



History

Who is the greatest history maker?

Year 2 Unit 2

Intent:

To provide an opportunity for young historians to think critically about what it means when people in the past are referred to as having 'made history' or as 'history makers'. The investigation begins with the pupils considering the Great Fire of London and the written accounts of Samuel Pepys. Why is this particular event and person important in British history? What did Samuel Pepys do that left a mark on history and helped us to gather evidence about the past? Having reached a shared awareness of what being a history maker means, the pupils move on to compare and contrast the achievements of a further two significant people (Florence Nightingale and Harriet Tubman). These individuals are drawn from a variety of different locations, cultures and times. The challenge for the pupils is to make a judgement about which of these can be considered the greatest history maker – the person whose impact has been most significant. This process engages the pupils in weighing and contextualising evidence and developing perspective. In making a decision, pupils are compelled to justify their choice. In doing so, the pupils have to consider the concept of significance and how historians go about weighing up the relative importance of evidence. Finally, the pupils have an opportunity to reflect upon how in the future they might wish to create history and in time be remembered as a history maker.

Pupils should be taught to:

Recognise the lives of significant individuals in the past who have contributed to national and international achievements together with events beyond living memory that are significant nationally or globally.
 Investigate and interpret the past.
 Build an overview of World history.
 Communicate historically.
 Communicate historically & understand chronology.

Prior learning:

ELG	Year 1				
Builds on Past and Present.	Builds on Local History and significant individuals.				

Key Vocabulary:

Tier 2 - Multiple meanings or high frequency

Chronology	Significant	Evidence	Artefact
Location	Culture	Compare	Past

Tier 3 - Subject specific

Diary	London	Samuel Pepys	Florence Nightingale
Crimean War	Nursing	Harriet Tubman	Slavery

Etymology and morphology

Prefix / Suffix / Root	Meaning	Examples
Slave	Late 13c., "person who is the chattel or property of another," from Old French <i>esclave</i> (13c.), from Medieval Latin <i>Sclavus</i> "slave".	Slavery
Diary	From Latin <i>diarium</i> "daily allowance," later "a journal," neuter of <i>diarius</i> "daily," from <i>dies</i> "day".	Day, daily

Idioms and colloquialisms

Meaning

Misconceptions

Not true

Teach this

The Great Fire spread due to the thatched roofs of London's houses.

In fact, thatch had been banned within the City of London by building regulations dating back to 1189. These rules were reinforced after a terrible fire in 1212 when an estimated 3000 people died. Shortly after this fire, the City authorities ruled that all new houses had to be roofed with tiles, shingles or boards. Any existing roofs with thatch had to be plastered. The medieval regulations appear to have been successful in preventing large-scale fires. By 1666, the vast majority of houses in the City would have been tiled. Even if there were a small number of thatched buildings lurking in the densely-packed streets, they were not in significant numbers to be noted as a cause of the Great Fire by 17th-century authors.

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Cumulative questions
1	<p>Q: What can we tell about Samuel Pepys from his portrait?</p> <p>L.O. TBAT investigate and interpret the past.</p>	<p>(Re-enact the Great Fire of London by burning the children's homework houses). Complete a timeline of events leading up to the fire.</p> <p>Give out Samuel Pepys' portrait, one per pair. Examine it in terms of each of the four categories (face, clothes, body pose, props/background). Decide if he was trying to look important and serious, was wearing expensive clothes and wig, was showing he was a writer because his hand was resting on his diary, was showing he liked music because there was a guitar on the table. What is the meaning of the ship in the background – (it shows he travels a lot, it shows he likes ships, it shows he works for the navy?)</p> <p>Who was Samuel Pepys? - BBC Bitesize</p>	1 - 2
2	<p>Q: Who was Florence Nightingale and why do we remember her?</p> <p>L.O. TBAT build an overview of World history.</p>	<p>Who was Florence Nightingale? What do we know about her? How could we find out more? Draw up a list of what the children already know. What else they would like to know?</p> <p>Look at a map of the world and locate Turkey and England. Get the children to see how great the distance was, and how long it may have taken to travel the distance in those days.</p> <p>As a class, make a list of all the different things nurses do, and think about where they might see a nurse. Write it out Florence's story in sequence – Beginning, Middle and End, using a writing frame. Children could put what they saw as the most important part in the middle and draw pictures describing what was going on underneath them.</p> <p>Nurses - KS1 History - BBC Bitesize Florence Nightingale - "Scutari" - Bing video www.florence-nightingale.co.uk/</p>	3 - 4
3	<p>Q: What improvements did Florence Nightingale make?</p> <p>L.O. TBAT build an overview of World history.</p>	<p>Watch video links and discuss the problems Florence Nightingale faced. Matching activity – hospital improvements.</p> <p>Florence Nightingale - "Scutari" - Bing video BBC watch Magic Grandad – Florence Nightingale (link below) https://www.bing.com/videos/search?q=florence+nightingale+%27watch%27+videos&&view=detail&mid=218CA96A783D6187DDD1218CA96A783</p> <p>Complete a Florence Nightingale fact-file and explain why she is significant.</p>	5 - 6

4	<p>Q: Who was Harriet Tubman?</p> <p>L.O. TBAT communicate historically.</p>	<p>Watch background on Harriet Tubman https://video.link/w/9gTKc Harriet Tubman - BBC Teach Horrible Histories Podcast - Harriet Tubman - BBC Sounds</p> <p>*Create a wanted poster explaining why Harriet Tubman was being searched for. * Write a letter to Harriet, telling her why she was so great.</p>	7 - 8
5	<p>Q: Why do we remember Harriet Tubman today?</p> <p>L.O. TBAT build an overview of World history.</p>	<p>Indoor/Outdoor drama. In groups, children to recreate the story of Harriet Tubman through drama/role play/hot seating and present to the rest of the class.</p>	9 - 12
6	<p>Q: Who is the greatest history maker?</p> <p>L.O. TBAT communicate historically & understand chronology.</p>	<p>Place all 3 individuals on a timeline together with significant events from their times (e.g. Samuel Pepys – Great Fire of London 1666 , Florence Nightingale – The Crimean War 1853 - 1856, Harriet Tubman – escape to Philadelphia 1849).</p> <p>Compare Pepys, Nightingale and Tubman. Children to explain who they believe is the greatest history maker. Class discussion to generate ideas and then children/small groups to create a poster giving reasons and explanations as to who they have chosen and why.</p>	1, 4, 8 & 12