
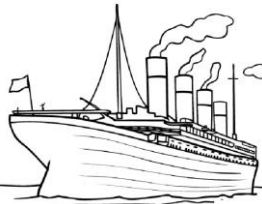



History Unit of Work Year 2 Autumn			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Our Queens</div> 	<ul style="list-style-type: none"><li>Different types of Transport (EYFS)</li><li>Guy Fawkes /Tudors (EYFS)</li><li>Significant Individuals on a timeline: Space explorers, compared to themselves, parents and grandparents – (Y1)</li><li>Medieval Castles (Y1)</li><li>King Charles III lifetime (Y1)</li></ul>	<ul style="list-style-type: none"><li>Victorian Railways (Y4)</li><li>20th Century Britain (Y5)</li><li>Power of Monarchy (Y6)</li></ul>	<ul style="list-style-type: none"><li>All queens live in castles (fairytales)</li></ul> <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none"><li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>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.</li><li>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.</li><li>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li><li>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</li></ul>		
Historical Enquiry			
How was life different during the reigns of Queen Elizabeth I, Victoria & Elizabeth II?			
Key Concepts			
significance, similarity, difference, continuity, change, cause, consequence, interpretation			
:	Knowledge (1-6)		Key Vocabulary
Intended Substantive Knowledge	<ol style="list-style-type: none"><li>Know what a monarch is and where monarchs have lived</li><li>Know what life was like in Tudor times and that Elizabeth I became Queen in 1558</li><li>Know how Buckingham palace was used and that Queen Victoria became Queen in 1837</li><li>Know Victoria’s impact on trains and schools in Britain</li><li>Know how a jubilee was celebrated and that Queen Elizabeth II became Queen in 1952</li><li>Know what was similar and different during the three queen’s reigns</li></ol>		<p>monarch, palace, reign, coronation, achievement, aspects of life</p> <p>1558, 1837, 1952</p>
	Working Historically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<ol style="list-style-type: none"><li>Describe palaces based on evidence</li><li>Compare and explain differences between Tudor and modern life</li><li>Use facts from research to answer questions</li><li>Compare and explain differences in transport and schools in Victorian Britain</li><li>Explain how a jubilee is celebrated from first-hand accounts (video)</li><li>Use evidence to compare and present information about three queens using phrases such as: before I was born, in the past, later, earlier, before my grandparents were born, a long time ago)</li></ol>		<p>source, sequence, order, compare, living memory, question</p>
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none"><li>Know some similarities and differences between ways of life in Tudor, Victorian and 20th Century Britain</li><li>Know who Queen Elizabeth I, Queen Victoria and Queen Elizabeth II were and when they became queen</li><li>Know where these events and people fit on a basic timeline compared to myself, parents and grandparents</li></ul>		<u>Disciplinary</u> <ul style="list-style-type: none"><li>Interpretation: I can understand the importance of basing my ideas on evidence</li><li>Enquiry: I can think how I might find out answers</li><li>Communication: I can compare aspects of life in different periods linked to significant people using everyday historical terms.</li></ul>	
Significant people/places	The Current Royal Family – Use current news bulletins or family trees to talk about the royals		

History Unit of Work Year 2 Spring			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>The Titanic</div> 	<ul style="list-style-type: none"><li>Events and individuals on a basic timeline: Beeston Castle, Coronation of Elizabeth I, Coronation of Victoria, Neil Armstrong on the Moon, Coronation of Elizabeth II, Helen Sharman in Space, Tim Peake Spacewalk, Coronation of Charles III, (Y1/Y2)</li><li>Transport over time (EYFS)</li><li>Within Living Memory (Y1)</li></ul>	<ul style="list-style-type: none"><li>20<sup>th</sup> Century Leisure and Entertainment (Y5)</li><li>Significant events: World War 2 (Y6)</li></ul>	<ul style="list-style-type: none"><li></li></ul> <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none"><li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>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.</li><li>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.</li><li>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li><li>Pupils should be taught about: events beyond living memory that are significant nationally or globally</li><li>Pupils should be taught about: significant historical events, people and places in their own locality</li></ul>		
Historical Enquiry			
Is Polar the Titanic Bear a true story?			
Key Concepts			
significance, similarity, difference, continuity, change, cause, consequence, interpretation			
:	Knowledge (1-6)		Key Vocabulary
Intended Substantive Knowledge	<div>7. Know what caused the sinking of the Titanic and how people in Britain found out</div> <div>8. Know that the Titanic sank before our grandparents were born</div> <div>9. Know how life on the Titanic was different for different classes of passengers</div> <div>10. Know that Daisy Spedden survived and was rescued in a lifeboat</div> <div>11. Know that different people may have been to blame</div> <div>12. Know that safety at sea has improved since the Titanic’s sinking</div>		<div>leisure, lifeboat, class/classes, passenger, iceberg, ocean liner</div> <div>1912</div>
	Working Historically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<div>7. Understand what happened to the Titanic and explain in my own words using phrases such as: before I was born, in the past, later, earlier, before my grandparents were born, a long time ago)</div> <div>8. Explain how people found out about the disaster in newspapers</div> <div>9. Use sources of evidence to compare life in different classes on the Titanic</div> <div>10. Explain how the story is presented differently in Polar the Titanic Bear</div> <div>11. Evaluate a source to interpret why more people were not saved</div> <div>12. Understand the significant consequences of the disaster (what changed after)</div>		<div>century, event, artefact, question, reason, remains/lost</div>
Assessment Outcomes			
Substantive <ul style="list-style-type: none"><li>Know how to put a number of events in order</li><li>Know how we can interpret the past from a historical source</li><li>Know why this event was significant</li><li>Know and can explain the cause and consequence of a historical event</li></ul>		Disciplinary <ul style="list-style-type: none"><li>Interpretation: I can tell you a few ways how the past has been presented or described.</li><li>Enquiry: I can choose &amp; use parts of stories and other sources of information to show I know and understand key features of events or people’s lives studied.</li><li>Communication: I can recount stories accurately and explain why some people and events were important.</li></ul>	
Significant people/places			

History Unit of Work Year 2 Summer			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Great Fire of Nantwich</div> 	<ul style="list-style-type: none"><li>Know what life was like in Tudor times and that Elizabeth I became Queen in 1558 (Autumn)</li><li>Events and individuals on a basic timeline: Beeston Castle, Sinking of the Titanic, Coronation of Elizabeth I, Coronation of Victoria, Neil Armstrong on the Moon, Coronation of Elizabeth II, Helen Sharman in Space, Tim Peake Spacewalk, Coronation of Charles III, (Y1/Y2)</li></ul>	<ul style="list-style-type: none"><li>The power of Monarchy (Y6)</li><li>Local History: Widnes Factories (Y3)</li></ul>	<ul style="list-style-type: none"><li></li></ul> <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none"><li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>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.</li><li>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.</li><li>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li><li>Pupils should be taught about: events beyond living memory that are significant nationally or globally</li><li>Pupils should be taught about: significant historical events, people and places in their own locality</li></ul>		
Historical Enquiry			
How did the fire of Nantwich spread?			
Key Concepts			
significance, similarity, difference, continuity, change, cause, consequence, interpretation			
:	Knowledge (1-6)		Key Vocabulary
Intended Substantive Knowledge	13. Know that the Great Fire of Nantwich happened in Tudor times and lasted for 20 days 14. Know that it was started by a brewer but that historians are not sure how 15. Know that Tudor building were constructed differently to modern buildings and that this made the fire worse 16. Know that 4 wild bears were let free in Nantwich 17. Know how fire-fighting was different during Tudor times to now 18. Know that as a consequence Elizabeth I collected funds to rebuild Nantwich		Tudor, local, materials, commemorate, brewery, rebuild/rebuilt  1583
	Working Historically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	13. Describe using phrases such as: before I was born, in the past, later, earlier, before my grandparents were born, a long time ago) 14. Investigate and explain cause based on evidence 15. Use evidence from sources (buildings) to present ideas about the cause of the fire’s length 16. Explain the cause of wild bears being let free and the consequence of this 17. Interpret and hypothesise from a source (17 <sup>th</sup> Century fire engine) 18. Investigate what evidence remains of the fire in Nantwich nowadays (Queen’s Aid House)		source, event, fact/opinion, evidence, connections, beyond living memory
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none"><li>Know about an event that happened before my grandparents were born</li><li>Know that children’s lives today are different to those of children a long time ago</li><li>Know the difference between things that were here 100 years ago and things that were not (buildings)</li><li>Know the cause of an event and the reason people acted as they did</li></ul>		<u>Disciplinary</u> <ul style="list-style-type: none"><li>Interpretation: I can begin to present an idea about cause in the past</li><li>Enquiry: I can develop skills to study history by hypothesising and investigating</li><li>Communication: I can begin to explain cause and consequence</li></ul>	
Significant people/places			