

Sticky Learning for History

Class 2 Cycle 1

Leading Lady (2 weeks)

Why should we remember Mary Seacole?

I can know where some basic events of Mary Seacole's life fit on a timeline.

I can develop a sense of time and how fast things changed during Mary Seacole's lifetime.

I can start to think about the reasons why things might have changed during Mary Seacole's time (e.g., improvements in healthcare).

I can begin to understand why events in Mary Seacole's life are important.

I can sort pictures of Mary Seacole and events in her life into 'old' and 'new'.

I can begin to recognize different ways we can learn about Mary Seacole's life (e.g., from images, stories).

Skills Taxonomy

Construct and sequence the past
Change and development
Cause and effect
Significance and interpretation
Plan and carry out an enquiry
Use sources as evidence

Key Vocabulary:

Old, new, past, present, different, similar, Toys, playing, technology, stories, pictures, photos, artefacts, chronological,

Historical Knowledge

Lives of significant individuals in the past who have contributed to national and international achievements: Mary Seacole's contribution. Compare to Florence Nightingale or modern nurse.

Historical Enquiry Questions

Historical Concepts

Chronology: I am a historian because I understand chronology and when events happened in relation to one another

Equality: I am a historian because I explore equality and society in different time periods

Innovation: I am a historian because I investigate changes and innovations in different time periods.