



Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan History



Year Group: 2		Term: Spring #1 2022	Teacher: Sarah Bride	Subject lead: Dionne Sanati	Overview: Port Sunlight and Lord Leverhulme A study of a significant place in our locality that goes beyond living memory, focus on advances in workplaces, houses, jobs, leisure, social structures. A study of a significant local person and how they contributed to national achievements. Locality study/visit: Port Sunlight		Key End Points: By the end of this unit children will be able to: - Use timelines to sequence events, people or objects in chronological order. - Use a range of sources to answer questions about the past on the basis of simple observations. - Identify why certain people and places are significant in the wider context of history and how they have had an impact locally, nationally and internationally.			
Links to other learning: PSHE – empathy and perspectives		Relevant Prior Learning: In the Autumn Term, chn explore the concept of significance learning about the lives of four nurses who lived beyond living memory. They also explored how they have had an impact locally and nationally.	Relevant Future Learning: In the Summer Term, chn will continue to develop their understanding of events beyond living memory through a study of significant people and events in the development and innovation of flight locally, nationally and internationally.		High Quality Text:	Risk Assessment: Visit to Port Sunlight – use museums risk assessment as a basis	Teacher CPD: NEW Mr T Does Primary History KS1 Chronology https://www.youtube.com/watch?v=Hb4ciidq7kE&t=330s https://www.mylearning.org/stories/the-story-of-port-sunlight/resources Historical Association Login amyharris@mendell.wirral.sch.uk mendellhistory1			
Learning Intention		Lesson Outline (Key Questions in colour)				Resources		Vocabulary	Lowest 20% Adaptations	
1	I can use timelines to sequence events, people or objects in chronological order	<p>Recap from previous unit Words of the week: significant/ significance <i>A person or event can be significant for good or bad reasons. It is someone that did something important that changed people's lives at the time or after. It is an event that led to important changes in an aspect of life either at the time or in the future.</i></p> <p>Recap from previous unit: Remind chn of Ian Dawson's criteria for significance and display on WW for reference during the unit. What significant individuals have we studied so far this year? Can you explain why they are significant?</p> <p>Introduce overarching enquiry question for the unit of work: Why is Lord Leverhulme considered a significant person? and sequence of lessons on ppt.</p> <p>Introduce new word of the week: local/locality and national Local - relating to a particular area or one's neighbourhood National - relating to a nation What places are considered local to us? Bromborough and thinking wider it would be the Wirral and other places like Chester (Cheshire) and Liverpool (Merseyside). What is the national place related to us? Britain/ UK</p> <p>Today you are going to continue our work from the Autumn Term, to explore the idea of significance and what makes a person, place or event significant. We are going to begin our study of a significant local</p>				<p>Lesson 1 ppt</p> <p>Ian Dawson's criteria for significance: -Changed people's lives (this can be for the better or worse). -Changed events at the time they lived. -Had a lasting impact on their country or the world. -Had been a really good/bad example to people of how to live and/or behave.</p>		<p>significance significant sequence chronological order</p> <p>here, now, then, yesterday, last week, last year, years ago and a long time ago, changes, before I was born, within living memory, beyond living memory</p> <p>decade (10 years)</p>		

	<p>person and place. We will be using timelines to sequence people and events in chronological order. Our historical enquiry question for today is...Who was Lord Leverhulme and what were some of significant events in our locality that occurred within his lifetime?</p> <p>Recap on chn's chronological narrative so far in History using ppt. What era did all of the significant individuals we studied last term live in? Show on the ppt that all lived within the Victorian era.</p> <p>Task 1: Introduce images of Lord Leverhulme and use inference questions on ppt for chn to explain their initial thoughts about him around the photo as a mind map in their books. Remind chn that just because a photograph is in black and white it doesn't mean it is old. <i>E.g. I think he might be rich because he is wearing nice clothes. I think he lived quite a few years ago because his clothes look like they are from the 1900s. He might have an important job like because he is wearing a gold chain like a mayor. I think he was important because he is buried in a tomb with his family.</i></p> <p>Then show where he fits on our timeline using ppt. What era did he live in? Victorian era. Did his lifetime overlap with any of the other significant people we have studied? Move the circle on the ppt to show that his lifetime overlap at some point with all of the nurses we studied last term. That means they were all alive at the same time at some point.</p> <p>Give the chn further information about Lord Leverhulme and Port Sunlight – see ppt. Then watch clip https://www.youtube.com/watch?v=Rba72B2ikkc</p> <p>Independent/ guided task: Give chn significant events cards ask them to sequence the events on timelines (see sheet in resources folder). They will be able to use the dates they already know to guide them to sequence the events chronologically. This could be done on A3 in groups (cut and stick for LA) or label with lines for MA/HA. Take photos of process and completed timelines for chn's books.</p> <p>Reflection following task: What event on the timeline do you think would have been the most important in the history of Port Sunlight? Why do you think that? Discuss as class, teacher to model WAGOLL and then chn write one sentence to answer this question. Sentence stem opposite to support. <i>e.g. I think making Port Sunlight Soap in 1884 was the most important event because it gave Lord Leverhulme the money he needed to build Port Sunlight.</i> I think building the Cottage Hospital in 1903 was the most important event because it meant that people in Port Sunlight would have medical care near where they lived. I think building the school in Port Sunlight in 1903 was the most important event because it meant that the children in the village could have an education near where they lived. I think building the Gladstone Theatre in Port Sunlight in 1888 was the most important event because it meant people in the village could see plays and films.</p>	<p>Timeline template and events cards sheet</p> <p>Sentence stem for reflection task: I think making/ building the..... in ... was the most important event because...</p>		<p>Teacher led group work to sequence events on timeline.</p>
<p>2 I can compare and contrast sources to make comparisons</p>	<p>Words of the week: compare and contrast to note what is similar and different about (two or more things)</p> <p>Remind chn that Port Sunlight is still a place where people live and work today. Today in History we are going to compare and contrast using photographic sources of Port Sunlight to answer the enquiry question: What is the same and what is different between Port Sunlight in the past and today?</p>			

<p>between two periods/ eras</p>	<p>Introduction: Explain to the chn that William Lever wanted his workers to live in an environment that was 'liveable and healthy'. He was part of the Garden Suburb movement that prioritised the importance of space between buildings and access to gardens and open spaces. As well as providing good quality housing, schools and a cottage hospital, he planned Port Sunlight to encourage participation in sports and other outdoor recreation. In terms of design, he didn't want all the houses and spaces to look the same, so he employed 30 different architects to work on the project. Along with new housing and factories, the amenities at Port Sunlight included a gymnasium, swimming pool, football ground and tennis court, as well as extensive park areas for people to enjoy and get some fresh air, and allotments for growing fresh, healthy food.</p> <p>With the chn zoom in on the map of Port Sunlight. Can you find some of these amenities on the plan? What facilities or aspects of the design encouraged the residents to take part in healthy activities?</p> <p>Task 1: Give chn time in groups to look at the image of the interior of the cottage on Park Road. Compare this to your own living room. What is the same and what is different about the living room of a Port Sunlight cottage in 1914 compared to your living room?</p> <p>Task 2: In their books chn study the four images of homes (Primrose Hill before Port Sunlight, 1914 Cottage Back Garden, Primrose Hill 1936, Cottage interior Park Road) and use a table to compare the Primrose Hill before Port Sunlight to the other images of Port Sunlight. Questions to guide their investigations... What are the main differences in the homes? How do you think people would have felt living in Primrose Hill before? How do you think people would have felt when they moved to Port Sunlight?</p> <p>Plenary: There have been very few changes to the numbers of buildings, style of houses and layout of the village. Do you think it is important to keep Port Sunlight as it is? Why / why not? Chn could write their reflections as a sentence in their books.</p>	<p>https://www.mylearning.org/resources/plan-of-port-sunlight-1914</p> <p>https://www.mylearning.org/stories/the-story-of-port-sunlight/resources#resources_images</p>		
<p>3 - 4</p> <p>I can observe or handle sources to answer questions about the past</p> <p>I can begin to ask simple questions to develop my understanding</p>	<p>Port Sunlight Visit What was it like to live and work in Port Sunlight? How did the development of the village improve the lives of the residents?</p> <p>A full day visit to Port Sunlight is a great way to bring history to life. Pupils experience life in a real village, exploring a range of fascinating buildings such as the first school in the village, built in 1894 and an original worker's cottage. We have film shows, and plenty of historic artefacts in our award winning museum, an intriguing guided story walk around the village. Pupils will learn about the development of this internationally important village, and the lives of residents from the workers through to the industrialist William Hesketh Lever who built Port Sunlight. They'll also get hands-on in workshops including doing the laundry the old fashioned way with dolly tub and Sunlight Soap.</p> <p>Upon returning to school chn should reflect on their experiences to answer the enquiry questions above.</p>			
<p>5</p> <p>I can explain why certain individuals and events have had an impact locally, nationally and internationally</p>	<p>Return to the overarching enquiry question for the unit of work: Why is Lord Leverhulme considered a significant person?</p> <p>Remind chn of Ian Dawson's criteria for significance.</p> <p>What have we learnt about Lord Leverhulme's achievements so far? How did he improve the area of Port Sunlight? How did he improve lives of people living in Port Sunlight?</p>	<p>Ian Dawson's criteria for significance: -Changed people's lives (this can be for the better or worse). -Changed events at the time they lived. -Had a lasting impact on their country or the world. -Had been a really good/bad example to people of how to live and/or behave.</p>		

Discuss what the chn have learnt already about the impact that he had on our locality. Make notes on the WB of his achievements that they know so far.

Show photograph of the memorial outside the Lady Lever Art Gallery. Explain that the three figures represent three things that were important to Lord Leverhulme.

What do you think each figure represents?

On the left is Industry, represented by a man holding a tool, in the middle is Charity, a woman cradling a child, and on the right is Education, a male scholar holding a book and pointing at a page.

Begin to widen their knowledge by learning about the impact he had nationally and internationally.

Show image of WW1 recruits opposite. Point out that during WW1 Lord Lever encouraged his employees to head to join up and fight for their country and he even kept their jobs for them so when they returned after the war they had jobs to come home to.

What does this tell about Lord Lever? *He wanted to help his country win the war and also he wanted to take care of his workers by making sure they had jobs to return home to.*

Watch this clip from 2.47min

Chn need to listen carefully to recap/ hear some of his international achievements. Note them also on WB.

<https://www.youtube.com/watch?v=pPapJldXSSU>

What does this tell about Lord Lever?

It tells us that he cared about his workers across the world as he brought them medicine, built hospitals and houses for some of his workers in places like Nigeria. He also wants to improve Britain as he gave money to help build places like the School of Tropical Medicine in Liverpool, Lancaster House and a School of Architecture in Liverpool

Now introduce the chn to the fact that significant figures do not always do the right thing...

Show extract from Bolton News June 2020 – summarise to the chn that Lord Leverhulme was involved with the slave trade as he had black slaves working on his palm oil plantations abroad. Explain how 'The Black Lives Matter' campaign is making us more aware of the actions of people from the past and how they were linked to terrible events like the slave trade. **Does that mean he is less of significant figure? Or do we just have to bear this in mind when we consider his actions?**

Class debate to answer the question...

Why is Lord Leverhulme considered a significant person?

Take photos of the class notes on WB and the debate for chn's books.

Reflection: Teacher to choose how best to record chn's final thoughts.



Memorial outside Lady Lever Art Gallery



Port Sunlight recruits marching to the train station to join the war effort, courtesy of Unilever Archives.

Calls for debate on Bolton park name and Lord Leverhulme's slave labour links

By Jamie Bowman | @JamieBowman77
News Reporter



Leverhulme Park and inset Lord Leverhulme



CALLS have been made to rename Bolton's flagship sports and recreation space – Leverhulme Park – due to Lord Leverhulme's links to slave labour.

The legacy of one of the borough's most famous sons – William Hesketh Lever – has come under scrutiny as Black Lives Matter protesters called for historic links to controversial figures to be re-evaluated.

Lord Leverhulme's name appeared on a list of statues and memorials across the UK that should be torn down or renamed.

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