Ellison Primary Academy

Medium Term Plan/ Knowledge Organiser – Wedgwood (Year 1)

1. Unit Title:
How did he affect Staffordshire?

Intent (II. Unit Overview):
In this unit we will learn continue to look at changes over time. We will investigate key facts about the life of Josiah Wedgwood and the significance of Josiah Wedgwood in Staffordshire, the local area. As a 'clay school' it is important that the children have the opportunity to learn about the significance of local potters and the impact that they had on the area. We will investigate and recognise the significance and impact of Josiah Wedgwood on the local pottery industry and beyond. We will look at his life and that of his family and the changes that occurred during his lifetime. This will include how the physical and human features of Etruria have changed from when he built Etruria works to the present day. We will then look at the impact Josiah Wedgwood had not on the geography of the local area but also how he was an important person in the development of the canal system and how the canal system was able to link up Stoke-on-Trent with other areas of the United Kingdom. We shall learn about how he changed the lives of those who worked for him at Etruria works and the style of pottery that he created. This will help us to learn about the surrounding area and as a clay school the significance of Wedgwood.

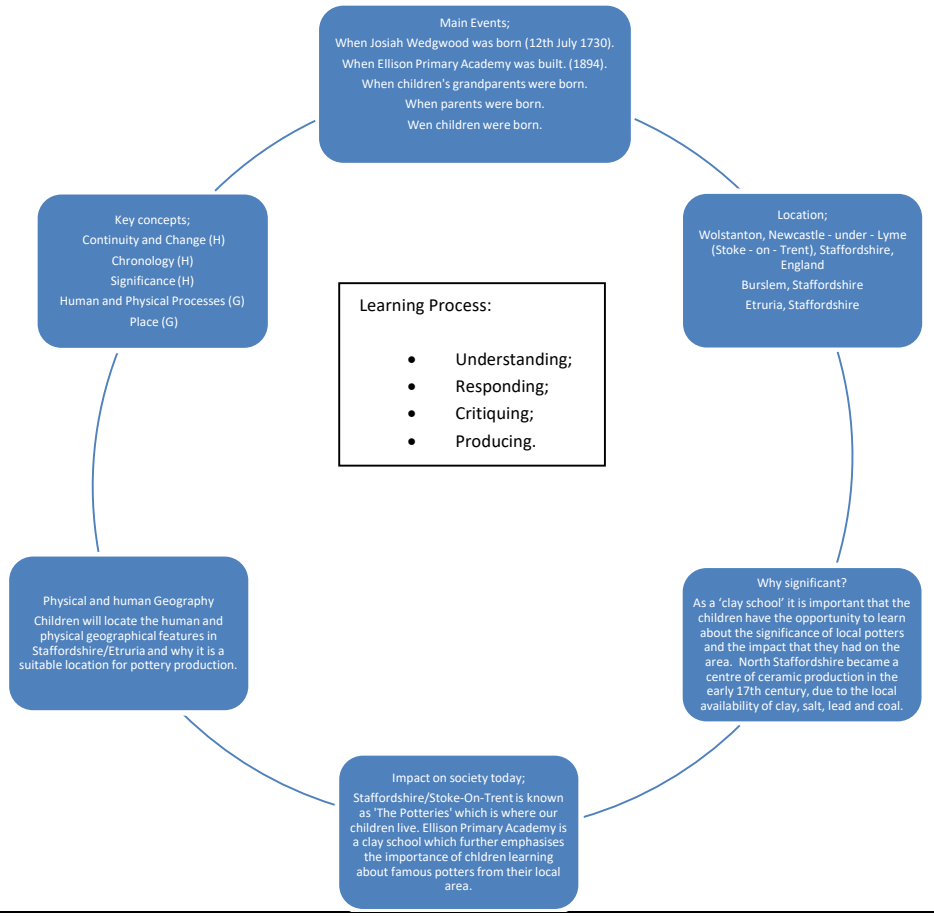
2. **Conceptual Lens**	
Main Concepts: • Significance (H) • Chronology (H) • Space – (countries in UK) (G) • Location (G)	Secondary Concepts: • Evidence (H) • Similarity and difference (H)

• Communities (G) / Settlement (G)	

3. **Web Strands**	
History Geography	**Art**

4. **Unit Web**
Include major headings in a learning sequence. Key Strands: • Main Events • Location • Why Significant

- Impact on Society Today
- Physical/Human Geography
- Key Concepts (Geographical and Historical etc.)



Key Learning		
7. What we would like children to know	**5. What we would like children to understand (generalisations)**	**8. What we would like children to be able to do**
<u>Significance</u> **Children will know…** • the importance of pottery to Staffordshire and the impact that Josiah Wedgwood had on both the pottery industry and Staffordshire.	<u>Significance</u> **Children understand…** • that people (or a person) can shape what comes after them • that an event/s can effect things that follow.	<u>Significance</u> **Children will be able to…** • describe significant people from the past. • explain how they have contributed to their lives now.
<u>Chronology</u> **Children will know…** • things in the past can be ordered by time including upon a timeline.	<u>Chronology</u> **Children understand…** • that chronology is the times at which past events happened in the order in which they happened.	<u>Chronology</u> **Children will be able to…** • place events and artefacts in order on a time line. • label time lines can be with words or phrases such as: past, present, older and newer. • understand that dates can be used to place events and artefacts in order. • use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries can be used to describe the passing of time.
<u>Space</u> **Children will know…** • land can be used for different purposes. • the weather changes through the seasons.	<u>Space</u> **Children understand…** • that you can identify features in different areas.	<u>Space</u> **Children will be able to…** • identify land use around the school. • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Location **Children will know…** • the location where they live. • the type of location where they live and features that can be seen there.	Location **Children understand…** • that a location can be explained in terms of a designated area, a locality such as a town, city or country • location is used as a geographers' tool of description.	Location **Children will be able to…** • identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • name and locate the world's continents and oceans. • use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
Communities and settlement **Children will know…** • the names of different types of settlement. • that people move settlement for various reasons.	Communities and settlement **Children understand…** • that people settle and move into and from areas for various reasons.	Communities and settlement **Children will be able to…** • ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
Evidence **Children will know…** • they can find things out about the past using log books, people's accounts, diary extracts and newspapers.	Evidence **Children understand…** • that asking questions about sources of evidence can help us learn about the past • that the more sources of evidence we have, the better picture we can begin to build of the past	Evidence **Children will be able to…** • observe and handle evidence to ask questions and find answers to questions about the past • use artefacts, picture, stories, online sources and databases to find out about the past • identify some of the different ways the past has been represented

Similarity and difference **Children will know…** • things in the past can be similar to the lives of children today. • things in the past can be different to the lives of children today.	Similarity and difference Children understand… • that times in the past were both similar to theirs and different.	Similarity and difference Children will be able to… • describe historical events. • ask questions about the past. • suggest similarities and differences between a time in the past and their own lives.

6. Guiding Questions	
Generalisations	Guiding Questions: F = Factual(approx. 2-3); C = Conceptual (approx. 1); D = Debatable (1)
Significance • that people (or a person) can shape what comes after them • that an event/s can effect things that follow.	• How do people affect the future? (F) • How can an event affect the future? (F) • How can we work out the impact that Josiah Wedgwood has on the pottery industry?(C) • Did Josiah Wedgwood affect the pottery industry? (D)
Chronology • that chronology is the times at which past events happened in the order in which they happened.	• How can you order events? (F) • How do you know when events occur? (F) • How can chronology help us understand about Josiah Wedgwood and his impact on Staffordshire? (C) • Is it important to learn about the life of Josiah Wedgwood and his impact on Staffordshire in chronological order? (D)
Space • that you can identify features in different areas.	• What features can you see in a village/town? (F) • What features can you see in a city?? (F) • How did people from the past use the land and how has that land changed today? (C) • How do humans affect the Earth? Is it always positive? (D)

Location • that a location can be explained in terms of a designated area, a locality such as a town, city or country • location is used as a geographers' tool of description. • that a location can be explained in terms of a designated area, a locality such as a town, city or country.	• What is similar that you can see in Staffordshire today that you would have seen when Josiah Wedgwood was alive? (F) • What is different today that you would not have seen in Staffordshire Josiah Wedgwood was alive? (F) • What is the significance of Josiah Wedgwood creating/distributing pottery in Staffordshire? (C) • Would you rather live in a village, town or city? (D)
Communities and settlement • that people settle and move into and from areas for various reasons.	• Why do people choose to live in a certain place? (F) • Why do people move and change where they live? (F) • How does location affect where a person chooses to live?(C) • How has what people require to live in a specific location to live changed over the years? (C) • Would you rather live in a village, town or city? (D)
Evidence • that asking questions about sources of evidence can help us learn about the past • that the more sources of evidence we have, the better picture we can begin to build of the past	• What is evidence? (F) • What types of evidence can we use to learn about Josiah Wedgwood? (F) • Is there any particular type of evidence that is more useful than another? (C) • Do diary extracts always tell the same story? (D)
Similarity and difference • that times in the past were both similar to theirs and different.	• What is similar about the land use of Staffordshire today and the land use of Staffordshire when Josiah Wedgwood was alive? (F) • What is different about the land use of Staffordshire today and the land use of Staffordshire when Josiah Wedgwood was alive? (F) • How does the land affect the production of pottery? (C) • Does the land affect the distribution of pottery, and do you think the distribution of pottery is easier or harder than when Josiah Wedgwood was alive? (D)

9. Assessment – Exit Task:

Children to create a word cloud to answer the question: **How he affected Staffordshire?**
Make use of class discussion, hot seating and bullet points to support.
Expected evidence:
Children can apply their knowledge;

- Knowledge is explicit and connected;
- Drawn from long-term memory, freeing working memory to consider application;
- Procedures becoming automatic;
- Sees underlying concepts between familiar contexts;
- New information is linked to prior knowledge. Schemas are strong;
- Combines searching for problem solutions with means-end analysis;
- Uses models effectively.

Greater Depth evidence:

- Reasoning with knowledge;
- Knowledge that is connected and inferred;
- Relies of long-term memory, freeing working memory to be inventive;
- Automatic recall of procedures;
- Uses conceptual understanding in unfamiliar situations;
- Readily assimilates new information into rapidly expanding schemas;
- Draws on a vast store of problem solutions;
- Prefers discovery approaches to learning.

Tier 2 Vocabulary

History
sequence, during, museum, recently, in…, modern, timeline, similar, different, next, then, historian, historical, began, source, chronological, artefact

Geography

Atlantic Ocean, United Kingdom, geographical, physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, human features, city, town, village, factory, farm, house, office, port, harbour, shop, maps, atlases, globes, similar, features, location, different, compass points, north, south, east, west, near, far, routes, location, grid references.

Tier 3 Vocabulary –

History

Wedgewood, factory, industrial, industry, transportation, amputation, potter, design, transport, lifetime, clay, experimenting, pioneer, 1700, 1800, Potteries

Geography

Canal, England, Wales, Scotland, Northern Ireland, North Sea, Atlantic Ocean, island, border, flag, country, capital, London, Edinburgh, Cardiff, Belfast

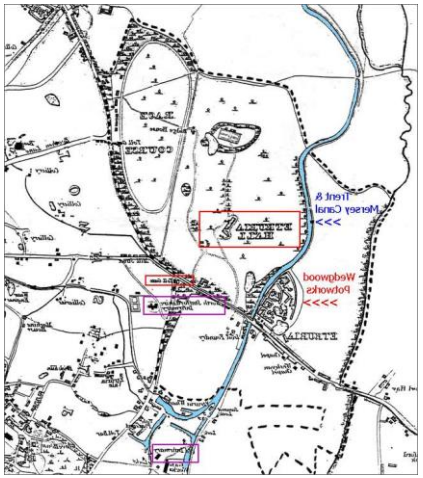
Map:



Map of United Kingdom

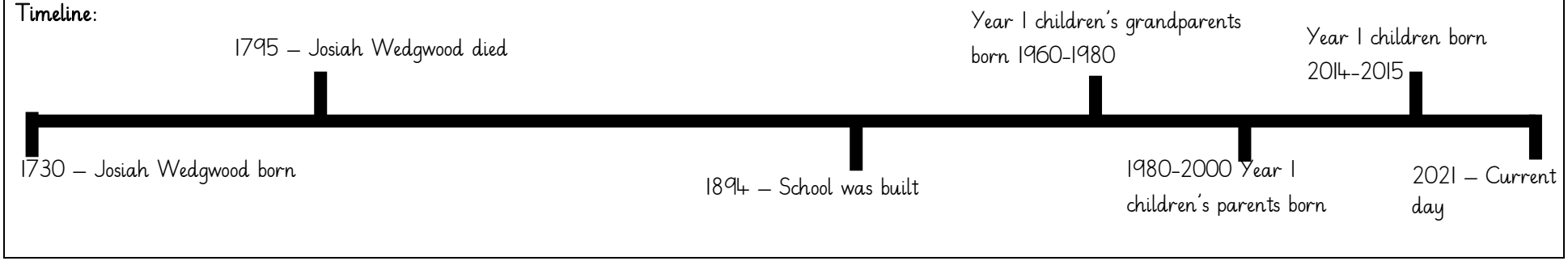


2021 Aerial view of Eturia



1832 Thomas Hargreaves map of Eturia Hall

Timeline:


1730 – Josiah Wedgwood born
1795 – Josiah Wedgwood died
1894 – School was built
Year 1 children's grandparents born 1960-1980
1980-2000 Year 1 children's parents born
Year 1 children born 2014-2015
2021 – Current day