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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. | Chronological  knowledge /  Understanding / change over time. | Historical  enquiry -  Using evidence /  Communicating  Ideas / change over time. | Historical  enquiry -  Using evidence /  Communicating  ideas | Using evidence / interpretation / communicating ideas. | Communicating  ideas |
| **Possible lesson activities** | Write two sentences or concept clouds to show that they understand the  difference between famous and significant.  Children compile a list of ‘fields’ which are important to their daily lives and which have changed over time :  Medicine  Food  Human 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** | significance  significant  sequence  chronological order  here, now, then,  yesterday, last  week, last year,  years ago and a  long time  ago, changes, before  within  living memory,  beyond living  memory | sequence  chronological order,  years ago and a  long time  ago, changes, before  within  living memory,  beyond living  memory, | evidence, source  , now, then, | Evidence , source, change , then, now | significance  significant, 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** | Chronological  Knowledge.  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** | |  | | --- | | Place pictures of special 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 they celebrate throughout the year which they could add to the calendar.  Say what is good about celebrating or remembering different events throughout the year.  Pupils place pictures of annual events on a yearly planner. Pupils remember to place a picture of a poppy in the month of November. They add their friends’ birthdays to the calendar.  Show the children an age-appropriate video clip or Powerpoint display of the symbolic images associated with Remembrance Day. Teach them that Remembrance Day is for remembering people who have died in past wars, in particular, WWI. Explain that not all things we choose to remember are happy events, some are very sad and serious. Can the children think of reasons why we would want to celebrate sad and serious past events? | | Ask the children to compile a list of ways that they might find out about WW1 and wearing poppies / remembrance events. | |  | | --- | | Play ‘I Spy’ with a photograph of a WWI soldier.  Show the children photos of the trenches from WWI.  Show an image of how the trenches look today, with fields of grass and poppies covering them.  Ask the children to describe the poppy fields of today using their five senses. In pairs, the children repeat the task from Activity 1 but using a photo of the trenches from WWI. They write down their ideas, or prepare to talk about them, and then feedback these to the class for discussion.  Highlight some contrasting words to describe the trenches of today and in 1914  Think of any other examples of how places have changed over time | | |  | | --- | | Children to think of reasons why it is important to remember all the things people do for them?  Brainstorm all the things that the women had to do without the help of their husbands and brothers during WWI. Children pretend to be children from 1914-1918, writing letters to their fathers in the trenches. Children describe what life at home is like and ask their fathers about the trenches. Children try to include something in their letter that would make their fathers happy to read. Ask a volunteer to pretend to be a soldier receiving a Princess Mary gift box, ideally using props. They describe how they feel about receiving chocolate and tobacco. | | |  | | --- | | Children visit war memorial in Vivary Park.Show images or a video clip of the Queen, The Prime Minister and veterans at the Cenotaph in London. Ask the children to describe how these people are standing and acting, and to think about what these people might be thinking in their heads. Make a list of rules for how they would behave at a war memorial. | | |  | | --- | | Children make a poppy wreath to lay at the bottom of the WWI memorial. Each child makes a poppy out of art materials to add to the wreath. Children can add their own messages to the poppies. | | |  | | --- | | Talk about why it is important to remember the war, especially now that it has been over 100 years and peoples’ knowledge of the war is fading. Look at the Tower of London poppy installation and discuss that it is the link to the poppies growing in the trenches today that makes 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**: | | | | | | |
|  | * 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 and punished for the Great Fire of London? | | | | | | |
| **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** | |  |  | | --- | --- | | **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 an important 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. |  | |  |  | |  |  | |  |  | |  |  | | |  | | --- | | Discuss what 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. | |  | | **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 about what 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 will prepare 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 the differences 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.   |  | | --- | | In small groups supported by an adult, children could create freeze-frames of one or two chosen events of the Great Fire. Take photos for evidence. | | Challenge children to create their own mini-books that tell the chronological events of the Great Fire of London using the **Great Fire of London Mini-Book Template** from Twinkl Planit. | | | |  |  | | --- | --- | | Discuss the meaning of the term ‘eyewitness’. Children to imagine that they were eyewitnesses to the Great Fire and discuss with their partners what they 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 we have instead (written accounts). Ensure that children understand the difference between photographs and paintings and the fact that paintings of the fire, while helpful for showing us what it would have looked like, were often produced much later. Introduce Samuel Pepys as an eyewitness to the fire and discuss how diaries can be useful sources of information 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 and those words can now be shown in this format. Encourage children to consider what 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 the children which they feel would be more or less helpful for learning about the fire and why. Ensure that they understand that 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.  Write numbers to order how helpful they are as a challenge. |  | |  | . |  | | |  |  | | --- | --- | | Use the **Lesson Presentation** to focus children onto the days immediately after the fire. Encourage them to think about and discuss what might have needed to happen next and why, including whether or not things should 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 they have lived through the fire. Children take turns to role-play asking questions to King Charles II, who can be played by the 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 asks their questions. |  | | Using the **Lesson Presentation**, explain that children will be pretending that it is their job to plan how London should be rebuilt. Children complete their designs independently using the differentiated **Rebuilding London Activity Sheets**. |  | | Children should be encouraged to draw simple houses made of brick, rather than wood, spaced further apart. They can be challenged to label their materials and describe one thing that has changed.  They can be challenged to label their materials, describe one thing that has changed and explain the reason for this 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. |