



Curriculum Coherence – Year 2 History

Term 1 Significant Historical places and People in our area – Shefford History

PRIOR LEARNING AND STARTING POINTS:

Year One: Pupils should understand the significant changes in human transport over the last 200 years. They will know who invented railways and motorcars and how they changed people’s lives. They should be able to differentiate between past and present cars and trains.

INTENT IMPLEMENTATION IMPACT

NC OBJECTIVES/KNOWLEDGE:

- Pupils will:
- develop an awareness of the past, using common words and phrases relating to the passing of time.
 - use a wide vocabulary of everyday historical terms.
 - be taught about significant historical events, people and places in their own locality.
 - know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
 - learn about changes within living memory and change in national life

ACTIVITIES

- Lesson 1:** A local history walk around Shefford, taking in significant sites along the way.
- Lesson 2:** To discuss what purpose canals served, why they were built rather than just use existing rivers and why they were abandoned.
- Lesson 3:** Examine forms of transport before motor cars and railways. Discuss importance of inns for stationing horses and breaking journeys.
- Lesson 4:** The railway. Study pictures of Shefford before the railway was closed and discuss reasons for its closure.
- Lesson 5:** Robert Bloomfield – explore the poem ‘The Farmer’s Boy’ and write a poem about the local area.
- Lesson 6:** Compare and contrast photographs of Shefford in the past and modern day Shefford.

OUTCOMES

- PUPILS WILL KNOW:**
- how that the local area has changed over time.
 - there was a railway and canal in the town and that technological and economic changes over time removed the need for them.
- PUPILS WILL BE ABLE TO:**
- ask questions about the local area, compare and contrast pictures of the past, use maps to see changes over time and recognise physical changes to their environment.
- PUPILS WILL UNDERSTAND:**
- how historical trends and events affected the local area of Shefford.

CHALLENGE BY:

- Pupils to consider how might technology continue to change and the impact this could have on the local area.
- Pupils take on lead roles within group work.
- Allow pupils to research own line of enquiry through use if historical sources.

SUPPORT BY:

- Pre-teach vocabulary
- Use visual prompts and props to support learning of new ideas
- Verbally explain answers

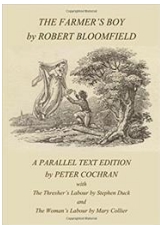
LINKS TO LATER LEARNING:

- Key Stage 1:**
Year 2, Term 2: Great Fire of London, Titanic - Learn about events beyond living memory that are significant nationally or globally.
Year 2, Term 3: The Seaside, impact of changes of transport on Britain.
- Key Stage 2:**
- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
 - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
 - They should understand how our knowledge of the past is constructed from a range of sources.
 - They should be taught about a local historical study.

VOCABULARY:

Railway, canal, coaching inn, lock, wharf, station, change, develop, investigate, enquiry, transport, goods, industry, viaduct.
Higher Level Vocabulary:
 Economic development, integrated transport system, demise of the canals, demise of the railway.

RICH READING OPPORTUNITY:



SKILLS:

- Asking and researching historical questions.
- Looking at historical sources such as photographs and maps to identify changes to their environment.
- Comparing and contrasting changes to the local area over time.

ASSESSMENT OPPORTUNITIES:

- Do children know any of the ancient transport links in the town?
- Can pupils identify how the town has changed considerably over time?
- Can children identify reasons why the transport links within the town changed and can they suggest ways that would impact the town today?
- Can pupils compare and contrast modern day Shefford with Shefford from the past?

LINKS TO LATER LEARNING: NEXT PHASES:

- Key Stage 3:** Pupils should be taught about ideas, political power, industry and empire: Britain, 1745-1901; challenges for Britain, Europe and the wider world 1901 to the present day.
Key Stage 4: Students should have an understanding of the relationships between different aspects within the periods studied, making connections, drawing contrasts and analysing trends. Examples of the related aspects include all or some of the following examples: between local, regional, national and international history; between cultural, economic, social, political, religious and military history; and between short and long term timescales

SMSC THREAD:

Social: Learning about the lives of families in their local area.
Moral: Impact of the changes to the local area on wildlife, animals and families.
Spiritual: Notice the many Shefford churches on the walk and discuss their local significance.
Cultural: Learning how life is different for them and their families that people of the past.
VALUES:
 Unity, Belonging
PREPARATION FOR ADULTHOOD:
 Jobs and businesses in the local area.

KEY QUESTIONS


- What has changed over time Shefford?**
- Why did the train line shut down?**
- What is ‘The Farmer Boy’ poem about?**
- How have the buildings changed over time?**
- Why have things change?**

LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:

Geography - Locational Knowledge – Counties/Cities/Countries, map reading
 PSHCE – Financial management (Robert Bloomfield), economic changes
 English : Reading and writing poetry

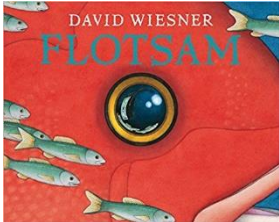


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Term 2		Events beyond Living Memory - The Great Fire of London, Titanic	
<p>PRIOR LEARNING AND STARTING POINTS: Year One: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>			
INTENT	IMPLEMENTATION		IMPACT
<p>NC OBJECTIVES/KNOWLEDGE: Pupils will:</p> <ul style="list-style-type: none"> learn about events beyond living memory that are significant nationally or globally. ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. understand some of the ways in which we find out about the past and identify different ways in which it is represented. develop an awareness of the past, using common words and phrases relating to the passing of time. use a wide vocabulary of everyday historical terms. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Identifying the events on a timeline Sequence events of the Titanic disaster/GFoL Study the different class experiences through the menus on offer for first class, second class and steerage. Create advertisement for the three different classes. Create a Titanic fact-file. Learn about the Great Fire of London by studying the diary of Samuel Pepys. Write own version of Samuel Pepys' diary. Identify the feelings and emotions of people who experienced these events might have felt 		<p>OUTCOMES PUPILS WILL KNOW:</p> <ul style="list-style-type: none"> the events that took place around the Great Fire of London. the events which took place when the Titanic sank and know what caused the disaster. <p>PUPILS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> discuss the experiences of people in 1911 and explain how people were treated very differently depending on class. <p>PUPILS WILL UNDERSTAND:</p> <ul style="list-style-type: none"> that we can use different sources to find out about the past.
	<p>CHALLENGE BY:</p> <ul style="list-style-type: none"> Consider the effects of the disasters in the aftermath. Develop own medium to showcase knowledge, eg, own fiction story based on the events Allow pupils to research own line of enquiry through use if historical sources. 	<p>SUPPORT BY:</p> <ul style="list-style-type: none"> Pre-teach vocabulary Use visual prompts and props to support learning of new ideas Verbally explain answers Create video diary or use scaffolding sheets 	
<p>VOCABULARY: Sink, float, ocean, class system, iceberg, past, submarine, catastrophe, disaster, burn, inferno, water-resistant, propeller, steerage, first-class, second-class, lifeboat, drown, watery grave. Higher Level Vocabulary: Peasantry, economic development, diversity of society</p>	<p>RICH READING OPPORTUNITY:</p> 		
<p>SKILLS:</p> <ul style="list-style-type: none"> Using a chronological timeline Recalling main events and placing events in order Using historical sources to understand events 	<p>ASSESSMENT OPPORTUNITIES:</p> <ul style="list-style-type: none"> Can pupils recall the main events of the Titanic disaster and GFoL? Can they order events and place events on a timeline in relation to other events? Do they recognise sources from which we can learn about the events? Do they understand differences between the way third class and first class passengers were treated and why? 		
<p>SMSC THREAD: Social: Class systems of the past and in society today. Moral: Considering treatment of the lower class passengers prior to and during the events of the Titanic disaster. Spiritual: Identifying feelings linked to the disasters. Cultural: Why different groups of people were travelling from Britain to America VALUES: Determination, Respect, Quality, Courage PREPARATION FOR ADULTHOOD: How to deal in a crisis/emergency</p>	<p>KEY QUESTIONS Key Questions:</p> <ul style="list-style-type: none"> What caused the Titanic to sink? What caused the Great Fire of London? What was the class system? How do we know about the fire of London? How do we study the Titanic? When and where did the GFOL occur? Who was affected by the fire? 		



Curriculum Coherence – Year 2 History

Term 3		Victorian Seaside Holidays	
<p>PRIOR LEARNING AND STARTING POINTS: Year One: Pupils have learned about when the steam locomotive was invented. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>			
INTENT		IMPLEMENTATION	
<p>NC OBJECTIVES/KNOWLEDGE: Pupils will:</p> <ul style="list-style-type: none"> ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. understand some of the ways in which we find out about the past and identify different ways in which it is represented. develop an awareness of the past, using common words and phrases relating to the passing of time. use a wide vocabulary of everyday historical terms. know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. 		<p>ACTIVITIES</p> <ul style="list-style-type: none"> Sorting photographs of the British Seaside in the Past and Present. Identify features of a modern seaside holiday and considering which of these would not have been available in the past. Create a poster to show the role that the steam train played in the Victorian Era. Research what activities people did at the seaside in 1900-1920. Create a timeline showing how seaside activities have changed over time. Role play between someone on a modern day seaside holiday with someone from the past. What are the similarities and differences? 	
		<p>CHALLENGE BY:</p> <ul style="list-style-type: none"> Allow pupils to research own line of enquiry through use of historical sources. Research other British past times in the Victorian Times and compare them with past times today. Who was Queen Victoria? Create a fact file about her. Consider how events such as the second world war would have affected the seaside holiday. 	<p>SUPPORT BY:</p> <ul style="list-style-type: none"> Pre-teach vocabulary Use visual prompts and props to support learning of new ideas Verbally explain answers Create video diary or use scaffolding sheets
<p>VOCABULARY: Past, present, similar, different, changed, compare, modern, steam train, bathing machine, Punch and Judy, Victorian times, 1900-1920, tourism, postcard, Higher Level Vocabulary: economy, aristocracy, peasants, monarchy, tourism, leisure</p>		<p>RICH READING OPPORTUNITY:</p> 	
<p>SKILLS:</p> <ul style="list-style-type: none"> Using a chronological timeline Using photographs as a historical source Making comparisons between different eras. 		<p>ASSESSMENT OPPORTUNITIES:</p> <ul style="list-style-type: none"> Can pupils use photos to find out facts about the past? Can pupils describe some of the features of seaside holidays 100 years ago? Can pupils display knowledge of Victorian seaside holidays in a variety of ways? Do pupils recognise how and why Seaside holidays have changed over the last 100 years? 	
<p>SMSC THREAD: Social: What do people enjoy in their leisure time? Moral: Litter – left on beach, is it right? Spiritual: Origin of holiday – holy day, reflection on holy times. Cultural: Links to other countries for holiday. VALUES: Happiness PREPARATION FOR ADULTHOOD: Jobs associated with seaside</p>		<p>KEY QUESTIONS</p> <ul style="list-style-type: none"> What were seascides like in the past? Why did seaside holidays become popular in 19th century? How were seaside holidays in the past different and similar to holidays today? 	
		<p>IMPACT</p> <p>OUTCOMES Pupils will</p> <p>PUPILS WILL KNOW:</p> <ul style="list-style-type: none"> how seaside activities have changed over time <p>PUPILS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> use photographs as a historical source and draw information from them. identify features of both modern and Victorian seaside holidays and compare the similarities and differences. <p>PUPILS WILL UNDERSTAND:</p> <ul style="list-style-type: none"> the role that the steam train played in the popularity of the Seaside holiday in Victorian Britain. 	
		<p>LINKS TO LATER LEARNING: Key Stage 2: Pupils will:</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance is constructed from a range of sources. <p>LINKS TO LATER LEARNING: NEXT PHASES: Key Stage 3: Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils learn about challenges for Britain, Europe and the wider world 1901 to the present day. Key Stage 4: LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP: Geography – Features of a coastal area English – Flotsam unit DT – Puppets/Lighthouse models Maths – Language of time</p>	

