting in a specific ICT session, Science for KS2 and an extra PE. These will all need to be taught. So please make sure you are familiar with what you should be teaching in these.

In addition to this, there will be a MFL day every unit (4 across the academic year). This will happen every 4th week of the unit

on the Friday. This will be a whole day devoted to the initial learning of a language. The language we have chosen is Spanish. Where possible you can link this to your topic. This will be an off timetable day with Spanish activities recorded both in books and verbally through the ipad.

Science?????

Music options – Foo Fighters, Times like these; The Beatles, With a little help from my friends

Corridor display – photo of Florence & Mary – what links these 2 women? Post it notes for chn to add ideas to. After 2ish weeks, add a bit more info, emphasis on it doesn't matter about your background, you are all capable of great things and making change happen.

'WHO AM I?'

The Big Question

How can we help the NHS?

What are the pupils learning?

Pupils to understand about real life Heroes From Florence Nightingale to modern medicine

What is the overall learning outcome? What is it that the children will have as an end to the unit of learning?

To raise money to support the NHS on behalf of the Kates Hill Primary community

What skills are you teaching? (across 10 weeks of learning)

<p>Wk1</p>	<p>Discuss reliability of photos/ accounts/stories</p>	<p>Wk6</p>	<p>Identify differences between ways of life at different times</p> <p>Compare 2 versions of a past event</p> <p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p> <p>Art</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use) .</p> <p>Develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve).</p> <p>Use drawing to record ideas and experiences</p>
<p>Wk2</p>	<p>Compare pictures or photographs of people or events in the past</p> <p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Wk7</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Produce a simple presentation incorporating sounds the children have captured, or created.</p>
<p>Wk3</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Wk8</p>	<p>Develop their design ideas through discussion, observation , drawing and modelling</p> <p>Identify a purpose for what they intend to design and make</p> <p>Identify simple design criteria</p>

Wk4	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p>Compare 2 versions of a past event</p> <p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p> <p>Produce a simple presentation incorporating sounds the children have captured, or created.</p>	Wk9	<p>Develop their design ideas through discussion, observation , drawing and modelling</p> <p>Identify a purpose for what they intend to design and make</p> <p>Identify simple design criteria</p>
Wk5	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>	Wk10	Statistics

What tasks enable you to achieve this? (across 10 weeks of learning)

Wk1	<p>KWL grid</p> <p>What is a hero? Who do we class as a hero? Why? Discussions</p> <p>What characteristics make a hero – Draw a hero/ write about a hero</p> <p>Use open questioning, giving pupils time to respond</p> <p>Introduction to Big Question – How can we help the NHS? How does this link to being a hero?</p>	Wk6	<p>Week 7 lesson 1? Create a rainbow inspired piece of art – not just a painting? Something big?</p> <p>Comparing Florence Nightingale to modern nurses – what is the difference – Diary entry as Florence/ modern nurse comparison</p> <p>Is it just Nurses? Look at other NHS heroes – Doctors, paramedics, surgeons etc</p>
Wk2	<p>Who were the Victorians? Why is this such an important period of time?</p> <p>Introduction to facts – fact sorting activity – good fact/ ok fact/ useless fact – how do we know?</p> <p>A comparison between Victorian life and modern life – photos/ discussion/ HA writing</p> <p>Pair the pupil up with a positive peer role model</p> <p>Give extra time to allow work to be completed or smaller, more 'manageable' tasks.</p>	Wk7	<p>Week 7 lesson 2? Would Florence Nightingale/Mary Seacole inspire us to work for the NHS? If so why? If not why?</p> <p>Characteristics of what makes a hero now? Contrast with week 1</p> <p>How can we help the NHS? Initial idea gathering</p> <p>Allow pupils to present their work/responses in a range of ways to writing, e.g. using multi-media (draw, model, collage), ICT, verbal... - discuss with Kay as she could link her ICT Lesson??</p> <p>Exit ticket – who was Florence Nigtingale and why was she important?</p>

<p>Wk3</p>	<p>ENTRY TICKET - photo of Florence Nightingale and Mary Seale - what links these 2 women?</p> <p>Florence Nightingale – Who/ what/ where/ when/ why? Information gathering from clips online</p> <p>Use subtitles on TV, video clips, and provide written transcripts (HI)</p> <p>Timeline of Florence Nightingales life</p> <p>Diamond 9 about facts – discussion on why we put these facts where we did?</p> <p>Provide key vocabulary and word lists</p> <p>Create presentation using diamond 9 sheet to share with other year 2 class. What does a Good presentation look like?</p> <p>Allow pupils to present their work/responses in a range of ways to writing, e.g. using multi-media (draw, model, collage), ICT, verbal...</p>	<p>Wk8</p>	<p>Use lesson 1 this week as a mop up / catch up lesson?</p> <p>Lesson 2?: Planning for fundraising week – Captain Tom, other fundraising activities?</p> <p>Planning what could we do? Linked to change for life type stuff – keeping pupils healthy?</p> <p>discuss with Kay as she could link her ICT Lesson??</p>
<p>Wk4</p>	<p>Reading comprehension based on Florence N - twinkl</p> <p>Create a non – chronological report on Florence Nightingale</p> <p>Provide key vocabulary and word lists</p> <p>Give extra time to allow work to be completed or smaller, more 'manageable' tasks.</p> <p>How did Florence help improve hospitals?</p> <p>A comparison between Victorian hospitals and modern hospitals – photos/ discussion/ HA writing</p> <p>Provide key vocabulary and word lists</p>	<p>Wk9</p>	<p>Creating posters and planning activities/ getting sponsors etc</p> <p>discuss with Kay as she could link her ICT Lesson??</p>
<p>Wk5</p>	<p>INSERT EXTRA WEEK HERE – to look at Mary Seacole? Same Activities as Wk4. Then exit ticket at the end (use entry ticket from previous week)</p> <p>This becomes week WK 6- Why are hospitals still important today?</p> <p>Discussion about Corona Virus – what did you do in Lockdown? Corona virus text – Science link animals including humans?? What we need to survive, keeping clean, MRS GREN</p> <p>What is the NHS? Research opp</p> <p>What do the pupils know already? What can they find out?</p> <p>What we do in the case of emergency – role play once taught.</p> <p>What do we do when poorly?– role play once taught.</p> <p>Use props to encourage pupils to talk more, e.g. telephone, audio recorders, digital camera, digital video camera, iPad</p> <p>Use role play, hot seating, drama activities</p> <p>Drugs – what are they? Good or Bad?</p>	<p>Wk10</p>	<p>Fundraising week</p> <p>Pupils to carry out their fundraising for the NHS</p> <p>Set a target to reach - £500??</p> <p>Outside all week carrying out the activity – must be big!!</p> <p>Use statistics to record data</p>