



History

Skills, Knowledge and Progression

KS1: Significant person – Grace Darling

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Vocabulary
<ul style="list-style-type: none"> Sequence and re-tell main events in the story of the life of Grace Darling by ordering pictures of the event Locate Grace Darling in time in relation to today and the Great Fire of London and any other event/ person already studied 	<p>1. What did Grace do that made her famous ...and why is she remembered today so long afterwards</p> <ul style="list-style-type: none"> Children use pictorial clues to make inferences as to what Grace might have done. Children build up vocabulary e.g. rescue, wreck Children can retell main episodes in story using words describing sequence and passing of time. Children know the job her father had to do and why her actions are considered heroic Y2: children give reasons why Grace acted as she did. Children can provide adjectives to describe her character <p>2. Are all versions of Grace's story the same?</p> <ul style="list-style-type: none"> Children compare: spot similarities and differences in pictorial versions of rescue <p>3. How do we know about Grace's actions which happened so long ago?</p> <ul style="list-style-type: none"> Children understand that we have evidence: newspaper accounts and museum objects, but not film. Children understand idea of a museum having relevant objects <p>4. How did sea rescue improve after her heroic act?</p> <ul style="list-style-type: none"> Children can match then and now statements Y2: children can describe two ways in which sea rescue improved. Children compare life of Grace Darling with their own life. <p>5. Homework task: How should we remember Grace Darling today 170 years after she died? Y2: pupils give reasons why she should be remembered and can offer valid ways of recognizing her achievement, with opportunity to be creative</p>	<p>1. What did Grace do that made her famous ...and why is she remembered today so long afterwards <i>Rationale: the lesson underpins the children's understanding of who Grace was through enquiry and investigation.</i></p> <p>2. Are all versions of Grace's story the same? <i>Rationale: chn are able to see things from different perspectives and make a decision.</i></p> <p>3. How do we know about Grace's actions which happened so long ago? <i>Rationale: provides children an opportunity to compare and contrast evidence and ask historical questions to find answers. It challenges their understanding of history and why it's important.</i></p> <p>4. How did sea rescue improve after her heroic act? <i>Rationale: history is made real for the children by making links to their lives and Grace Darling's. Gives children an understanding that the past shapes our future and we can learn from the past.</i></p> <p>5. Homework task: How should we remember Grace Darling today 170 years after she died? <i>Rationale: set as homework due to curriculum time. Discuss back in class.</i></p>	<p>Grace Darling, rescue, wreck, survivors, heroine, storm, lighthouse, boat, Northumberland, waves,</p>
<p><u>Learning outcomes</u> <u>Key knowledge children will know at the end of this topic are:</u></p> <p>1. What did Grace do that made her famous ...and why is she remembered today so long afterwards</p> <ul style="list-style-type: none"> Children observe pictorial clues to make inferences as to what Grace might have done. Children can recall main events in the story using description to sequence and show a passing of time. Children can recognise her father's job and recall why her actions are heroic. <p>2. Are all versions of Grace's story the same?</p>		<p>Extending more able through challenges:</p> <ul style="list-style-type: none"> More able pupils create own newspaper version of events Some able children offer simple reason why not all pictures are the same Pupils predict the way 2 video excerpts will treat the scene 	<p>How those with SEND are Supported:</p> <ul style="list-style-type: none"> Scaffolded tasks – use of knowledge organisers, sentence openers and word banks to enable children to access tasks alongside their peers Collaborative activities to support peer-learning and inclusion Use of visuals, film, drama to support contextual understanding

	<ul style="list-style-type: none"> Children identify similarities and differences in pictorial versions of rescue. <p>3. How do we know about Grace's actions which happened so long ago?</p> <ul style="list-style-type: none"> Children can observe and understand that we know about Grace Darling from newspaper evidence and museum objects. Children observe similarities and differences of historical versions of the rescue and compare/contrast these. <p>4. How did sea rescue improve after her heroic act?</p> <ul style="list-style-type: none"> Y2 – Children give reasons why Graces acted as she did. Y2 – Children can describe two ways in which sea rescue improved. Children can compare and contrast Grace's life to theirs and recall some of these. <p>5. Homework task: How should we remember Grace Darling today 170 years after she died?</p> <ul style="list-style-type: none"> Children can select/identify reasons as to why she can be remembered and offer suggestions as to how we can do this. 	<ul style="list-style-type: none"> Compare the still images with the story and other account, possibly using a grid, which match most closely? Create a timeline of lifeboat improvement. 	<ul style="list-style-type: none"> Streamlined, differentiated and personalised task to ensure learning is focused on objective rather than task design TA support used to question and develop children's conceptual understanding of concepts and encourage independence Use of low threshold-high ceiling tasks to support inclusion
	<p><u>Second Order Concepts (these underpin the study of history)</u></p> <ul style="list-style-type: none"> Change - how Grace Darling changed sea rescue. What was life like in 1838 compared to the 21st century? Causation – understand what happened to cause Grace to help. Chn can see how this caused sea rescue to improve as a result. Significance – chn understand that Grace's actions have impacted the way sea rescue happens across Britain. Similarity & difference – children compare their lives to Grace Darling's to see what's the same/different. Look at how sea rescue is similar/different from then and now. Perspective – analysing and critiquing historical sources. Chronology – timeline work Empathy – to have empathy towards Grace and her father, but also with the sailors. 		