

Autumn 2 History Expectations

Year 2



History

Children should be taught about

- changes within living memory and 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 Gunpowder Plot]
- the lives of significant individuals in the past who have contributed to national and international achievements.

Key Skills <i>(these run throughout the term)</i>		Significant Individuals		Change	
Intent	Implementation	Intent	Implementation	Intent	Implementation
<p>I can use a wide variety of historical terms such as year, century, artefacts, historical source, evidence, opinion. <i>(Chronological Understanding)</i></p> <p>I can discuss the reasons people in the past acted as they did. <i>(Understanding of events, people and changes)</i></p> <p>I can observe and handle artefacts and sources to answer and generate questions about the past. <i>(Historical Enquiry)</i></p> <p>I can choose and select evidence and say how it can be used to find out about the past <i>(Historical Enquiry)</i></p>	<p>Timelines to be erected as part of displays/working walls. These can be referred to throughout the topic.</p> <p>Role play of significant events, this could include freeze frames or tableaux where children have the opportunity to discuss character feelings.</p> <p>Thought bubble work to encourage children to focus of thought and feelings rather than actions.</p> <p>Photographs and where possible objects from the past to be</p>	<p>I can learn about and describe significant individuals from the past <i>(Historical Knowledge)</i></p> <p>I can start to compare two versions of a past event <i>(Historical Interpretation)</i></p> <p>I can sequence events that are close together in time <i>(Chronological Understanding)</i></p>	<p>Children use books, fact sheets, websites, pictures, artefacts and videos to learn about significant individuals.</p> <p>Compare anti-suffrage and suffrage propaganda, comparing the views and perspectives of the writers.</p> <p>Compare posters that both encourage and discourage the bus boycott and discuss the differing views and messages.</p> <p>Put events on timelines, focusing on their relation to one another – both causal and chronological.</p>	<p>I can identify similarities and differences between ways of life in different periods <i>(Understanding of events people and changes)</i></p> <p>I can sequence pictures from different periods <i>(Chronological Understanding)</i></p> <p>I can compare ways of life ‘then’ and ‘now’ and discuss how the actions of significant individuals brought about these changes. <i>(Understanding of events, people and changes)</i></p>	<p>Compare what we know about the lives of different significant individuals whilst considering how they are separated by time. What aspects of life did they share and what were different.</p> <p>Look at the Historical Association pictures of different periods. Think about which of these periods our significant individuals would have lived in (Guy Fawkes – Stuarts, Suffragettes – war time)</p> <p>Sort ‘then and now’ statements in a Venn Diagram. Write letters to people from the past explaining how their lives are different.</p>
<p>Terminology to be used: past, present, future, timeline, sources, photographs, books, videos, evidence, questioning skills, how do I know this? artefacts, historical source, time vocab (first, before, after)</p>		<p>Terminology to be used: Guy Fawkes, Emmaline Pankhurst, Rosa Parks, Activists,</p>		<p>Terminology to be used: government, reform, discrimination, equality, protest</p>	

Cross Curricular Links

Computing – creating QR codes to websites, stories photographs relevant to area of study, Purple Mash activities

Year 2: A2
History

Lesson	Main Teaching	Activities	Objectives
<p>The Gunpowder Plot: An anonymous letter</p>	<p>Explain that historians use artefacts, books, photos, recordings...and anything else that can tell them about the past. We are going to look at some copies of historical artefacts tell us about a famous event. Can the chn work out which event?</p> <p>Look at a copy of the letter that was sent to Lord Monteagle. Do the children think the letter was sent a long time ago or in the recent past? Why? How does it look different to the letters we send nowadays?</p>	<p>Activity: Imagine that you are Lord Monteagle and you are sending a letter back to the 'mysterious friend'. You don't know who the sender is so you will write the letter and leave it pinned to your door.</p> <p>Partner Talk: What would you say? What feelings would you share? What will you tell the 'mysterious friend about what you are going to do? What questions would you ask? What closing would you use?</p> <p>Model using the planning template to plan the statements, questions and closing for the letter.</p>	<p>I can discuss the reasons people in the past acted as they did.</p>
<p>The Gunpowder Plot: Prove it!</p>	<p>Tell the chn that Lord Monteagle passed the letter to the king who ordered that Parliament was searched. In the cellar a man called Guy Fawkes was captured hiding with 36 barrels of gunpowder. We are going to act as history detectives today. We have a few statements about the plot against the king and you need to find some evidence to 'prove' each statement.</p>	<p>Place different artefacts around the room, children have a recording sheet with a list of statements. One of the statements is false, the children must note down which artefacts prove each of the statements. Through a process of elimination they identify the false statement.</p> <p>Plenary: Explain that historians use different sources as evidence for what happened in the past. Sometimes the evidence is not clear or missing so historians must act as detectives to work out what really happened in the past.</p>	<p>I can observe and handle artefacts and sources to answer and generate questions about the past.</p> <p>I can learn about and describe significant individuals from the past</p>
<p>The Gunpowder Plot: Vote!</p>	<p>Use books/ppts to explain the plotters' motivation. Give the children information on the treatment of Catholics at the time.</p>	<p>Debate the question: Is Guy Fawkes a good guy or a bad guy? Why?</p> <p>Use a 'decision alley' to share ideas.</p> <p>Children must write down their thoughts using the conjunction 'because' to explain their views.</p>	<p>I can discuss the reasons people in the past acted as they did.</p>

		Choose a few persuasive children from each viewpoint to present their arguments to the class before voting on the question.	
Rosa Parks: What would you do?	Read the story of biography of Rosa Parks to the part where she refused to give up her seat for a white man. What thoughts might have occurred to Rosa Parks in this moment? Consider <ul style="list-style-type: none"> - What we already know about Rosa from her autobiography - What life was like for black people in America at the time - How you would you feel in the same situation. 	Note down some of the children's ideas about how Rosa might feel. Link discussions to what we have been learning about fairness in in PSHE. Complete a thought bubble for Rosa Parks. Plenary: Read the remainder of the Rosa Parks biography and invite the children to share their thoughts, feelings and reactions to the events they have just learned about. Share the horrible histories song with the children.	I can discuss the reasons people in the past acted as they did. I can learn about and describe significant individuals from the past
Rosa Parks: History Detectives	Remind the children that Historians use different sources to find out about the past. Pose three questions about the bus boycott. Were black and white people only separated on the buses? What time was Rosa Parks arrested? Did all black people support the bus boycott?	Place a range of artefacts on the children's tables. They must note down the answers to their questions and which artefacts best answered each question. Discuss how useful each artefact was for answering the questions.	I can observe and handle artefacts and sources to answer and generate questions about the past. I can choose and select evidence and say how it can be used to find out about the past
Rosa Parks Legacy	Look at some photographs of the events leading up to, during and after the bus boycott. Can the children use what they know about the bus boycott to determine what is happening in each photo.	Children sort the photos into 'before, after and during the bus boycott.' Compare the before and after pictures and use them to discuss the ways that Rosa's actions changed life for other black people in America. Introduce the word 'legacy' and discuss Rosa Parks legacy. Model sequencing the pictures to create a timeline which can be displayed in the classroom.	I can sequence events that are close together in time

<p>Emmeline Pankhurst: Knowledge Audit</p>	<p>Look at a range of suffragette artefacts, replica posters, medals, defaced pennies etc. We have been learning about activists. What kind of activists do you think these artefacts are related to? Take a knowledge audit, noting down what children already know about suffrage and any questions that they may have.</p>		
<p>Emmeline Pankhurst: Historical Research</p>	<p>Remind the children that Historians use different sources to find out about the past. Today the children's challenge is to answer the questions 'How did the Suffragettes try to get votes for women?'</p>	<p>Lay out books, artefacts, fact sheets and photographs that the children can use to answer their questions.</p> <p>Challenge the children to list as many ways as they can, noting down which historical source they used to find the information.</p> <p>Plenary: Read the Emmeline Pankhurst autobiography</p>	<p>I can observe and handle artefacts and sources to answer and generate questions about the past.</p> <p>I can choose and select evidence and say how it can be used to find out about the past</p> <p>I can learn about and describe significant individuals from the past</p>
<p>Emmeline Pankhurst: Legacy</p>	<p>Can the children remember what we mean by legacy? Today we will think about Ep's legacy. Read EP's autobiography, asking the children to pay attention to the changes that her actions made to women's lives, rights and the way they are viewed.</p>	<p>Children sort 'then' and 'now' statements about views on women.</p> <p>Discuss the reasons that these views changed, stressing that EP and the suffrage movement was part of that.</p>	<p>I can learn about and describe significant individuals from the past</p> <p>I can compare ways of life 'then' and 'now' and discuss how the actions of significant individuals brought about these changes</p>
<p>Activists Compare and Contrast</p>	<p>Show the children pictures the English Heritage posters of Stuart and Edwardian times and a picture of a 1950's town. Which era do they think Guy Fawkes/Emmeline Pankhurst/Rosa Parks was alive in? How do they know?</p> <p>Add the era posters to the class display/timeline.</p> <p>Discuss the similarities and differences in technology, building, clothing etc.</p>	<p>Place the three activists on a Venn diagram What was the same/different between their challenges/actions and successes?</p> <p>Sort statements 'was treated unfairly/ protested peacefully/ organised protests/ planned an attack/ was arrested/ had lots of supporters/ now we celebrate their success/ now we celebrate their failure/ made positive change/ organised protest marches/actions improved the life of lots of people</p>	<p>I can identify similarities and differences between ways of life in different periods.</p> <p>I can compare ways of life 'then' and 'now' and discuss how the actions of significant individuals brought about these changes</p>

