

Pudsey Bolton Royd Primary School History Long-Term Plan

Year 2

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>
Enquiry Questions		
Why should we remember Florence Nightingale, Mary Seacole and Nellie Spindler?	Did the Great Fire of London make London a better or worse place?	
Outcomes		
Children to create a poster for each nurse to answer the enquiry question. Hot seating.	Children to answer the enquiry question using sentences to explain answers with their reasons. Class assembly.	
Linked Texts		
Fantastically Great women who changed the world Extraordinary Life of Mary Seacole	Samuel Pepys Diary of a Killer Cat by Anne Fine	
Linked Experiences		
Visitor – Florence Nightingale. (Tempest Fugit)	Visitor – Samuel Pepys (Tempest Fugit)	
Overview		
Children will gain understanding and knowledge of what a nurse does and understand the three individuals' lives. They will find out key information and know when Florence Nightingale was born and when she died. The children will gain understanding of when Mary Seacole was born and when she died. The children will understand when Nellie Spindler was born and when she died. Nellie Spindler is from Yorkshire therefore local links will be explicitly pointed out to children. The children will be able to plot these individuals on a class timeline and understand what Florence is remembered for. The children will learn why she is the 'Lady with the Lamp'. The children will gain an understanding of how their actions have had an impact on modern nursing. They will understand how their actions had an impact on the world we live in today and know what is the same about them and what is different.	Children will be looking at London then and now to identify the reasons why the fire began. They will be comparing past and present London. The children will be beginning to explain how people live now is different to how people lived in 1666. In gaining understanding of the significant event, the children will order the events of The Great Fire of London and explain how we know about the Great Fire of London. To explain how London changed after the Great Fire. Children will be able to describe London before, during and after the Great Fire. The children will gain understanding on why The Great Fire of London was different from other fires?	
Knowledge and/or Skills Covered		
Show curiosity by voluntarily asking questions about what they have heard or read. Sequence events and explain their thinking. Start to note connections over time. Date events to the nearest century or era, and occasionally to the year (eg 1066).	Show curiosity by voluntarily asking questions about what they have heard or read. Sequence events and explain their thinking. Date events to the nearest century or era, and occasionally to the year (eg 1066).	

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<p>Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past.</p> <p>Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past.</p> <p>Choose and use parts of stories to show that they understand key features of events, (eg through innovating).</p> <p>Independently identify similarities and differences between people, places, events and ways of life when the subjects are provided for them.</p> <p>Identify ways in which the past is represented (eg fiction, illustrations, film, song, museum displays).</p>	<p>Independently identify similarities and differences between people, places, events and ways of life when the subjects are provided for them.</p> <p>Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past.</p> <p>Choose and use parts of stories to show that they understand key features of events, (eg through innovating).</p> <p>Identify ways in which the past is represented (eg fiction, illustrations, film, song, museum displays).</p>	
National Curriculum Attainment Targets		
<p>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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about: 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, significant historical events, people and places in their own locality.</p>	<p>Pupils should be taught about: Where appropriate, these should be used to reveal aspects of change in national life 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] 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, significant historical events, people and places in their own locality.</p>	
Important Vocabulary		
<p>Periods, years (dating system), period, later, earlier, since, long (after, before), at the same time (as), past, before, now, then, present, before I was born, changes to now, stayed the same, using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary</p>	<p>Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'pioneer', The Great Fire of London specific, Samuel Pepys, Burning, River Thames, London, The monument</p>	

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source' 'impact' 'pioneer', significant individuals specific, Florence Nightingale, Lady of the lamp, Mary Seacole, Nellie Spindler, Yorkshire, Red Cross, Charity, Soldier, Medal, Black History, Crimeon War, Nurse, Female, Herbal Remedies, Wounds, Battle, Travel, World War 1, Patriot, Execution, allies.	London, Leather bucket, Axe, Bakers, Fireman, Flames, Blaze, Buildings.	
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<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Enquiry Questions		
		How did Sir Titus Salt influence change in our local area?
Outcomes		
		Information poster about Sir Titus Salt and what he did. Comparison table comparing Bradford and Saltaire.
Linked Texts		
		Saltaire History Tour by Gary Firth
Linked Experiences		
		Visit Saltaire - Salts Mill/ walk round the village and street names.
Overview		
		<p>To know about significant places in own locality (Saltaire trip) –</p> <p>To know about Victorian workers and industry.</p> <p>To know about the life of Sir Titus Salt – when he was born and died/ childhood/ how he created Saltaire/</p> <p>To compare Bradford and Saltaire and reasons why Sir Titus Salt wanted to leave Bradford (pollution/cramped/smelly/sweage/ canals had pee and poo in/ no toilets for workers/ all factory based and no recreational grounds/green areas/ diseases).</p> <p>To know that Sir Titus Salt wanted Bradford to change but nobody would listen, so he found green land and designed and built the village of Saltaire.</p> <p>To know the origin of Saltaire - named after his surname and the River Aire. All street names named after children and family members.</p> <p>To know that Saltaire included a schools, a hospital, washhouses, a church and a library and Victoria Hall which was used as a social space.</p>
Knowledge and/or Skills Covered		
		<p>Sequence events and explain their thinking.</p> <p>Start to note connections over time.</p> <p>Date events to the nearest century or era, and occasionally to the year (eg 1066).</p>

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Important Vocabulary		
		<p>years (dating system)</p> <p>period</p> <p>later</p> <p>earlier</p> <p>since</p> <p>long (after, before)</p> <p>at the same time (as)</p> <p>past</p> <p>before</p> <p>now</p> <p>then</p>

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		<p>present before I was born changes to now stayed the same</p> <p>Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'pioneer'</p>
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