**History Medium-term Plan**

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| Year 2 | **Autumn 1 - Dinosaurs** | **Autumn 1 - Dragons** | **Spring 1 - Time Travellers, Great Fire of London, Samuel Pepys** | **Spring 2 - Time Travellers, Florence Nightingale, Mary Seacole** | **Summer 1 - Circus Circus!** | **Summer 2 - Where in the World?** |
| **Historical Understanding**They can use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past. They can place events and objects in chronological order. | **Historical Understanding**They can use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past. They can place events and objects in chronological order. | **Historical Understanding** |
| **Historical Enquiry**They know some of the ways that we can find out about the past. They can answer questions about the past using given sources. | **Historical Enquiry**They know some of the ways that we can find out about the past. They can answer questions about the past using given sources. | **Historical Enquiry** |
| **Periods in history**They can discuss significant events and people from the wider world, within and beyond their living memory. | **Periods in history**They can discuss significant events and people from the wider world, within and beyond their living memory. | **Periods in history**Significant historical events, people and places in their own locality- William Webb Ellis and the invention of the game Rugby |

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| Year Group: 2 | Term: Autumn TermDinosaurs/Dragons | Unit of Learning: History  |
| About the unit | Where the unit fits in |
| Prior Learning: | Vocabulary: | Resources: |
| Assessment (By the end of this unit the children will be able to…) |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| They can place events and objects in chronological order. | Look at timeline. Make display and add to it throughout the year- Great Fire of London, Mary Seacole etc. How long ago did dinosaurs rule the land?Children add other significant events to the timeline. Large scale timeline outside to show how long ago dinosaurs were compared to their birth, parents, grandparents etc.  | Summer term application of skills- apply to creating own timeline of life. Children understand historical events which happened before they were alive.  |
| They know some of the ways that we can find out about the past.  | Use reference books/iPads/information texts in order to find out information and answer questions. T-Rex quiz- children move around school reading information to complete quiz. Children research a T-Rex in detail and create a non-chronological reports- appearance, diet, habitat. | Children write a non-chronological report about a T-Rex.  |
| They can discuss significant events and people from the wider world, within and beyond their living memory. | Understand dinosaurs are extinct. Discover egg outside classroom- where has the egg come from? What animal does it belong to? Use knowledge to conclude it cannot be a dinosaur. | Understand that dinosaurs were alive but are now extinct.  |
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| Year Group: 2 | Term: Spring term 1Time Travelers- Great Fire of London | Unit of Learning: History |
| About the unitThe children will have a good understanding of the past and be able to use the associated vocabulary. They are able to talk about where they could look to find out information about key periods in time. The children will be able to explore significant periods within history and understand what it was like within these periods compared to how things are now. | Where the unit fits inFirst unit linked to people in history and key events. Builds on the understanding of passing of time from dinosaurs learning challenge. |
| Prior Learning:The children in Year 1 will have covered a key event and person within the locality. | Vocabulary:Great Fire of London, Samuel Pepys, Florence Nightingale, Mary Seacole | Resources:Drama workshop, photographs, illustrations, information books, reconstruction videos (child friendly), internet websites |
| Assessment (By the end of this unit the children will be able to…)The children will be able to put events in order of chronology, be able to talk about ways to find out about and answer questions related to the past and use a wide vocabulary linked to historical terms.Know the names Samuel Pepys, Florence Nightingale and Mary Seacole, talk about what they did and their effect on the world. |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| They can use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past.  | Wow moment- Children come to school in Stuart clothing. Staff throw vegetable peelings at them to recreate experience of living in Stuart Times. Music and smelly onion soup for multi-sensory experience.  |  |
| They can place events and objects in chronological order. | Continue to add to the timeline started in Autumn Term.  | Children can order items chronologically.  |
| They know some of the ways that we can find out about the past. They can answer questions about the past using given sources. | Look at life in London in 1660s. Watch BBC radio matrix and complete role play to imagine being in Great Fire of London. BBC website and sources to explore how fire spread each day. Magic Grandad | Children will be able to name different ways we can find out about the past (videos, pictures, stories, internet). Children will be able to ask and answer questions about the past using given sources. |
| They can discuss significant events and people from the wider world, within and beyond their living memory. | Great fire of LondonSamuel PepysThomas FarrenerCompare fire service and equipment then and now.  | Children will be able to talk about the key events in the Great Fire of London.Children will be able to talk about the lives of Samuel Pepys and Thomas Farrener. Children will be able to compare the fire service and equipment from then and now.  |

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| Year Group: 2 | Term: Spring term 2 (Summer 1 in 20-21) | Unit of Learning: Historical understanding (incl. historical enquiry) |
| About the unitThe children will have a good understanding of the past and be able to use the associated vocabulary. They are able to talk about where they could look to find out information about key periods in time. | Where the unit fits inContinuation of history-based unit from Spring term 1. |
| Prior Learning:The children in Year 1 will have covered a key event and person within the locality. | Vocabulary:Florence Nightingale, Mary Seacole | Resources:Drama workshop, photographs, illustrations, information books, reconstruction videos (child friendly), internet websites |
| Assessment (By the end of this unit the children will be able to…)The children will be able to put events in order of chronology, be able to talk about ways to find out about and answer questions related to the past and use a wide vocabulary linked to historical terms.Know the names Samuel Pepys, Florence Nightingale and Mary Seacole, talk about what they did and their effect on the world. |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| They can use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past.  | Wow day to launch topic- dress as a nurse or soldier. Learn about Florence Nightingale, the Crimean War and First Aid in the past. | Children will be able to use a range of vocabulary (listed above) to describe the passing of time.  |
| They can place events and objects in chronological order. |  Continue to add events onto the class timeline.  | Children will be able to order events in chronological order. |
| They know some of the ways that we can find out about the past.  | Use a variety of sources to find out about the past.  | Children will use a range of sources to ask and answer questions about the past. |
| They can answer questions about the past using given sources. | Children will ask and answer questions about the past using a range of sources- texts, photographs, artefacts.  | Children will use a range of sources to ask and answer questions about the past |
| They can discuss significant events and people from the wider world, within and beyond their living memory. | Florence Nightingale and Mary Seacole | Children will be able to talk about the lives of Florence Nightingale and Mary Seacole.Children will be able to compare the lives of Florence Nightingale and Mary Seacole.  |