

#WeAreHistorians

Unit of Learning

Year 2

Summer

Grace Darling

Overview

Children learn about the life of Grace Darling and why she is remembered as a heroine still today. They explore links to the RNLI and the connections she has to the North East.

National Curriculum Objectives

Children should be taught about:

- ❖ Changes within living memory - used to reveal aspects of change in national life
- ❖ events beyond living memory that are significant nationally or globally
- ❖ the lives of significant individuals in the past who have contributed to national and international achievements - used to compare aspects of life in different periods
- ❖ significant historical events, people and places in their own locality

Disciplinary and Procedural Knowledge

<u>Chronological Knowledge and Understanding</u>	<u>Historical Enquiry</u>	<u>Interpretations of history</u>	<u>Continuity and Change</u>	<u>Cause and Consequence</u>	<u>Similarities and Differences</u>	<u>Historical Significance</u>
<ul style="list-style-type: none"> ❖ Develop an awareness of the more distant past beyond their lifetime ❖ Use common words and phrases relating to the passing of time ❖ Know where all people/events studied fit into a chronological framework ❖ Identify similarities / differences between periods 	<ul style="list-style-type: none"> ❖ Understand some ways we find out about the past and utilise these with peers ❖ Ask and answer questions to explain why people in the past acted as they did ❖ Choose and use parts of stories and other artefacts, pictorial and written evidence sources to show understanding 	<ul style="list-style-type: none"> ❖ Identify different ways in which the past is represented and begin to talk about evidence sources ❖ Identify fact and opinion from sources ❖ Identify differences from different sources e.g. 2 versions of the same event from different viewpoints 	<ul style="list-style-type: none"> ❖ Identify similarities / differences between ways of life at different times, their own life time, their parents' lives and a period of history beyond that in a place they have learned about 	<ul style="list-style-type: none"> ❖ Recognise why people did things linked to knowledge of the period in history being studied ❖ Consider, with support, why events happened and what happened as a result 	<ul style="list-style-type: none"> ❖ Make simple observations about different types of people and events within a society 	<ul style="list-style-type: none"> ❖ Talk about important people from the past and recall their stories e.g. in a simple historical account ❖ Talk about the legacy of the significant people ❖ Say whether they are inspired by the significant people and why

Key Threads in Our Curriculum

LEGACY



What has been left behind by the civilisations we study and how do they still impact us today?

MIGRATION



Did the civilisations we study invade or migrate to England?

WOMEN



How are the lives of women different to ours today and how are they impacted by the events we study?

CHILDREN



How are the lives of children different to ours today and how are they impacted by the events we study?

Website Links / Texts

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/grace-darling/grace-darling-setting-up-the-enquiry/>

<https://rnli.org/youth-education/education-resources/lower-primary/topic-pack>

<https://www.bbc.co.uk/bitesize/articles/zpjfsk7>

Key Knowledge - End Points

- ❖ To know when Grace Darling was from and where she lived
- ❖ To know what her family did
- ❖ To know what she is remembered for and why
- ❖ To know what the RNLI is and what they do
- ❖ To know that the North East has the oldest lifeboat (the Zetland)

Unit Vocabulary

shipwreck	rescue
survivor	Forfarshire
lighthouse	memorial
crew	RNLI
heroine	

Lesson Sequence

To know who Grace Darling was and where she was from	To know what Grace Darling did to be considered a heroine	To understand how we know about the story of Grace Darling	To know not all sources give the same information	To know how lifeboats have changed over time and who the RNLI are / what they do	To understand why Grace Darling is remembered and how we can do this
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Suggested Retrieval Task



Circle all of the things you have learned about with connections to the Victorian Era	Name two ways people tried to stop the Great Fire of London from spreading	Why was Edith Cavell unpopular in her time as a nurse?	How many people did Grace Darling rescue from the shipwreck?	What is the name of the locomotive George Stephenson won a competition with?	What does RNLI stand for?
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Activity

Use pictorial clues to discern information about the topic/make inferences about the story of Grace Darling	Retell the story of Grace and her father rescuing crewmen from the wreck - images provided where needed	Range of sources given/spread through room, match the source to the information it is giving	Show range of image interpretations of story and list similarities and differences - why do they think some include her father and others don't?	Features of lifeboats sorted into past and present - including sentences to explain the Zetland and its links to the North East Discuss of how RNLI links to changes with lifeboats and what they do today	Discuss ways people are remembered from the past (statues, paintings, stamps, money etc.) Choose one way to remember Grace and her actions and design this memorial - include explanation as to why this is the best way and why we remember her
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Assessment

Appropriate inferences made using the given sources	Accurately recall the story of Grace Darling and her rescue in order	Correctly match the source to the statement referencing the information it gives	Appropriate similarities and differences drawn from a range of images	Clear understanding of the role of the RNLI in the development/ improvement of lifeboats	Appropriate reasons given for why we remember Grace
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