

History

Skills, Knowledge and Progression

KS1: Mary Seacole



Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Vocabulary
<p>Locate Mary in time and place with reference to other significant people and events pupils may have studied</p> <p>Pupils can sequence key events in Mary's life; they can explain why some periods of Mary's life were more important and significant than others. Some can identify key turning points in her life</p>	<p>Pupils are shown a range of contemporary images from bank notes to stamps to statues and results of TV polls to show how she is celebrated today. Pupils try to work out why Mary Seacole might be famous from visual clues in a photograph.</p> <p>Children can sequence main events in Mary's life in three distinct phases. They then are able to identify key episodes in Mary's life as turning points. They can deduce some of Mary's qualities as they learn what she did. E.g. her determination to help despite being rejected many times and having to fund her own way to the Crimea. They can explain how people reacted to her at different times in her life.</p> <p>Pupils can explain Mary's role in setting up her hotel. They know what she did to improve soldier's lives in terms of providing food, comfort etc. They know that she visited the battlefield to tend to injured soldiers during ceasefires. They can find evidence to support statements made about Mary. Y2 pupils can find more than one source to support some statements and say which they think offers stronger proof</p> <p>Pupils understand that on her return to England Mary fell on hard times and had a lot of unpaid bills. They can explain she was destitute until William Russell of the Times newspaper stepped in to help. They can list at least 3 ways in which he and others helped including: writing articles in the paper; writing to his influential friends; fund-raising events, festivals as well as a personal message from Queen Victoria.</p> <p>Pupils understand that Mary was exceptionally kind and comforting but was also dynamic. They appreciate that Mary paid her passage to the Crimea and was determined to go despite being rejected as a nurse. She was brave, even visiting the soldiers on the battlefield</p> <p>Pupils can give 3 reasons why Mary Seacole deserves a statue. They can think of at least 1 reason why it might be thought unfair to put Mary's statue on the site of St Thomas' hospital rather than somewhere else equally prominent.</p>	<p>Use PowerPoints from Keystage History to support each enquiry</p> <p>How can we work out why Mary Seacole is famous?</p> <p><i>Chronology and significance</i></p> <p>What were the most important moments in Mary's life?</p> <p><i>Chronology and significance</i></p> <p>How important was Mary's work in the Crimean war? And how do we know?</p> <p><i>Change</i></p> <p>How did life change for Mary after the Crimean war?</p> <p><i>Change</i></p> <p>What made Mary so special?</p> <p><i>significance</i></p> <p>Why doesn't everyone agree that Mary deserves her statue at St. Thomas hospital?</p> <p><i>Awareness of evidence; the history of the past is reconstructed from what has remained</i></p>	<p>Iconic Britons Crimea Jamaica heroine dynamic medicine Injured soldiers battlefield significance achievements history detectives</p>

	<p>Y2 pupils can rank arguments in terms of how convincing them seem and use their ranking when putting forward an argument</p>		
<p>Learning outcomes Children should be able to</p> <ul style="list-style-type: none"> • Children are able to draw conclusions from simple visual clues, such as a portrait, paintings and a plaque. • Pupils can sequence key events in Mary's life; they can explain why some periods of Mary's life were more important and significant than others. Some can identify key turning points in her life • Pupils can explain Mary's role in setting up her hotel; they know what she did to improve soldier's lives in terms of providing food, comfort • Pupils understand that Mary was exceptionally kind and comforting but also dynamic and brave and that it is these qualities and her behaviour that make her significant • Pupils can give reasons why Mary Seacole deserves a statue • Y2 pupils can rank arguments in terms of how convincing them seem and use their ranking when putting forward an argument 		<p>More able are challenged:</p> <ul style="list-style-type: none"> • More able pupils write an account of Mary's life • Find more than one source to support some statements and say which they think offers stronger proof • Rank arguments in terms of how convincing them seem and use their ranking when putting forward an argument <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 • Streamlined, differentiated and personalised task to ensure learning is focused on objective rather than task design eg have fewer pictures to use in the sequencing activity • TA support used to question and develop children's understanding of concepts and encourage independence 	