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|  | Year Group: 2 Spring  |
|  | Overview: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Florence Nightingale (nursing and medicine) Rosa Parks (equality) Brunel (engineering and a person in their own locality).  |
|  | **Achievement** **Power and Society**  |
|  | **Enquiry Questions :** |
|  | Who are the people from history who have made a difference to our world? |
|  | How shall we choose the best person to find out about? |
|  | Why is it important to study the life and achievements of a fellow human being? |
| **Depth enquiry questions** | What does significant mean?How could people be significant?How shall we choose the best person to find out about? | How will we learn about these people? | Why is Florence Nightingale one of the most significant figures in nursing? | What were the challenges that Rosa Parks faced? How did she influence society? | Did Florence and Rosa have anything in common?Who was the most significant and why? | What did Brunel build? What influence did his engineering have on society?  | Why is it important to study the life and achievements of a fellow human being? |
| **Disciplinary knowledge** | Interpretation of historical terms – significance and significant.  | Historical enquiry – using evidence. Thinking about sources of evidence and their availability / suitability.  | Chronologicalknowledge /Understanding / change over time. | Historicalenquiry -Using evidence /CommunicatingIdeas / change over time. | Historicalenquiry -Using evidence /Communicatingideas | Using evidence / interpretation / communicating ideas.  | Communicatingideas |
| **Possible lesson activities** | Write two sentences or concept clouds to show that they understand thedifference between famous and significant. Children compile a list of ‘fields’ which are important to their daily lives and which have changed over time : MedicineFoodHuman Rights/ Equalities Law Engineering As a class agree on three individuals which have made a contribution to at least one of these fields. Know the names : Isambard Kingdom Brunel, Rosa Parks, Florence Nightingale.  | Children discuss and compile a list of how they think they can find out about significant people from the past. They need to consider how long ago the significant characters lived and if this will influence the evidence that can be found / they can use. Children need to know that Brunel’s work can be seen locally through a fieldwork trip.  | Chn to look at images of hospital after and to note changes they saw. Annotate two contrasting images of hospitals –know what hospitals were like then and now.  | Investigate news reports and historical photographs and make written inferences related to the enquiry question. Create a then and now diagram to show changes in rights and freedoms of black women.  | Chn to split page in two and complete similarities and differences table.Have a class debate on who was the most significant of the two. Justify opinion.  | Look at modern day images of Brunel’s work. Compare trains to the motor car at that time. What would have been the impact of a railway service? What would have been the impact of Clifton Suspension Bridge and the Thames Tunnel have been on transportation?Visit Brunel’s bridge and the SS Great Britain. Children communicate in simple sentences how bridges, trains and tunnels had an impact on transportation. | Ask the children the enquiry question. Can they finish the question? It is important to learn about the lives and achievements of fellow human beings because …..Challenge : Who is significant now? Are modern day significant figures influenced by people from the past? What modern problems need to be solved? Finish with a sticky facts assessment. Assess disciplinary skills.  |
| **Key Vocabulary** | significancesignificantsequencechronological orderhere, now, then,yesterday, lastweek, last year,years ago and along timeago, changes, beforewithinliving memory,beyond livingmemory | sequencechronological order,years ago and along timeago, changes, beforewithinliving memory,beyond livingmemory,  | evidence, source, now, then, | Evidence , source, change , then, now  | significancesignificant, evidence, justify  | Before, after , change , then , now , impact, significant  | Now, then, change , future  |

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|  | Year Group: 2 Autumn 2 |
|  | Overview: Why is important to remember? Events beyond living memory that are commemorated through anniversaries.  |
|  | **Achievement**  |
|  | **Enquiry Questions**: |
|  | Why are people wearing poppies? |
|  | Who do we remember on Remembrance Day? |
|  | Why do we have Remembrance Day? |
|  | What happens on Remembrance Day? |
|  | Why is it important to remember? |
| **Depth enquiry questions** | Why are people wearing poppies? | How can we find out about the war?  | Who do we remember on Remembrance Day? | Why do we have Remembrance Day? | What happens on Remembrance Day? | How can we be part of history? | Why is it important to remember?Why do we classify Remembrance as an achievement topic? What was achieved ?  |
| **Disciplinary knowledge** | ChronologicalKnowledge. Placing WW1 on a time line.  | Using evidence.  | Using evidence. Interpreting evidence. Communicating ideas.  | Using and interpreting evidence.  | Sources of evidence.  | Communicating ideas.  | Communicating ideas.  |
| **Possible lesson activities** |

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| Place pictures ofspecial events such as: Christmas, Valentine’s Day, Halloween and peoples’birthdays on an oversized calendar displayed at the front of the class.Think of other events and festivals that theycelebrate throughout the year which they could add to the calendar. Say what is good about celebrating or remembering differentevents throughout the year.Pupils place pictures of annual eventson a yearly planner. Pupils remember to place a picture of a poppy in themonth of November. They add their friends’ birthdays to the calendar.Show the children an age-appropriate video clip or Powerpointdisplay of the symbolic images associated with Remembrance Day. Teachthem that Remembrance Day is for remembering people who have died inpast wars, in particular, WWI. Explain that not all things we choose toremember are happy events, some are very sad and serious. Can the childrenthink of reasons why we would want to celebrate sad and serious pastevents? |

 | Ask the children to compile a list of ways that they might find out about WW1 and wearing poppies / remembrance events.  |

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| Play ‘I Spy’ with a photograph of a WWI soldier. Show thechildren photos of the trenches from WWI. Show an image of howthe trenches look today, with fields of grass and poppies covering them.Ask the children todescribe the poppy fields of today using their five senses. In pairs, the children repeat the task from Activity 1 but using aphoto of the trenches from WWI. They write down theirideas, or prepare to talk about them, and then feedback these to the class fordiscussion.Highlight somecontrasting words to describe the trenches of today and in 1914Think of any other examplesof how places have changed over time |

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| Children to think of reasons whyit is important to remember all the things people do for them?Brainstorm all thethings that the women had to do without the help of their husbands and brothersduring WWI. Children pretend to be children from 1914-1918, writing letters to theirfathers in the trenches. Children describe what life at home is like and ask theirfathers about the trenches. Children try to include something in their letter thatwould make their fathers happy to read.Ask a volunteer to pretend to be a soldier receiving a Princess Mary gift box, ideallyusing props. They describe how they feel about receiving chocolate and tobacco. |

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| Children visit war memorial in Vivary Park.Show images or a video clip of the Queen, The Prime Minister andveterans at the Cenotaph in London. Ask the children to describe how thesepeople are standing and acting, and to think about what these people mightbe thinking in their heads. Make a list of rules for howthey would behave at a war memorial. |

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| Children make a poppy wreath to lay at the bottomof the WWI memorial. Each child makes a poppy out of artmaterials to add to the wreath. Children can add their own messages to thepoppies. |

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| Talk about why it is important to remember the war, especially nowthat it has been over 100 years and peoples’ knowledge of the war isfading.Look at the Tower of London poppy installation and discuss that it is the link to the poppies growing in the trenches today thatmakes the poppy a good way to remember those who died.Annotate a picture of the memorial with speech bubbles explaining why, in own words, it is important to remember those who have died in war. Why can we think of such a sad event as an achievement in history? What was achieved ? |

Finish with a sticky facts assessment. Assess disciplinary skills.  |

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|  | Year Group: 2 Summer  |
|  | Overview: The Great Fire of London – Use resources from Twinkl Planit Great Fire of London. Events beyond living memory that are significant nationally or globally.  |
|  | **Settlement** **Crime and Punishment**  |
|  | * **Enquiry Question**:
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|  | * What was life like in 17th Century London?
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|  | * How was life similar to or different from living in London now?
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|  | * What was the order of events of The Great Fire of London? How did it start and spread so quickly?
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|  | * How do we know about The Great Fire of London?
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|  | * How did London change after the Great Fire?
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|  | * Was anyone blamed and punished for the Great Fire of London?
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| **Depth enquiry questions** | When did the Great Fire of London take place and how does it fit into the history that we have studied at St George’s so far? | What was life like in 17th Century London? | How was life similar to or different from living in London now? | What was the order of events of The Great Fire of London? How did it start and spread so quickly? | How do we know about The Great Fire of London? | How did London change after the Great Fire? | Was anyone blamed for the Great Fire of London? |
| **Disciplinary knowledge** |  Historical terms  | Historical terms. Historical enquiry / evidence | Similarity and difference. | Cause and consequence.Historical Terms  | Historical enquiry / using evidence. | Consequence Similarity and difference. | Interpretation.  |
| **Possible lesson activities** |

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| **Create a Timeline:** Put events in children’s lives into a timeline, e.g. year of birth, started school. Explain that the year 1666 was over 350 years ago and that this was animportant time in British history that you will be focusing on.Add onto the timeline The Victorians as an ‘era’ to look back to work in Year 1 on toys and The Seaside. They should have created a timeline in Year One when studying the Victorians. Also , place Rosa Parks, Isambard Kingdom Brunel and Florence Nightingale on the Timeline. Also place WW1 and WW2. Looking to the future explain that they will also learn more about the Victorians and WW 2 when they are in Year 6.  |  |
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| Discusswhat they think London might have been like in 1666. Use class textbook and online images to examine what life was like in London in 1666.  |
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| **D**iscuss the paintings, diary entries of London in the 17th century. Discuss and know why we don’t have photographs of the 17th century and how we could find out more information aboutwhat it was like (for example, sources of evidence may include paintings, drawings, surviving maps and diaries).Discuss the fact that many homes in London were built from wood and that there was no fire brigade in 1666 willprepare children well for learning about the Great Fire of London.Draw and annotate a scene from 17th Century London. Use Twinkl resources to investigate 17th Century jobs and transport and the role of The Fire Brigade. Take a local walk to look at buildings in Taunton dating from this period (The Tudor Tavern). What is the building made of? Can the children see how it could have caught on fire if surrounded by similar buildings?  |

 | **Present Day London:** Children discuss everything they can see in photographs of modern London on the Powerpoint. What are the houses and buildings made from? What do people wear? What jobs are people doing?How do people travel?Provide the children with photos and ask them to annotate with the differences between present day London and London in 1666 by comparing their photos with their drawings from last session. Challenge more confident children to explain thedifferences between each time period, either verbally or by writing sentences.  | Use Twinkl Planit Power Point and the Whole Class Great Fire of London text to retell the order of events to the children.

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| In small groups supported by an adult, children could createfreeze-frames of one or two chosen events ofthe Great Fire. Take photosfor evidence. |
| Challenge children to create their ownmini-books that tell the chronological eventsof the Great Fire of London using the **GreatFire of London Mini-Book Template** from Twinkl Planit.  |

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| Discuss the meaning of the term ‘eyewitness’.Children to imagine that they were eyewitnesses to the Great Fire and discuss with their partners whatthey might have seen, heard, smelled and touched, as well as how they might have felt.  |  |
| Use the Planit **Lesson Presentation** to discuss why there aren’t any photos of the Great Fire and what wehave instead (written accounts). Ensure that children understand the difference between photographs and paintingsand the fact that paintings of the fire, while helpful for showing us what it would have looked like, were often producedmuch later. Introduce Samuel Pepys as an eyewitness to the fire and discuss how diaries can be useful sources ofinformation about the past. |  |
| **Read** an excerpt from Samuel Pepys’ diary (from Sunday 2nd September 1666) which is provided on the**Lesson Presentation**. Ensure that children understand that Samuel Pepys wrote this with his notebook and quill andthose words can now be shown in this format. Encourage children to considerwhat we can learn about the fire and why this diary is considered to be such a helpful source of information about it. |  |
| Look at some different sources together on the **Lesson Presentation** and discuss with thechildren which they feel would be more or less helpful for learning about the fire and why. Ensure that they understandthat a painting of the king or a coin from the correct time period may not actually provide any information about the fire.Children then complete the differentiated **Great Fire of London Historical Sources Activity Sheets** independently,deciding which sources are more or less helpful for learning about the fire. Writenumbers to order howhelpful they are as achallenge. |  |
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| Use the **Lesson Presentation** to focus children onto the days immediately after the fire. Encouragethem to think about and discuss what might have needed to happen next and why, including whether or not thingsshould be rebuilt exactly as they were before. Share the information about King Charles II’s declaration after the fire. |  |
| Use the questions on the **Lesson Presentation** to prompt children to imagine that theyhave lived through the fire. Children take turns to role-play asking questions to King Charles II, who can be played bythe other child. Encourage children to think about how they would be feeling and what they would want and need. One child may like to volunteer to play King Charles II while the rest of the class askstheir questions.  |  |
| Using the **Lesson Presentation**, explain that children will be pretending that it is theirjob to plan how London should be rebuilt. Children complete their designs independently using the differentiated **RebuildingLondon Activity Sheets**.  |  |
| Children should beencouraged to drawsimple houses made ofbrick, rather than wood,spaced further apart.They can be challengedto label their materialsand describe one thingthat has changed.Theycan be challenged tolabel their materials,describe one thing thathas changed and explainthe reason forthis change. |  |  |

 | After the fire the baker rebuilt his business in Pudding Lane. Sadly, a watch maker from Rouen, France was falsely accused of starting the fire. He did have a trial but feelings were running g high and people wanted someone to blame. Punishment was harsh at this time and, even though falsely accused, he was severely punished and lost his life. Do the children think this was fair? Finish with a sticky facts assessment. Assess disciplinary skills.  |