

Medium Term Planning
History

Year: 1		Term: Autumn 2	Topic: Lady Joanna Thornhill
Disciplinary Skills: • **Evidence** • **Chronology** • **Similarities and Differences** • **Significance** • **Continuity and Change**	**Subject specific substantive theme(s):** Society Legacy	**Prior Learning:** • Understanding that some stories are not from the present, recognise that some objects are from a long time ago. (EYFS) • Know the difference between past and present and recognise the passing of time (Year 1)	**Future learning:** • Recognise changes within their living memory. (Year 1) • Understand Historical events happened a long time ago and use the term 'Beyond Living Memory'.(Year 1) • Pupils learn about a significant event, beyond living memory and the impact on us today. (Year 2) • Talk about some of the key events of the Great Fire of London and say why the Great Fire of London spread and eventually stopped. (Year 2)

Composite Knowledge

- To understand the significance of an individual in their locality (Lady Joanna Thornhill, Wye).
- To understand who Lady Joanna Thornhill was and her significance to the local area.

Key vocabulary:
Significance, rich, poor, beyond living memory, similarity, difference, evidence, timeline, will, portrait, rich, poor, Lady of the Chamber, honour, legacy

Components:

- Find evidence about Lady Joanna Thornhill in the local area and ask questions about it.
  - Understand that evidence can look different.
  - Ask questions about evidence from the local area.
- Understand the difference between now, when I was a baby and a long time ago.
  - Know the difference between past and present and recognise the passing of time
- Know where Lady Joanna Thornhill fits in a chronological context.
  - Understand where Lady Joanna fits in a chronological context.
  - Understand how this fits with other time periods studied.
- Understand what life was like for Lady Joanna Thornhill.
  - Understand the role of Lady of the Chamber.
  - Understand that this role was a privilege.
  - Know how Lady Joanna was given this role.
- Understand the similarities and differences between rich and poor when Lady Joanna was alive.
  - Understand that not all people lived like Lady Joanna.
  - Know the differences between rich and poor in terms of housing, food, clothes and schooling
- Understand the legacy left by Lady Joanna Thornhill.
  - Understand what Lady Joanna's legacy is.
  - Understand why it is significant to us now.

Assessment:

- Task to address the key inquiry question for the unit encompassing historical skills by presenting what they have learnt in a gallery.

Links to other subjects:

Local Geography – Children will carry out field work in the locality by visiting Wye church (St Gregory and St Martin) where Lady Joanna is buried and celebrated.

	Learning objective	Steps to get there (components)	Lesson plan	Resources
1	To ask questions about evidence.	• Understand that evidence can look different. • Ask questions about evidence from the local area. *Skills: Evidence - Use a range of Historical evidence to, with support, ask questions.*	LO: To ask questions about evidence. Enquiry Question: What clues can we find in our local area? Key Skill Focus: *Evidence* Look at different evidence gathered from our local area e.g. photo of lady Joanna plaque, Olantigh house, our school sign, Lady Joanna's will (paraphrased), portrait, anything else significant (discuss with trustees). Ideally, children to walk round Wye and see the church and the plaque but this could be done later in the unit. Children to explore each of the different sources and write down questions that they are curious about after looking at the evidence. Share questions and see, as a class, if we can use any evidence to answer them.	**Variety of evidence** - www.ladyj.kent.sch.uk - Portrait in school hall - Name on school signs
2	To understand the difference between now, when I was a baby and a long time ago. learn about how Lady Joanna Thornhill fits in a chronological context.	• Understand the difference between now, when I was a baby and a long time ago. • Understand where Lady Joanna fits in a chronological context. • Understand how this fits with other time periods/significant events in my life. *Skills: Chronology - Understand the passing of time both within and beyond living memory.*	LO: To learn about how Lady Joanna Thornhill fits in a chronological context. Enquiry Question: When was Lady Joanna Thornhill alive? Key Skill Focus: *Significance* In the hall or outside, spread a kitchen roll out with one sheet representing ten years. Add events that we have experienced together – use our visual timeline in our History Area to support. Also highlight the key vocabulary living memory and beyond living memory. Ask children when they think Lady Joanna Thornhill was alive. Suggest that we could use some of the evidence we have gathered to help us. Children to look at the plaque and the portrait of Lady Joanna and, with a smaller timeline, decide where they think she should fit on the timeline and why. Make links to the time periods previously studied. Introduce terminology around living within or beyond living memory, and how far beyond living memory, for those who are ready. Share when she was alive and add to the large timeline and take a picture.	**Visual Timeline** **Materials to create periodic timeline as a class**
3	To understand what life was like for Lady Joanna Thornhill.	• Understand the role of Lady of the Chamber. • Understand that this role was a privilege. • Know how Lady Joanna was given this role. *Skills: Evidence - Use a range of Historical evidence to, with support, ask questions.* *Concepts: Society*	LO: To understand what life was like for Lady Joanna Thornhill. Enquiry Question: What was life like for Lady Joanna Thornhill? Key Skill: *Evidence* Tell the story of Lady Joanna Thornhill until she became Lady of the Queen's chamber. Use the evidence from session 1 to show that we know it happened using the clues we have found. Watch video of 'Queen Catherine' explaining the importance of Lady of the Chamber and saying she needs recruits. Teacher in role as Lady Joanna Thornhill gets children to 'train' as Lady of the Chamber. Use role play to demonstrate what the Lady of the Queen's chamber would do. One child to be the Queen and a few others to adopt the role of lady of the chamber. Explain that it was an honour to have this job and Lady Joanna would have been well looked after. Children could write key facts about the role of a lady of the Queen's chamber.	**Clues** **Role-play props**
4	To understand the similarities and differences between rich and poor when Lady Joanna was alive.	• Understand that not all people lived like Lady Joanna. • Know the differences between rich and poor in terms of housing, food, clothes and schooling *Skills: Similarities and Differences – Understand that not everyone alive at the same time lived the same kind of life.*	LO: To understand the similarities and differences between rich and poor when Lady Joanna was alive. Enquiry Question: Was life the same for everyone? Key Skills: *Similarities and Differences* Children to work as advisors to Lady Joanna (CT in role) who wants to know what life is like for the poor.	**Gallery of evidence**

		Concepts: Society	Children to work in teams to move round a gallery of evidence. Children to look at a combination of pictures and written accounts to find similarities and differences in different areas of life ready to report back to CT. Children to use 'Play Project' to show similarities and differences.	
5	To understand the significance of Lady Joanna Thornhill.	• Understand what Lady Joanna's legacy is. • Understand why it is significant to us now. *Skills: Significance - Understand that some people did important things.* *Concepts: Legacy*	LO: To understand the significance of Lady Joanna Thornhill. Enquiry Question: What did Lady Joanna Thornhill do for Wye? Key Skills: *Significance* Children to work in role as advisors to old Lady Joanna (CT in role) to work out what she could do for Wye (using some of the things from above. Children to decide in advisory groups what they think the most important thing she could do for the poor of Wye is. Rank them in order as to where Lady Joanna would be best leaving her money. Look at memorial picture and see if it tells us what she actually did. Children to write a summary of why Lady Joanna was important for Wye and why she made the decision to leave her money to build a school.	**Memorial picture of Lady Joanna**
6	Assessment To summarise our learning.		LO: To summarise our learning Enquiry Question: Who was Lady Joanna Thornhill? Explain that Ms Foster would like some work to share more information about Lady Joanna. Children to have their books and some facts and artifacts to present their answer to the question above. Invite Ms Foster to share our learning outcomes. Explore the possibility of getting a trustee in to celebrate the learning. **Children involved in adding 'Lady Joanna' to our visual timeline in History Area.**	**Visual timeline** **Presentation of personal learning journey**