

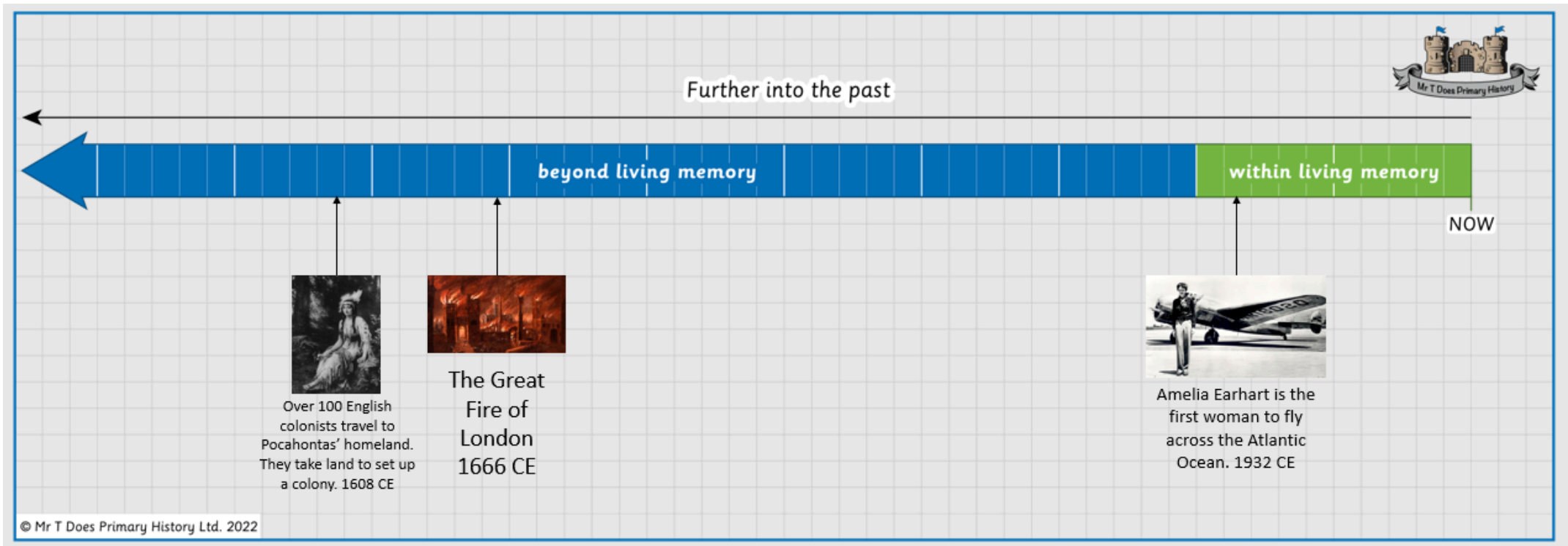


Context					
Unit	How should we remember Pocahontas?				
Assessment	Why should we remember Pocahontas?				
Key Knowledge <i>How does this unit fit in?</i> <i>What Big Ideas are explored?</i>	<p>The national curriculum states that in KS1 pupils should be taught about “the lives of significant individuals in the past who have contributed to national and international achievements.” In this unit, children will learn about Pocahontas, examining the significance of her life and the impact she had on the world. This is the first time in the history curriculum that the substantive concept (big idea) of conflict is fully explored, with children learning about the cultural differences which caused conflict between the Native Americans and the English colonists in the late 16th/early 17th centuries. In Year 1, children learnt about different explorers and their achievements and this unit further explores the theme of colonisation; children will be able to build on their opinion of Captain Cook and make connections with his treatment of the indigenous populations including the Maori in New Zealand and the Aborigine in Australia during his travels. In this unit, children will develop their understanding of historical sources and how they help us find out about the past. Children will also begin to explore how reliable different sources are. Among the most famous women in early American history, Pocahontas is credited with having helped the struggling English colonists in Virginia survive in the early 1600s. Pocahontas was one of the first Native Americans to visit Britain. By the end of the unit, children will be able to answer the question: Why should we remember Pocahontas, drawing upon her significance as a historical figure. There is ample opportunity to make connections with PSHE and the 4 Pillars surrounding themes of difference, respect and tolerance.</p>				
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Similarity & Difference: Find similarities and differences between periods of time and the modern day. Chronology: Place events in chronological order Significance: Recount people and events from the past which had an impact on national life. Understand the reasons behind choices people made in the past. Source Analysis: Use photographs, artefacts and simple texts to make comparisons from the past to the present day Questioning: Use questions to deepen understanding about the events of the past.</p>				
Vocabulary <i>To be displayed on the working wall</i>	Artefact	Evidence	Remarkable	Virginia	Historian
	Colony	Kidnap	Significant	Native American	Indigenous
	Colonist	Powhatan	Territory	Source	

Unit Overview

Enquiry Question / Pearson lesson		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	How can we find out whether a story is real or imaginary?	To explain the importance of evidence when writing history To explore the importance of evidence when writing history	Source Analysis Chronology			
2	What makes a person historically important?	To make inferences from historical sources To investigate historical sources	Source Analysis Significance			Reading: Inference / Retrieval
3	Do you know the life story of Pocahontas?	To apply my understanding of significance to justify why Pocahontas is thought to be a significant person To explore why Pocahontas is a significant person	Source Analysis Significance Chronology	Pocahontas was a Native American Woman		Reading: Sequencing / retelling
4	What was life like for Pocahontas and the Powhatan people?	To evaluate the reliability of difference sources To investigate the reliability of difference sources	Source Analysis Questioning			
5	Why did the colonists leave England and risk their lives in North America?	To explain what colonisation is and how this may lead to conflict To explore colonisation.	Similarity & Difference Questioning			
6	Why should we remember Pocahontas?		Significance	Significant Female		

			Figure		
--	--	--	--------	--	--



Lesson 1

Enquiry question	How can we find out whether a story is real or imaginary?
Learning Intention	To explore the importance of evidence when writing history
SOLO SC: Uni- Structural	I can identify different types of historical evidence
SOLO SC: Multi- Structural	I can categorise different types of historical evidence
SOLO SC: Relational	I can explain the importance of evidence when writing history
SOLO SC: Extended Abstract	I can explore the reliability of different types of evidence
<p style="text-align: center;">The lesson (How will children meet the LI?)</p>	<ul style="list-style-type: none"> - The main aim of this lesson is to introduce ‘historical sources’ to the children. In KS2, most units will require pupils to retrieve and infer information from different sources. Children will reflect on and sequence key events from their personal histories and consider how people in the future will know whether their story was real or imaginary. In the process, they will develop their language of chronology and time, and become aware of the importance of evidence in distinguishing between real and fictional life stories. - Introduce the topic and share the knowledge organiser with the class. - Show the examples of historical evidence on slide 3 of the digital resource. Remind pupils that evidence helps us prove that something is true. Explain that you will focus on three types of historical evidence: artefacts (objects), written records and images. Ask pupils to categorise the examples of evidence on the slide with their partner. - Ask the children who has brought some examples of evidence from their own life-history. (The teacher may wish to complete this activity too) Ask a selection of children to come to the front to share their evidence with the class. Can the class guess what the significant event was from the evidence? Finally, ask the children to categorise the evidence as artefacts, written records or images. - Add examples of the evidence shared to the working wall. Ask the children: What other evidence could we have collected? e.g. clothes, toys, school books, cards, diaries, online/printed photos, drawings, digital records, videos, etc. - Show pupils the example personal timeline on slide 5.

	<ul style="list-style-type: none"> - Ask pupils to think of five important events from their own lives, e.g. their birth, a younger sibling’s birth, their first day of school, a holiday, a special day, etc. Pupils should complete task 4 individually. (Print A3 Copies of page 8 to complete the task) Children could write or draw answers. - Ask pupils to use their timelines to tell their personal histories to each other in small groups. You can encourage pupils to use the phrase cards (resource 1.1) to help them structure their sentences. - Ask pupils what evidence a historian could use to support the information in their timelines. Use slide 6 examples to prompt pupils. - Pupils should complete task 5 individually. Ask pupils to explain how their chosen evidence supports the claims in their timeline. - Plenary: Explain that historians should not make claims about a person from history without evidence. Show the edited timeline on slide 7 and ask pupils to spot where the evidence does not support the information in the boxes. (The third box claims they had four brothers born in 2018, but the evidence shows one baby. The final box mentions a toy hippo, but the evidence shows a teddy.) Tell pupils that stories written about people from history may not always be true, as writers can exaggerate. We should use evidence to find out where the story ends and history begins. Put pupils into the same groups. Explain that they will now tell their groups an exaggerated version of their life story that is not supported by the evidence provided in their personal timelines. 			
Key Vocabulary for the lesson	Significance Evidence	History Historian	Exaggerate Proof	Source
Resources	Pupil Booklet Pupil Booklet (Answers)		Digital Resource Lesson 1 Phrase Cards (resource 1.1)	

Lesson 2

Enquiry question	What makes a person historically important?
Learning Intention	To investigate historical sources
SOLO SC: Uni- Structural	I can ask questions about historical sources
SOLO SC: Multi- Structural	I can retrieve information from historical sources
SOLO SC: Relational	I can make inferences from historical sources
SOLO SC: Extended Abstract	I can evaluate the reliability of different sources
<p style="text-align: center;">The lesson (How will children meet the LI?)</p>	<ul style="list-style-type: none"> - In this lesson pupils are introduced to significance in relation to famous and historical figures, including Pocahontas. They will think about why a person is considered historically important by asking the questions ‘Did they help people or affect people’s lives?’ and ‘Did they do something remarkable or unusual?’ - Pupils should complete the Quiz (slides 1–4 / Pupil booklet p.9) independently, but can check back in their exercise books / working wall if they need to. - Ask each pupil to tell you who the most important person in their life is. Ask them to give reasons why (e.g. they look after me, they play with me, they make me happy). Use pupils’ reasons to introduce the idea of 'significance'. Explain that someone is significant to you if they have an impact on your life, usually through what they do or how they help you. - Ask pupils to think of significant people outside of their families (e.g. friends, teachers, childminders, doctors, footballers, politicians, etc.). Ask why these people are significant: Do they help people or affect people’s lives? Are they unusual in some way because they have special skills? - Display the pictures of significant people from history. Use the information on the picture cards (resource 2.1) to explain who each person was. Ask why these people might be significant to us, even though we have not had direct contact with them (they have helped people/changed lives, or they were remarkable/unusual). Make a large Venn diagram to be displayed on the working wall labelled with the two criteria for significance that you have introduced (‘Helped people or changed lives’ and ‘Did something remarkable or unusual’). - Explain that pupils should work in pairs, using the information on the picture cards (resource 2.1), to categorise the significant people. Discuss the children’s ideas and complete a whole class Venn diagram using pupils’ ideas. - Look at the evidence (resource 2.2) as a class, all the evidence is linked to one famous person from the past.. As you reveal each piece, ask

	<p>pupils what they can say for certain, what they can guess, and what more they would like to know about the mystery person.</p> <ul style="list-style-type: none"> - Pupils to independently complete an evidence grid (pupil booklet p.11) in their books. - Reveal the name of the mystery person: Matoaka (though pupils may know her by her nickname, Pocahontas). Ask pupils if they know anything about Pocahontas, e.g. where she was from, what she did in her life, etc. If pupils have heard of her, ask them where their ideas came from (possibly the 1995 Disney film) and discuss whether pupils think their source is reliable. 		
Key Vocabulary for the lesson	Remarkable Unusual	Significant Special	Source Evidence
Resources	Pupil Booklet Pupil Booklet (Answers)	Digital Resource (Lesson 2) Picture Cards (resource 2.1)	Evidence (resource 2.2)

Lesson 3

Enquiry question	Do you know the life story of Pocahontas?
Learning Intention	To explore why Pocahontas is a significant person
SOLO SC: Uni- Structural	I can say one or two facts about Pocahontas's life
SOLO SC: Multi- Structural	I can sequence key events from the life of Pocahontas
SOLO SC: Relational	I can justify why Pocahontas is thought to be a significant person
SOLO SC: Extended Abstract	I can reflect on why writers may exaggerate events in their stories
<p style="text-align: center;">The lesson (How will children meet the LI?)</p>	<ul style="list-style-type: none"> - In this lesson, children consolidate their understanding of how historical timelines are constructed and the importance of evidence in helping to distinguish between real and fictional life stories. Pupils apply their understanding of significance by choosing events from their timelines that explain why Pocahontas is thought to be a significant person. - Pupils should complete the Quiz (slides 1–4 / Pupil booklet p.12) independently, but can check back in their exercise books / working wall if they need to. - Use images on the slides and text in the information pack (resource 3.1), to tell pupils the story of Pocahontas' life in your own words. - Explain that pupils will work in pairs to put cards with key events from Pocahontas' life (resource 3.2) in the correct order to make a timeline. - Ask pupils to work in small groups to retell Pocahontas' life history orally. They can use their timelines and phrase cards (resource 1.1) to help them. - Ask pupils to pick out events that explain why Pocahontas is thought to be significant. Remind them of the criteria used in Lesson 2 – ‘helped people or changed lives’ (e.g. she may have saved Smith's life, and her marriage to John Rolfe temporarily stopped conflicts between the Powhatan people and the English colonists) and ‘did something remarkable or unusual’ (e.g. she made the dangerous journey to England and met royalty). - Pupils should complete tasks 2 and 3 from the Pupil Booklet individually (page 14) - Tell pupils that in 1995, Disney made a popular animated film about Pocahontas and John Smith. Ask if any of the pupils have seen it or heard of it. Explain that it does not give an accurate depiction of Pocahontas' life. For example, it shows her as an adult when she meets

	<p>Smith (when in reality she was around 12) and shows a romantic relationship between them (when in reality it was platonic). It also shows Pocahontas saving Smith's life (this may not have happened, or Smith could have mistaken a ceremony for a genuine threat). You could show clips from the film to demonstrate this.</p> <ul style="list-style-type: none"> - Ask pupils what writers can do to someone's life history that historians would not do (writers can exaggerate/fictionalise events to fit the story they want to tell), and what problems might come from this (e.g. people may only know the fictional versions of a story). - Plenary: I think Pocahontas was significant because... Children to share ideas and teacher to add to the working wall. 			
Key Vocabulary for the lesson	Significant Significance Conflict	Native Americans Indigenous Christian	Colonise Colony John Rolfe	Chief Powhatan Tribe Captain John Smith
Resources	Pupil Booklet Pupil Booklet (Answers)	Digital Resource (Lesson 3) Pocahontas story telling video Pocahontas Story Twinkl	Information Pack (resource 3.1) Key events from Pocahontas' life (resource 3.2)	Phrase Cards (resource 1.1) Timeline

Lesson 4

Enquiry question	What was life like for Pocahontas and the Powhatan people?
Learning Intention	To investigate the reliability of difference sources
SOLO SC: Uni- Structural	I can retrieve information about the past using different sources
SOLO SC: Multi- Structural	I can list different ways of finding out about the past
SOLO SC: Relational	I can summarise how the Powhatan people lived
SOLO SC: Extended Abstract	I can evaluate the reliability of difference sources

<p>The lesson (How will children meet the LI?)</p>	<ul style="list-style-type: none"> - Concept: In this lesson children will learn about what life was like Powhatan people in the time of Pocahontas. Reliability of sources is revisited. Children should be encouraged to make comparisons between what life was like for Native Americans and the present day. - Pupils should complete the Quiz (slides 1–4 / Pupil booklet p.14) independently, but can check back in their exercise books / working wall if they need to. - Ask pupils to imagine that historians 100 years in the future are trying to find out about our lives today, and to suggest examples of evidence that we might have left behind (photos, diaries, clothing). Discuss what would happen if some of this evidence was lost or never recorded (historians would not have the whole story). - Ask pupils to tell you if they like eggs (or anything you think will split the class), and what they like/dislike about them (taste, texture, smell, versatility). Note down pupils’ responses on the board, but only for pupils who like eggs. Ask pupils what they notice about your notes (you have only recorded one side of the debate). Ask pupils to imagine that a historian in the future is looking at these ‘records’, and if they would be able to understand the whole story (no). - If there was an incident on the playground but the teacher only took notes from one child’s perspective - what might a historian from the future assume about what happened? - Explain that most of what is known of Pocahontas and the Powhatan people comes from written accounts/pictures produced by English colonists. Pocahontas' own people maintained an oral history, but produced no written records. Explain that this makes it harder for historians to find out about Pocahontas and the Powhatan people, as the existing evidence is limited and one-sided. Print out several copies of resource 4.1 and cut up the cards before the lesson to save time. - Pupils should work in small groups. Provide each group with a set of cards, and ask pupils to work out what theme connects their cards
---	--

	<p>(e.g. tools/weapons, homes, food, geography). If pupils will struggle to make connections unaided, write these themes on the board as prompts.</p> <ul style="list-style-type: none"> - Ask groups to choose four facts from their cards and tell these facts to the rest of the class. - Ask pupils where they think this information came from. Point out the 'How do we know' section at the bottom of their cards. Explain the three icons (book: written records, arrowhead: artefacts, picture: drawings). - Pupils should complete tasks 1 and 2 individually. (Pupil booklet p.15/16) - Ask groups to decide whether the information on their cards is 'certain' or 'possible'. Discuss how artefacts can make information more certain (e.g. actual Powhatan tools or arrowheads that have been found), but written accounts or drawings may be less accurate or reliable (e.g. descriptions of what the Powhatan ate or drawings of their houses – note that the Powhatan homes shown in photos are only reproductions, unlike the weapons and tools, which are authentic artefacts). - Ask groups to feed back to the class, giving reasons for their answers. Display the language of probability on the slide and encourage pupils to use the sentence starters to phrase their feedback. - Pupils should complete task 3 in pairs, referring to the sets of cards in resource 4.1. Pairs can swap cards as they finish their sentences to repeat the activity with other facts. Children can record their ideas on large pieces of sugar/flipchart paper which can then be added to the working wall (or each pair could write on post-it notes to be added to a collaborative class document). 			
<p>Key Vocabulary for the lesson</p>	<p>Sources Written account</p>	<p>Oral history Perspective</p>	<p>Certain Possible</p>	<p>Evidence Reliable</p>
<p>Resources</p>	<p>Pupil Booklet Pupil Booklet (Answers)</p>		<p>Digital Resource (Lesson 4) Fact Cards (Resource 4.1)</p>	

Lesson 5

Enquiry question	Why did the colonists leave England and risk their lives in North America?
Learning Intention	To explore colonisation.
SOLO SC: Uni- Structural	I can identify items which were traded between the English and the Native Americans
SOLO SC: Multi- Structural	I can list reasons why the English wanted to travel to America
SOLO SC: Relational	I can explain what colonisation is and how this may lead to conflict
SOLO SC: Extended Abstract	I can justify my opinion on the fairness of colonisation
<p>The lesson (How will children meet the LI?)</p>	<ul style="list-style-type: none"> - Concept: Conflict. In this lesson children will understand the significance of Pocahontas’ reputed role in helping to maintain stable relations between her people and the colonists, pupils will learn about what drew the two groups together as well as the cultural differences and demands that caused conflict. Colonisation is a theme which repeats in KS2 therefore it is crucial that children understand what it is and how it has the potential to cause conflict. - Pupils should complete the Quiz (slides 1–4 / Pupil booklet p.17) independently, but can check back in their exercise books / working wall if they need to. - Lesson slides 5–6: Show pupils the map and trace the route the ships would travel from England to what is now the United States, carrying colonists to Jamestown, England’s first permanent settlement. Explain that the territory they claimed was already home to at least 25,000 Powhatan Native Americans. - Discuss some of the dangers of the voyage (storms, poor food, lack of water, getting lost) and that safety was uncertain on arrival (previous colonies had failed, with many dying of exposure, malnutrition, disease, or in fights with Native Americans). Ask pupils to think about why over 100 colonists would risk crossing the Atlantic in 1607 to make another attempt. Show slide 6, which gives some reasons why colonists travelled to America. - Ask pupils to imagine they are an English man in the early 1600s (note that all the first colonists were men), who is considering travelling to America to join the Jamestown colony. Give each pair a character card (resource 5.1) that explains why their character wants to move. Ask pairs to choose which reason for moving on slide 6 best matches their character. - Ask pupils to decide in pairs if their character will cross the ocean, despite all the risks, and to give reasons why they have decided to leave/stay. Pupils can share their decisions with the class. - Pupils should complete task 1 individually. (Pupil Booklet page 17) You can model the task with the example on the slide 7) - Discuss what the colonists might have thought about the Native Americans, and whether they would have considered the impact of their arrival in America on the people already living there.

	<ul style="list-style-type: none"> - Explain that colonists in Jamestown became desperate for food, especially during winter. Native Americans had food and farming advice that could help the English, so colonists sometimes tried to trade goods with the Powhatan. Ask pupils if they can think of anything from England that Native Americans might have wanted. Show the examples of goods on slide 8 - Remind pupils of the information cards (resource 4.1) from Lesson 4. Ask if they can remember what the Powhatan used for making clothes and weapons. Check pupil responses against the cards on the slide. Ask what the Powhatan did not have (guns, metal tools, woollen cloth, beads). Explain that some items (pen and ink, the Bible) may not have been useful to the Powhatan people, as they had an oral tradition, rather than a written one. - Pupils should complete task 2 in pairs. (Pupil Booklet Page 18) - Explain how relations between the English and the Powhatan were stable until the English, led by Captain John Smith, began to expand outside their fort at Jamestown. The English did this in an effort to remove their dependence on the Powhatan. - Ask pupils whether the English colonists treated the Powhatan people fairly. You can ask them to imagine how the Powhatan felt when the colonists started moving into their territory and using their water/forests/farmland. - Ask them to discuss who had the best claim to the land, and whether the Powhatan had the right to try to regain access to that land. - Explain that war broke out two years after the colonists arrived, until Pocahontas' marriage to John Rolfe helped secure a temporary truce known as 'The Peace of Pocahontas', which held until her death in 1617. But fighting resumed after this. - Plenary: Why was there conflict between the Native Americans and the English colonists? Display answers on the working wall. 			
Key Vocabulary for the lesson	Colony Colonist	Trade Risks	Territory Conflict	Truce
Resources	Pupil Booklet Pupil Booklet (Answers)	Digital Resource (Lesson 5) Character Card (resource 5.1)	Fact Cards (Resource 4.1)	

Lesson 6

Assessment Think! Question	Why should we remember Pocahontas?		
Tasks	<p>Revisit previous learning:</p> <ul style="list-style-type: none"> - Pupils should complete the Quiz (slides 1–4 / Pupil booklet p.19) independently, but can check back in their exercise books / working wall if they need to. - Explain that pupils should work in groups, using their timelines of Pocahontas' life in their books / working wall, to create a spoken timeline, telling Pocahontas' story in their own words, continuing the story from one person to the next. - Remind pupils of the criteria for significance established in earlier lessons ('Helped people or changed lives' and 'Did something remarkable or unusual'). Ask if they think we should remember Pocahontas, and why. - Ask pupils to give examples of anything Pocahontas did that met one of these criteria. (Helpful: giving the English food in winter; possibly saving John Smith's life; her marriage that led to 'The Peace of Pocahontas'. Unusual: her journey to England, meeting the King and Queen, marrying an English man and learning to live in a different culture.) <p>Assessment:</p> <ul style="list-style-type: none"> - Show the contrasting representations of Pocahontas on the slide. Ask pupils what the artist of each piece wanted to say about her, and whether they think the images reflect what is significant about Pocahontas. Note the dates the images were made and ask pupils how accurate they think they are. - Explain that pupils will each design their own memorial of Pocahontas to show what they think is significant about her (e.g. helping the English in winter, marrying Rolfe, travelling to England). The memorial could be a painting, a design for a statue, a set of coins or stamps, etc. Pupils should also write a plaque to accompany their memorial that explains what the design shows, and why this is how we should remember Pocahontas. - Pupils should complete task 1 individually. - **This could be used to create a corridor display - significant female from history, <p>Stretch:</p> <ul style="list-style-type: none"> - Children to write a short explanation as a caption to their picture explaining why they have presented Pocahontas in the way they have. 		
Key Vocabulary for the lesson	Significant Helpful	Unusual Memorial	Timeline
Resources	Pupil Booklet Pupil Booklet (Answers)	Digital Resource (lesson 6) Think! Question	

