



YEAR ONE

LEARNING JOURNEY PLAN

Term - Spring

Curriculum Theme - Who do you think you are?

Curriculum Drivers - History, Art, Music

	What will my pupils need to have learnt before?	What do I want my pupils to learn. Know that.. Know how.. NC	How will my pupils access that learning, what will we be doing? What will be the order of learning?	What are the authentic outcomes to be produced?	Vocabulary
History	<p>Vocabulary linked to history</p> <p>Some knowledge of famous people</p> <p>History means the passing of time</p>	<p>Know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Pupils beginning to develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>Use relative vocabulary.</p>	<ol style="list-style-type: none"> 1. What is history? Give the children a variety of photos for them to sort into 2 piles one labelled history and one labelled other. Take photos for evidence. Each group write a sentence to describe what they think history is. Discuss as a class and come up with a class definition to display in the classroom. 2. Go over what history is again and show the children a variety of pictures of famous people some from the past and some more recent. What do they think they all might have in common? Discuss being famous and what it means. Begin to look at the Royal family and who they are. Discuss past Kings and Queens - get the children to sort pictures of different Kings and Queens and discuss. Introduce our current Royal family. 3. What do our Royal family do? Why are they considered famous? What does the Queen do for society? - In groups create a poster about the Queen—in the middle create a new stamp for the country and then any facts about the Queen and why she is famous. 4. Who is Grace Darling? - Look at her story and discuss. In small groups act out her story and take photos to evidence this. 5. Recap on who Grace Darling is—Why are lighthouses so important? They still to this day help society and keep people safe— In groups write Grace Darling facts on strips of paper to attach to a kitchen roll tube lighthouse. 6. Who is Mary Seacole? What do you think she did to become famous? Is there anyone else they already know who did something similar (Florence Nightingale) - Give the children a variety of photos to look at to give them clues. Work in groups to answer the questions above. 7. Discuss what impact both Mary Seacole and Florence Nightingale may have had on hospitals today—give the children a sorting activity linked to hospitals—take photos for evidence. 8. Recap on the famous people we have discussed and get the children to discuss being famous—what would they do to help society today if they could be famous. 	<p>Children will understand what being famous is and how this can impact on society.</p>	<p>History</p> <p>Past</p> <p>Timeline</p> <p>Famous</p> <p>Queen</p> <p>Country</p> <p>Royal</p> <p>Society</p> <p>Impact</p> <p>Modern</p> <p>Long ago</p> <p>Artefact</p> <p>Detective</p> <p>What?</p> <p>When?</p> <p>Where?</p>