


## History Unit Plan Year 1 – Summer 1

Year 1 Sum 1	Concept	Subject Skill (LO)	Subject Knowledge	Pedagogical Content (how you will teach)
1	Historical Enquiry	I am learning to recognise the difference between past and present in my own and others' lives.	I know how transport and jobs were different in Robin Hood's era.	<p><b>Lesson 1 What was transport like in the medieval era?</b></p> <p>Ask children who they think Robin Hood was. Do we know any famous stories about him? Why do you think we are doing Robin Hood as our local history topic? Explain to the children that local history means learning about the past in your own area or <i>locality</i>. Watch the following about Robin Hood. <a href="https://www.bbc.co.uk/bitesize/topics/zx339j6/articles/zcxmb82">https://www.bbc.co.uk/bitesize/topics/zx339j6/articles/zcxmb82</a> When do we think he lived? Explain that even though Robin Hood might not have existed in the way the legend shows, we can still mark where he might have been alive in Nottingham on the timeline (12<sup>th</sup>/13<sup>th</sup> century). Ask children how we get to places in the present? Show children a variety of transport pictures. Which ones do we use in the present?</p> <p>Which do you think were a form of transportation in the past? Explain that in Robin Hood's time, there were no cars, planes, motorbikes, jets etc. They had to use these. Show children the transports that were available to Robin Hood by means of picture: walker, by horse, mule, donkey, oxen, with carts, wagons and ships (Caravel, Carrick and Picard). Children will sort the forms of transport in past and present (use these titles for the columns).</p> <p><b>Lesson 2 Can I describe the jobs that people would have had in the Medieval era?</b></p> <p>Explain to the children that today we will be comparing different jobs within the medieval times. Show children the following pictures from: <a href="https://www.medievalists.net/2014/06/jobs-middle-ages/">https://www.medievalists.net/2014/06/jobs-middle-ages/</a> Without telling children what each of them are, have children guess what the job was and why it was needed in the past. Once they have done this, ask children what jobs are still around today that people have as their profession. Show children the following video: <a href="https://www.youtube.com/watch?v=yq3q7KMLvw0">https://www.youtube.com/watch?v=yq3q7KMLvw0</a> Did we see any of the jobs from the pictures in the video? For their task, children will be using a picture (which is labelled with the name and description of the job) and match it to the modern day equivalent as a starter in their books. Do any of their parents have the same jobs that are the modern day equivalent? The children should have and IPAD 1 between 2. Get them all to find <a href="https://www.alarms.org/kidrex/">https://www.alarms.org/kidrex/</a> on their IPADS and search for different jobs together. For example; ask children to find blacksmith on their IPAD. Make sure it is spelt on the board so that they spell it correctly. Give children 5 minutes to go through the different websites and then ask children to feedback to you with information about that profession. Children can use the sheet (right) to advertise for any of the jobs they have seen over the last 2 days. Children are to choose said profession and then use the internet to find information about this. There is a box for a picture, a job description, skills that children will need for the job, a place where they can write the 4 internet links where they found the information and key word box at the bottom for key words that may be needed.</p>
	Historical Interpretation	I am learning to begin to distinguish between fact and opinion.	<p>I know what a fact and opinion is.</p> <p>I know how to give an example of a fact/opinion about Robin Hood and the Sheriff of Nottingham.</p>	<p><b>Lesson 3 Can I define what a fact and an opinion are?</b></p> <p><b>It is important to remember that not every part of the Robin Hood tales are 'fact'. They may have come from the legend but it doesn't make them fact. You could get around this by stating 'in the legend, Robin Hood was married to Maid Marion'.</b> Ask children to recap who Robin Hood was. When did he live? What was he famous for? Ask the children if they know what a legend is. Explain that a legend is a story that is passed on through time with some aspects of truth but changes as time goes on and more and more people tell the story. They add things and they take parts away by accident or on purpose. Ask children partner talk what they think is a fact is. Repeat this with what an opinion is. Give children a few examples: Hogarth Academy is a school. Hogarth Academy is a good school. There are boys and girls at Hogarth Academy. The boys and girls at Hogarth Academy are the best behaved children in the world. Explain that facts are statements that can be proven. Opinions are usually personal to the person that is saying the statement. It usually describes an event using feelings. Children to sort the following facts and opinions into different columns.</p> <div> <div> <p>Facts:</p> <p>Robin Hood was a North Country Man.</p> <p>Robin Hood was an Outlaw.</p> <p>Robin Hood stayed at the Major Oak.</p> <p>Robin Hood stayed at Robin Hood's bay in Yorkshire.</p> <p>There are many men from this era that could have inspired the Robin Hood legends.</p> <p>According to legend, Robin Hood was a generous outlaw, who stole from the rich and gave to the poor</p> </div> <div> <p>Opinions</p> <p>Robin Hood was a generous man who was kind enough to give to the poor.</p> <p>Robin Hood was a criminal that should have gone to prison because he stole.</p> <p>Robin Hood was a hero to Nottingham.</p> <p>Robin Hood was a villain.</p> <p>Robin Hood was brave.</p> </div> </div>

Blacksmith Required!	
	
<p>Name: _____</p> <p>Address: _____</p> <p>Skills: _____</p> <p>Where I can be found: _____</p>	
Fact	Opinion
<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>

	Historical Interpretation	I am learning to recount episodes from stories about the past.	I know how to retell the Golden Arrow Competition legend about Robin Hood using past tense.	<p><b>Lesson 1</b> <u>Can I recall a story that made Robin Hood a legend?</u>  Ask the children if they have ever heard a Robin Hood story.  <a href="https://storiesgrowingby.org/story/robin-hood-and-the-golden-arrow-story-legend-stories-for-kids/">https://storiesgrowingby.org/story/robin-hood-and-the-golden-arrow-story-legend-stories-for-kids/</a> Listen to the golden arrow story and ask children to partner talk what happens during this story. You can use the different groupings from the Oracy project to stimulate different conversations. What do we think the most important parts of the story were? Why? Which characters did we hear about? Did this change our mind about whether the Sheriff of Nottingham was a hero or a villain? Using the story in the background and pausing at appropriate times, children to sequence the pictures and the story paragraphs (using teacher made resource).</p> <p><b>Lesson 2</b> <u>Can I retell a story about Robin Hood orally?</u>  Ask the children to talk to their partner about the golden arrow competition story that we heard yesterday. What were the key events? Does anybody feel brave enough to come to the front to share the story again? Split the children into 2 groups (or groups at a time if CP) Use talk for writing to orally be able to retell the story. Children with their adults will need to come up with actions and pictures to help them retell the story orally. The following is a link for examples. <a href="https://www.youtube.com/watch?v=Em04tW7O3xQ">https://www.youtube.com/watch?v=Em04tW7O3xQ</a> Children will think of actions and pictures for the first sentence and retell this sentence. They then do this for the second sentence, but begin on the first sentence so that they are recapping the story every time they introduce a new part of the story. (History leader is available if talk for writing needs to be explained). This can be recorded so that parents can see or so that children can watch this on the IPADs as they are rewriting the story. Post its and photos for evidence.</p> <p><b>Lesson 3, 4 and 5</b> <u>Can I recount an episode from the past about Robin Hood?</u>  Go through the talk for writing with your different groups of children from the previous day OR show the recording from the previous day. On these days, children will be writing their story but will have 3 days to finish it.</p>
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## Resources

See links to sources/websites above, Flipchart paper, Robin Hood and Sheriff of Nottingham Costumes, Printed resources, Robin Hood small world toys from F1.

## Vocabulary

### Chronological Understanding

Now, After, Before, Then, Yesterday, Last Week, A long time ago, A very long time ago, Before I was born, Past, Timeline

### Historical Enquiry

Artefact, Evidence, Fact/Opinion, Why, When, Where, Who, How, What, Conjunctions- because, if, so, and, so, Similar, Different, Local, Result

### Historical Interpretation

Continue, Different, Similar, Before, After, Now, Then, Evidence, Result, Fact/Opinion, Source

### Unit Vocabulary

Maid Marian, Robin Hood, King John, Merry Men, Medieval, Sherwood, Legend, Forest, Bow, Rich, Poor, Ballad, Poor, Archer, Outlaw, England, Arrow, The Great Oak, Nottingham, Hero, Villain, Fact, Opinion, Blacksmith, Baker (etc)

