

**Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.**



## Forton Primary School

### History

Nicky Nook Class  
Summer 1  
Year A

#### N.C. LINKS:

Pupils should be taught about:  
The lives of significant individuals in the past who have contributed to national and international achievements.

**Etymology – migration** - change of residence or habitat, removal or transit from one locality to another, especially at a distance,"

#### Vocabulary:



Coming to England by Floella Benjamin

#### Subject Specific

#### Chronological Understanding

#### Knowledge & Interpretation

#### Historical Enquiry

**Key Concept: *SIGNIFICANT INDIVIDUALS / TRADE/MIGRATION – Floella Benjamin***

**Key Question: What significant impact has Floella Benjamin had?**

#### Unit Overview:

Who is Floella Benjamin? Why did she move to England? What made her famous and what is her legacy today?

#### Chronological Context:

Born 1949 – the end of the second world war

Migration

Black history  
Legacy

Racial Equality

Discrimination  
Politician

Trinidad  
Windrush

Year,  
timeline,  
date, when  
I was little,  
before I  
was born,  
later,  
earlier,  
sequence,  
date order,  
past,  
present ,  
future

important  
figure,  
celebrate,  
events,  
change  
equality

Photographs,  
newspapers,  
evidence,  
experts,  
video clips,  
websites  
Evidence  
Why?

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**New Knowledge Progression:**

Understand what a significant person in history is.  
Sequence events that happened during Floella Benjamin life.

Explain the impact Floella Benjamin had on Black History.

Understand where Floella Benjamin fits into the chronology of history.

**Building on Prior learning from EYFS:  
Key Learning linked to Historical  
Development**

**Communication** – talk about key events in own lives, about family, friends, other people including significant people.

**Observe** – show an interest insignificant events and experiences in the lives of others, including friends and family members.

**Describe** – features of objects, people, places at different times, make comparisons

**Research** – find out about people, places, events, objects, ask questions, use different sources to find answers.

**Chronology** – order simple experiences in relation to themselves and others, including stories, events, experiences.

**Vocabulary** – language of time when talking about past/present events in their own lives.

**Building on Prior learning when B  
follow A:**

- New theme of immigration.

**Key Skills (Disciplinary)**

- **Chronology**
- Order and sequence events and objects.
- Recognise that their own lives are similar and / or different from the lives of people in the past.
- Use common words and phrases concerned with the passing of time.

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- Recognise the distinction between past and present.
- Order and sequence some familiar events and objects.
- Identify some similarities and differences between ways of life at different times.
  
- **Interpretation, Enquiry and Using Sources**
- Describe some changes within their living memory (including aspects of national life where appropriate).
- Ask and answer simple questions about the past through observing and handling a range of sources.
- Consider why things may change over time.
- Recognise some basic reasons why people in the past acted as they did.
- Make simple observations about different people, events, beliefs and communities.
- Use sources to answer simple questions about the past.
- Identify some of the basic ways in which the past can be represented.
- **Communication**
- Talk about what / who was significant in simple historical accounts.
- Demonstrate simple historical concepts and events through role-play, drawing and writing.
- Use a variety of simple historical terms and concepts.
- Describe special or significant events.
- Retell simple stories or events from the past.
- Use simple historical terms.
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**Sequence of Lessons:**

1. **LO: To find out about Floella Benjamin- her early life, how she helped children, her work on the stage and screen and her awards and achievements .**
2. **Learn about the WINDRUSH generation and what this is.**
3. **LO: To understand the role Floella Benjamin played within improving the lives for children and equality.**
4. **LO: To sequence the events that happened during Floella Benjamin life.**

**Enhancements:**

Black History videos

**End of Unit Outcome:**

Video recording about Floella's life.

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**Oral Assessment:**

**What significant impact has Floella Benjamin had?**

**What significant events happened during Floella Benjamin life - her early life, how she helped children, her work on the stage and screen and her awards and achievements ?**

**What is the WINDRUSH generation?**

**How has Floella Benjamin helped to improve the lives for children and equality?**

**Can you sequence the events that happened during Floella Benjamin life?**