



## Who are the real heroes?



Learning Journey

Engaging

Authentic

Rigorous

Nova Curriculum

Year 1

Terms 1 & 2

Big concept: Making a difference

### Overview:

This enquiry enables learners to learn about heroes from the past and present, including in their own locality. Children will develop as historians by asking questions, learning facts and comparing Florence Nightingale and Mary Seacole to Edith Cavell. Class texts have been chosen to enrich children's learning, encouraging them to make links with their reading and wider curriculum learning. For example, 'Don't say no to Flo!' offers opportunities for children to learn about Florence Nightingale's life. As artists, children will explore printing techniques and tools using different materials. They will use their knowledge to print wrapping paper/ postcards for their heroes. As designers, children will develop their cooking skills, creating their own healthy soups fit for heroes.

### Learning links (previous learning):

Children have learned about imaginary superheroes and fictional characters in EYFS. This unit will give children the opportunity to learn about real heroes.

### Celebrating diversity and inspirational People:

Significant historical figures: Florence Nightingale & Mary Seacole.

### Launch and Landings

**Launch:** Experiences throughout unit to launch the learning of different heroes e.g. nurses and firefighters visit & St John's ambulance first aid experience

**Landing:** Hero showcase assembly for parents

### Experiential learning opportunities:

Experiences throughout unit to launch the learning of different heroes e.g. nurses and firefighters visit & St John's ambulance first aid experience

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**NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry**

<b>History:</b>		<b>DT – Materials (textiles)</b>	
<p><b>As historians we will learn about heroes from the past, including Florence Nightingale &amp; Mary Seacole &amp; Edith Cavell</b></p> <p>We will study:</p> <ul style="list-style-type: none"> <li>- Changes within living memory – how nursing has changed</li> <li>- The lives of significant individuals in the past who contributed to national/ international achievement, and using these figures to compare aspects of life in different periods (e.g. Florence Nightingale and Mary Seacole)</li> </ul> <p>We will learn about:</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life the lives of significant individuals who can be compared from different time periods <b>Mary Seacole and/or Florence Nightingale &amp; Edith Cavell</b></p> <p>events beyond living memory that are significant nationally or globally (Guy Fawkes linked to firefighters)</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time, with greater independence</p> <p>Know where people and events studied fit into a chronological framework, sequence artefacts/events/ photos in chronological order</p> <p>Identify similarities and differences between periods of time</p> <p>Ask and answer questions (why, what, who, how, when) related to different sources and objects</p> <p>Sequence a small collection of artefacts/pictures,</p> <p>Understand some ways we can find out about the past</p> <p>Use parts of stories and other sources to show that they know and understand concepts</p> <p>Identify similarities / differences between ways of life 'now' and 'then'</p> <p>Ask and answer questions about why people did things/why events happened and suggest simple explanations</p> <p>Make simple observations about different types of people, events, beliefs within a society</p> <p>Talk about who was important eg in a simple historical account</p> <p><b>Vocabulary</b> Mary Seacole and Florence Nightingale, Crimea, Scutari, infections, nursing, nurses, doctors, John Cabot, The Matthew, SS Great Britain, Isambard Kingdom Brunel, voyages, discovery, Key dates: Mary Seacole – 1805 – 1881 Florence Nightingale – 1820 – 1910</p>		<p><b>As Designers and Engineers we will make healthy and nutritious soup fit for a hero!</b></p> <ul style="list-style-type: none"> <li>• Explain what they are making and which materials they are using.</li> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Use pictures and words to convey what they want to make.</li> <li>• Say what they like and don't like about their product and explain why.</li> <li>• Talk about how closely their finished product meets their design criteria.</li> </ul> <ul style="list-style-type: none"> <li>• Understand where food comes from</li> <li>• Group foods into the five groups in The Eatwell Plate.</li> <li>• Cut, grate or peel ingredients safely.</li> <li>• Prepare simple dishes-safely and hygienically -without using a heat source.</li> <li>• Measure or weigh using cups or electronic scales.</li> </ul> <p><b>Vocabulary:</b> products, analyse, needs/wants, sequence, prototype, annotate, refine, evaluate, strengths/weaknesses, criteria, user, cut, accurately, safely, appropriate, tools, measure, mark, complex popups, slots, internal shapes.</p>	
<b>Science</b>		<b>History: Art – Textiles/ Collage</b>	
<p><b>As scientists we will learn:</b></p> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>• observe changes across the 4 seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> </ul> <p><b>Vocabulary:</b> Summer, Autumn, Winter, Spring, human, body</p>		<p><b>As Artists we will make different printing tools and create a variety of printing patterns for play and purpose.</b> (e.g. wrapping paper/ postcards)</p> <p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p><b>KS1 Art and Design National Curriculum</b></p> <p>To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can: a) copy an original print; b) use a variety of materials, e.g. sponges, fruit, blocks; c) demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; use key vocabulary to demonstrate knowledge and understanding in this strand: <b>colour, shape, printing, printmaking, monoprinting, relief printing, objects, rolling, printing, pressing, stamping, rubbing/frottage</b></p>	

Opportunities for core subject learning across the curriculum	
As readers and writers we will:	As mathematicians we will:
<p><b>Class texts:</b> Cops and Robbers- Janet and Allan Ahlberg, Flashing Fire Engines- Tony Mitton Non-fiction: Mary Seacole, Ediith Cavell, Florence Nightingale VIDEO: Edgar the Dragon</p> <p><b>As writers (text types):</b> <b>Interviews:</b> Interview questions for Grandma Swagg (Cops and Robbers) <b>Posters:</b> Missing posters for Grandma Swagg <b>Recount:</b> Description of what it was like in the hospital when Florence arrived <b>Postcards:</b> Postcards and thank you notes to people who help us/ real life heroes <b>Stories (Familiar Settings) :</b> Wrote the story of Edgar the Dragon (story mapping) <b>Information text</b> (Fact files): Firefighter fact file</p> <p><i>Letters: Letter to the Florence Nightingale Museum</i></p>	<ul style="list-style-type: none"> <li>• Number, place value within 10, addition and subtraction within 10, geometry shape and number and place value within 20</li> </ul>

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	Music
<p><b>As fit and healthy citizens we will develop skills in:</b> Fundamentals and Health &amp; Fitness (T1) Ball skills and Gymnastics (T2)</p>	<p><b>As Musicians we will develop music skills and knowledhe through Bristol Beacon music curriculum:</b> Unit 3 Animal rhythm plus Singing</p>
Computing	PSHE
<p><b>In computing we will develop skills through Teach Computing scheme:</b> Technology Around Us (T1) &amp; Digital Painting (T2)</p>	<p><b>As fit and healthy citizens we will develop our knowledge through SCARF scheme:</b> Me and my relationships &amp; Valuing differences</p>
RE	
<p><b>As philosophers we will explore the question:</b> Who is a Christian and what do they believe? (<i>Good Samaritan, Lost sheep, stained glass windows</i>)</p>	