

Summer 1 History Expectations

Year 2



History

Children should be taught about

- significant historical events, people and places in their own locality.

Key Skills (these run throughout the term)		History of Colchester			
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. (Chronological Understanding)</p> <p>I can discuss the reasons people in the past acted as they did. (Understanding of events, people and changes)</p> <p>I can observe and handle artefacts and sources to answer and generate questions about the past. (Historical Enquiry)</p>	<p>Key Vocab for this half term: Celts, Romans, Tribes, century, iron age, battle, settlements, garrison, roundhouse</p> <p>Discuss varying accounts of Boudicca's treatment by the Romans and discuss Boudicca and the historian's motivations</p> <p>Roman artefacts in school – Roman coins, jewellery, thimble, Roman helmet</p>	<p>I can learn about and describe significant individuals from the history of Colchester (Historical Knowledge)</p> <p>I can start to compare two versions of a past event (Historical Interpretation)</p> <p>I can sequence significant historical events that are close together in time (Chronological Understanding)</p>	<p>Learn about the life of Boudicca.</p> <p>Compare the recount of the Iceni tribe's motive for the attack on Colchester.</p> <p>The events of Boudicca's revolt.</p>	<p>I can identify similarities and differences between ways of life in different periods (Understanding of events people and changes)</p> <p>I can sequence pictures from different periods (Chronological Understanding)</p>	<p>Compare Celts and Romans way of life/Compare the two battles of Colchester</p> <p>Sequence pictures of Colchester Cattle</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>Toilet Roll Timeline: Introducing the Celts! (Whole Afternoon)</p>	<p>Toilet Roll Timeline.</p> <p>Print the images from the PPT and fold. Explain that some are events they are familiar with and some are not. In groups at tables or as a class, work together to put them in order from earliest to latest.</p> <p>Now give the children an idea to how these events relate to each other in terms of time by making a toilet roll time line (you will need 200 squared altogether)</p> <p>Show the chn that one square represents 10 years. And unwind it adding the familiar events until you get to when the Celts lived in Colchester. Note how long ago this is from the activists that we have studied. Explain that the Celts lived in the Iron Age and that was followed by the Roman age.</p> <p>(You may need to make this timeline in the foyer and lead down the tunnel and onto the playground or do it in the hall. It will only work outside if there is no wind!!!)</p>	<p>Use the PPT to explore the Celts way of life.</p> <p>Activities:</p> <p>Sketchbooks: Use a historical source to draw Boudicca Note that there were no cameras around to record what somebody looked like 200 years ago. We have to rely on descriptions. Use the description of the Celtic Queen Boudicca to sketch and colour a picture of her in your sketchbook. <i>Record on a peg so that this is accessible to developing readers</i></p> <p>Oil Pastels on black Card: Cut Throat Celts! Use the historical source to draw a picture of a Celt (face only). Only include details that are in the source! <i>Record on a peg so that this is accessible to developing readers</i></p> <p>Face Paint: Woad Have a go at replicating some of the Woad designs. Choose one of the Celtic designs that have been found on Celtic coins to have painted on your face! Teachers, check for allergies and eczema before face painting.</p> <p>QR Codes: Use the QR codes to access some videos about Celtic life: Provide headphones so that children can hear in the bus classroom.</p>	<p>I can observe and handle artefacts and sources to answer and generate questions about the past. (<i>Historical Enquiry</i>)</p> <p>Identify similarities and differences between different ways of life.</p> <p>Order Dates from earliest to latest on simple timelines.</p>
<p>Artefacts: Romans</p>	<p>Use the PPT to introduce the Roman settlements in Colchester and make links to some historical sights the chn can see today. There are two optional videos that you can follow links to about a day in the life of a soldier and roman roads.</p> <p>Introduce the task.</p>	<p>Look at artefacts around the room. Use books and internet sources and fact sheets to find out what the objects are and what they are used for. Record on a recording sheet (could blow up to A3 and have chn work in pairs). Ask children to generate other questions about the object and pop them on post-it notes.</p> <p>Plenary: Discuss what these objects tell us about Roman life.</p>	<p>I can observe and handle artefacts and sources to answer and generate questions about the past. (<i>Historical Enquiry</i>)</p>
<p>Boudicca's revolt.</p>	<p>Introduce Boudicca's revolt by using the PPT to examine two different accounts of her motives. In talking partners</p>	<p>Use the PTT to tell the story of the Fenwick horde. Briefly talk through some of the items (see the teacher cheat sheet for more info)</p>	<p>Learn about famous events in their locality.</p>

	<p>discuss why there might only be accounts form Romans and why they might not be reliable.</p> <p>Watch the video that tells the story of Boudicca's revolt.</p> <p>https://www.viewpure.com/eC7ONgTJGKw?start=0&end=0</p>	<p>Children match the items with their modern day equivalent. Ask children to use this to consider things that are the same and things that are different about life today and life in Roman times.</p> <p>Children cut and stick the timeline.</p>	<p>I can start to compare two versions of a past event (Historical Interpretation)</p> <p>Identify similarities and differences between different ways of life.</p> <p>Order Dates from earliest to latest on simple timelines.</p>
Colchester Castle	<p>Use the PPT to learn about the history of Colchester castle.</p> <p>Order the large pics of Colchester Castle site through the years, talking about the changes in the building.</p>	<p>Children order their pics and stick them to a timeline.</p> <p>Support group: Uses the support sheet to order the pics and fill in the blanks.</p>	<p>I can sequence pictures from different periods (Chronological Understanding)</p>