

Cherry

Scheme of Work: British History Heroes?



About this unit:

The individuals listed here have been collated by members and affiliates of the Historical Association Primary Committee for use as a starting point to think about framing a local study around an individual and/or an important site. It may be that there is a wish to use other significant people locally in other additional enquiries.

Unit Structure

This unit is structured around the following historical enquiries?
How important was Wilberforce's contribution to the impact of slavery?
What was the impact of Lord Shaftesbury on impacting the lives of children in Victorian Britain?

How this unit links to the new national curriculum for primary history

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Enquiry 1: How important was Wilberforce's Contribution to the abolition of slavery?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS
Children should learn: Who was William Wilberforce?	Stater info: Wilberforce was born into a family of merchants. He became MP for Hull and led the campaign for the abolition of the slave trade within parliament. The slave trade was abolished within the British colonies in 1807. Shortly after Wilberforce's death in 1833 an act was passed freeing all slaves within the British Empire. Who was William Wilberforce? Children to create a fact file based on who William Wilberforce was and what was his role in society. What were his links to Hull?
Children should learn: What was life like as a slave?	What was it like as a slave? What were the conditions like?* This is a sensitive issue-take care. Use sources of evidence to suggest what it was like as a slave. Briefly cover the slave triangle (this is covered again in Y6) Debate about the slave triangle? What are the children's thoughts on this? What do you think Wilberforce felt? Why do you think it was so difficult for Wilberforce to be successful?
Children should learn: What was Wilberforce's role in the abolition of slavery. How important was this?	Children to review previous learning on Wilberforce and investigate how Wilberforce went about changing or trying to change laws in parliament to bring about the abolition of slavery. How did he do this? What difficulties did he face?

Enquiry 2: What was the impact of Lord Shaftesbury on impacting the lives of children in Victorian Britain?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS
Children should learn: What were conditions like for children working in Victorian times?	Children use sources of information to identify the different roles/jobs children were expected to work in. Children to be split into groups and each to identify one and the conditions. Children then report back to the class their findings. Children should identify what conditions were like/what was a typical day like for children?
Children should learn: What was education for children in the Victorian period?	Children use sources of information to identify what ragged schools were. What were ragged schools? Why were they called ragged schools? Why were children reluctant to go to school? What was a typical day like in a Victorian school. Compare and contrast Victorian schools to modern-day schools. Possible activities: Children write a diary extract based on a day in school.
Children should learn: What impact did Shaftesbury's work have on Victorian Britain?	Children to identify who Lord Shaftesbury was and how he improved the lives of children in Victorian Britain. Use previous learning about schools and working conditions. Talk about the implementation of the factory act-what was this? How did it help? Children to write about the impact Shaftesbury had on the lives of children. How did this make their lives better? Why was this important? What did Shaftesbury face opposition? Debate about the pros and cons of ragged schools and the improvement of conditions for mine/factory workers.

Enquiry 3: Compare and contrast the work of Mary Seacole and Florence Nightingale

<p>Children should learn:</p> <p>Use sources of information to identify the hardships faced by Seacole.</p> <p>How was this different to Nightingale?</p>	<p>The life of Mary Seacole is told in three short video episodes.</p> <p>Mary tells of her early life in Jamaica, and how her mother, a famous healer, taught her all her healing skills.</p> <p>As war breaks out in the Crimea, Mary travels to England to volunteer her services to Florence Nightingale, who is setting up a hospital in the Crimea. But she is deemed as supposedly "not needed".</p> <p>So Mary travels to the Crimea anyway to set up her own 'hospital'.</p> <p>Mary has built the 'British Hotel', which is closer to the battlefield than Florence Nightingale's hospital.</p> <p>She describes how she treated the wounded soldiers, becoming affectionately known as 'Mother Seacole'.</p> <p>Later she is visited by William Howard Russell, a journalist from The Times newspaper, who wishes to write an article about her.</p> <p>After the British reclaim a key city from the Russians, Mary attends a celebratory march.</p> <p>After the war had ended Mary describes how she couldn't sell the British Hotel, so just had to pack up and leave, with many debts.</p> <p>Back in London, she couldn't afford to keep her loyal maid Sally on. Sally was devastated by this and was angry that everyone seemed to have forgotten how much Mary had done during the war.</p> <p>Then, fortuitously, they received a surprise visit from journalist William Howard Russell. When he heard about Mary's plight, he was determined to remind the British people of her work in the Crimea.</p> <p>Children watch the clips and give an overview of the work of Mary Seacole. Suggest reasons for the problems she faced on each stage of her career.</p>
<p>Children should learn:</p> <p>To be able to use sources of evidence to compare and contrast the work of two historical figures.</p>	<p>After researching the work of Mary Seacole, review previous work from KS1 on the work of Florence Nightingale.</p> <p>Compare and contrast their work giving similarities and differences between the two. Suggest reasons why Florence is better known in history.</p> <p>Debate this issue. Who was influential in promoting the work of Seacole? Do the children think that this made a difference? Why?</p>

Enquiry 4: How did Elizabeth Fry improve the lives of prisoners?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS
Children should learn: Use sources of information to investigate the conditions of prisons in this period.	<p>Watch the clips</p> <ul style="list-style-type: none">● How would you describe Elizabeth Fry as a child?● The Fry family were Quakers. How did that influence the actions of Elizabeth?● Why was hearing William Savery a turning point in Fry's life?● Why did Newgate Prison have such a bad reputation at the time?● Elizabeth Fry was appalled by the conditions the prisoners were kept in. Why was that?● Why do you think children were in prison if they were innocent of any crime?● What did Elizabeth Fry do to help the prisoners?● Why was Elizabeth Fry's school in the prison such a success? <p>Debate: Was it fair that prisoners were kept in these conditions?</p>
Children should learn: The significance of how prisons changed as a result of the work of Elizabeth Fry.	<p>Compare and contrast the conditions in modern-day prisons to those in the life of Elizabeth Fry.</p> <p>What was the impact as a result of the work of Elizabeth Fry?</p> <p>What other work did Fry influence?</p>

Enquiry 5: How did Emmeline Pankhurst impact and influence the lives of women today?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS
Describing some of the features, events, people and/or themes of the past. <u>Sequencing:</u> Sequence a few events, objects or pieces of information on a timeline.	Using the sources of evidence, identify the main events of what Parkhurst did and identify the key events ordering these on a timeline. Who was Parkhurst? What did she do? What did she think? Discuss whether this was the correct way to go about things? Was there another way? Why did events happen in this way?
To Identify some differences and similarities in the ways of lives of women between today and the 1800s (Social and political change).	Using the given content identify what life was like for women in the 1800s and compare and contrast to today. Possible activity is to use the sheets in resources to label these.
Comment on what happened as a result of peoples' actions or eventsIdentify which people or events were historically important.	Using all of the information given so far, create a poster to suggest ways in which the work of the suffragettes helped improve the lives of women for the better. Children present these to the class.