

Year 1 History: Oh, I do like to be beside the seaside! (Grace Darling)		Summer Term
Why do we remember Grace Darling?		
Enrichment: Trip to St Mary's Lighthouse		
Prior Learning: Changes within living memory; Great Fire of London and Gateshead		
Curriculum Skill(s)	Learning Intention	Knowledge and Key Vocabulary
<u>Chronology:</u> <ul style="list-style-type: none"> To recognise their own lives are different from the lives of people in the past. Use a range of vocabulary to talk about the passing of time. Sequence events and objects in chronological order. To develop use of time related vocabulary and everyday historical terms. To place an event on a timeline showing periods in the history of England – identifying as 'a very long time ago'. To sequence events related to the life of a famous person. To show knowledge and understanding of aspects of the past beyond living memory. Recall correctly some of the events from a topic studied 	Were my grandparents alive at the same time as Grace Darling? <ul style="list-style-type: none"> To plot Grace Darling's birth date and death date on the same timeline used for last topics To order events in Grace Darling's life 	<u>Knowledge:</u> <ul style="list-style-type: none"> To know that Grace Darling was born over 200 years ago and that no-one is alive from this time now To know that Grace Darling was born after the Great Fire of London but before the Great Fire of Gateshead To know that their grandparents, parents and themselves were born many years after Grace Darling's death Know that Grace Darling was born in 1815 and died in 1842 Order and recall some key events from Grace Darling's life
<u>Sources:</u> <ul style="list-style-type: none"> To identify some of the different ways in which the past is represented. Describe and sort things that are from the past i.e. artefacts/everyday objects from home, and say how they are 	How do we know about Grace Darling if no one is alive from this time? <ul style="list-style-type: none"> To look at a range of sources such as artefacts, artist impressions, accounts, newspaper articles, recounts etc. to learn 	<u>Vocabulary:</u> Timeline; over 200 years ago; before; after; in the past; events; year; order; sequence
		<u>Knowledge:</u> <ul style="list-style-type: none"> To know that Grace Darling was the daughter of a lighthouse keeper and was born in Bamburgh To know that the SS Forfarshire crashed near the Farne Islands in a storm and

<p>used, and how they compare to today's equivalent.</p> <ul style="list-style-type: none"> To use a range of primary and secondary resources to begin to understand features of the period studied. To show knowledge and understanding of aspects of the past beyond living memory. To find out about the past by looking at pictures. To ask and answer relevant questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. 	<p>more about Grace Darling's life and the events of the 7th September 1838</p> <ul style="list-style-type: none"> To deduct and interpret information from these sources to build up a picture of what life was like at this time To know that sources are not always reliable and are just interpretations from the past 	<p>that Grace and her Father rescued nine people in a rowing boat</p> <ul style="list-style-type: none"> Know that sources are interpretations of the past <p><u>Vocabulary:</u> Steamship (SS Forfarshie); rowing boat; lighthouse; survivors; shipwreck; storm; rescue; hero; Farne Islands; artefacts; eyewitness accounts; recounts; newspaper articles; artist impressions</p>
<p><u>Society:</u></p> <ul style="list-style-type: none"> To recognise their own lives are different from the lives of people in the past. To use drama to understand why people did things in the past. Identify similarities and differences between ways of life at different times e.g. London/Gateshead now and during Great Fires. To be able to describe similarities and differences between old and new artefacts. 	<p>What was Grace Darling's everyday life like?</p> <ul style="list-style-type: none"> To use drama to explore how life was for Grace Darling. Where did she live? Did she go to school? How did lighthouses look during this period? 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To give details of Grace's everyday life e.g. lots of brothers and sisters, spent her childhood cleaning and looking after the lighthouse, joining her father on the boat, keeping a look-out at the top of the lighthouse Recall some key features of a lighthouse from this time and that advances in technology has caused them to change over time <p><u>Vocabulary:</u> Lighthouse; lighthouse keeper; look-out tower; telescope; lamp; electricity</p>
<p><u>Changes:</u></p>	<p>How have ships and sea rescue changed from Grace Darling's time to now?</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To recognise that modern ships have inventions such as radar and satellite

<ul style="list-style-type: none"> • Convey an awareness and understanding of the past in a variety of ways. • To explain what they have learnt about the past using a variety of means – labelled diagrams, stories, diaries etc. 	<ul style="list-style-type: none"> • To look at how advances in technology and safety measures have helped reduce the number of ships crashing during storms • To explore services that specialise in sea rescue such as the coast guard and RNLI 	<p>navigation to help them work out position, weather and where rocks are</p> <ul style="list-style-type: none"> • To know that modern ships have safety equipment such as lifeboats, life jackets, survival kits • To know that the coast guard and RNLI help rescue people at sea <p><u>Vocabulary:</u> Modern; older; technology; inventions; safety; radar; satellite navigation; lifeboats; life jackets; coast guard; RNLI</p>
<p><u>Legacy:</u></p> <ul style="list-style-type: none"> • To communicate and tell stories about what they have learned in a variety of ways – drawings, ICT, role-play, writing. • To begin to recognise that there are reasons why people in the past acted as they did. • Identify at least one reason why a famous person from the past is remembered. 	<p>Why do we remember Grace Darling?</p> <ul style="list-style-type: none"> • To explore why Grace and her father rescued people from the shipwreck • To explore what a hero and being brave is • To look at some of the ways Grace Darling is remembered 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Know that there is a museum and cenotaph in Bamburgh to remember Grace Darling • Know that there is a monument where she is buried and that a lifeboat was named after her and presented to Holy Island • Can give some reasons why Grace and her father behaved in the way they did <p><u>Vocabulary:</u> Museum; cenotaph; monument; survivors; rescue; hero; brave; remember</p>
<p>Thinking Deeper: Why do we have the RNLI today? What impact has Grace Darling had on the RNLI?</p>		
<p>Links to other subjects:</p>		
<ul style="list-style-type: none"> • Subject Specific links – Geography: Locating Bamburgh, Farne Islands etc.; Science: Advances in technology and inventions such as satellite navigation, radar, electricity, electric lamps etc. 		
<ul style="list-style-type: none"> • Personal Development – Exploring local heroes; what it means to be a hero; what it means to be brave 		
<ul style="list-style-type: none"> • SMSC – Helping others, charity, RNLI. 		
<ul style="list-style-type: none"> • Cultural Capital – Development of coast guard and RNLI in the UK 		
<ul style="list-style-type: none"> • Careers – RNLI volunteer, marine engineer, fishing industry, lifeguard 		
<ul style="list-style-type: none"> • British Values - How do we remember heroes in our country? 		

- Equality - People who work for the emergency services have a duty to help everyone who is in need