

Key themes: **Transport**, **Power**, **Religion**, **Invasion**

YEAR TWO	Content (NC Objectives)	Essential Knowledge - Historical Things Children Are Going to Learn in Y2			Key Vocabulary
		<u>Chronology – Ordering events or data according to when it happened.</u>	<u>Interpretation – Explaining the meaning or significance of something.</u>	<u>Enquiry – Finding out by asking and answering questions.</u>	
	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <i>H1.1 (Celebrations, Transport) (Percy Shaw)</i> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] <i>H1.2 (Transport) (Wright Brothers – first flight)</i> 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 [for example, Elizabeth II and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] <i>H1.3 (Celebrations)</i> significant historical events, people and places in their own locality. <i>H1.4 (people: Percy Shaw; event: opening of the Piece Hall; places: Piece Hall)</i> 	<ul style="list-style-type: none"> ❖ Understand the chronology and significance of the Queen’s coronation, Armistice Day (including the significance of Poppies) and the Gunpowder Plot and their chronology in comparison to each other (power, religion Invasion) (Celebrations) ❖ Know about The Piece Hall and what it was used for in the past (power/trade). (Where We Live) 	<ul style="list-style-type: none"> ❖ Explain the significance of Guy Fawkes’ failed plot, the reasons behind it and why Bonfire Night is celebrated (power, religion) (Celebrations) ❖ Know the name of a significant individual close to Brighouse and the chronology – Percy Shaw (Transport) ❖ Know the significance of the Wright Brothers (invented the aeroplane and were the first to fly transport). (Transport) 	<ul style="list-style-type: none"> ❖ Know how Brighouse is different to how it was in the past. (Transport) Invasion ❖ Explain how Brighouse train station has changed over time. (There used to be steam trains and now trains are electric transport) (Transport) ❖ Know the main differences between their school days and that of children in the past (Where We Live) 	<ul style="list-style-type: none"> Transport, Religion, Invasion, Power chronology timeline monarch global Armistice Coronation Protestant and Catholic
		Historical Skills			
		<u>Chronology – Ordering events or data according to when it happened.</u>	<u>Interpretation – Explaining the meaning or significance of something.</u>	<u>Enquiry – Finding out by asking and answering questions.</u>	
	<p><u>Year 2 Topics</u></p> <ul style="list-style-type: none"> Celebrations Transport Where we Live 	<ul style="list-style-type: none"> • Can I use historical vocabulary to describe the past? • Can I use a sequence a set of events (e.g. in my life, in the life of a famous person) or objects in chronological order and give reasons for my order? (Timeline of Queen, timeline – Wright Brothers) • Can I work out how long ago an event happened? (Timeline of Queen, timeline – Wright Brothers) • Can I order and recount the events in the life of a person that made them famous? (Celebrations, Queen) 	<ul style="list-style-type: none"> • Can I select and recount key events from a historical event (e.g. where the Fire of London started)? (Gunpowder Plot) • Can I find and identify key differences between my life and when my grandparents were young? (School life then and now?) • Can I find out and identify key differences between my life and the lives of children during a specific period in History (e.g. Victorians)? (School life then and now/Victorians) • Can I explain why specific people and events are important in British History? (Queen) • Can I explain why specific people and events in History are important in my local area? (Percy Shaw) • Can I find out and explaining why someone in the past acted the way that they did? (Gunpowder Plot) 	<ul style="list-style-type: none"> • Can I use sources to explain how my local area was different in the past? (Victorian Schools) • Can I use different sources to research the life of a famous Briton from the past? (Percy Shaw) • Can I use a range of sources to research the life of a famous local person? (Percy Shaw) • Can I research a famous event that happens in Britain/elsewhere in the World and why it has been happening for some time? (Remembrance Day) 	

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Extra Information About Lesson Content:

Celebrations

Events beyond living memory that are significant nationally: the Gunpowder Plot

- ❖ **Sequence different celebrations and events in order of month:** Christmas, Bonfire Night, Vaisakhi, Eid-ul-Fitr, Purim, New Year, Buddha Day, Chinese New Year and Diwali.
- ❖ **Queen Elizabeth II:** who she is; why she is important in our country; the Royal family and key events in the Queen's life (linked to celebration: the coronation of Elizabeth II in 1953).
- ❖ **Remembrance Day:** WWI/WWII. Discussion centred around respect and the reason behind a minutes silence; explore the reasons behind wearing a poppy
- ❖ **The Gunpowder Plot:** Robert Catesby and Guy Fawkes (1605 King James I reigned. Discussion regarding religious views and him being a Protestant and others did not like him because they were Catholic. This led to Guy Fawkes who plotted to blow up Parliament and kill the King. Bonfire Night (5th November) is celebrated each year to remember Guy Fawkes' failed attempt to kill the King.
- ❖ Explicit links are made between Guy Fawkes and bonfire night and the children are aware of the reasons why he wanted to kill King James I (because they were Catholic and he was a Protestant and it was a power struggle).
- ❖ Comparison between Queen Elizabeth II and Queen Victoria and significance of their reigns.

Transport (significant historical events and people in their own locality: Percy Shaw; Events beyond living memory that are significant nationally or globally: the first aeroplane flight: Wright Brothers)

- ❖ Order transport old and new
- ❖ Discuss how a child in the past travelled to school. Comparison with what mode of transport the children use to travel to school and how this has changed over time.
- ❖ **Wright Brothers:** invention of the aeroplane and the significance this had on national and international achievements; highlight the significance nationally and internationally of the first ever flight.
- ❖ **Percy Shaw:** research into how Percy Shaw had a direct impact on the children's lives (invented the cat's eyes).

Where we live (Woodhouse Primary School)

- ❖ Children order a series of events from Woodhouse Primary School including when staff members arrived; building changes and developments; when they first started school etc.
- ❖ Comparison between what Woodhouse School looked like 50 years ago compared to now. Research into the difference in building, uniform and the similarities in activities and classrooms.
- ❖ Comparison between contemporary school life and school life in Victoria Britain: outline a typical school day; respect and values; school rules; class sizes; teachers and discipline.
- ❖ Plot Victorian era (1837-1901) on a timeline with: Gunpowder plot (1605); Great Fire of London (1666) the opening of Woodhouse Primary School (1967) and present day.
- ❖ Children compare and contrast the life of a child in a Victorian school and a child in the 21st Century.

Piece Hall: comparison for what the Piece Hall looked like when it opened in comparison to now. What was the purpose of the Piece Hall and why was it significant to Halifax? How did this impact on people in the local area? How has the purpose of the Piece Hall changed?