

Year 2 Autumn	NC Objective: 	Key Skills (Disciplinary Knowledge): 	Key Substantive Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Autumn 1 Topic: Location, Location, Location Enquiry: Why is James Brindley significant to Stourport-On-Severn?	Significant historical events, people and places in their own locality	Range and depth of historical knowledge: - Recognise why people did things, why events happened and what happened as a result Historical enquiry: - Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Organisation and communication: Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models.... Writing... Using ICT...	Pupils should know... - James Brindley was an English engineer. - James Brindley made the 'Brindley lock' which helped canal boats go up and down hills. - Stourport is the only town in Britain to be made as a result of a canal. - The canal opened to Stourport in 1771.	Subject knowledge vocabulary: Significant Topic vocabulary: James Brindley Canal Engineer	Prerequisite learning: Children will build on prior learning of significant historical individuals who have changed the world. Children will build on prior learning of how people who have lived long ago are still remembered today. Overarching enquiry question: Why is James Brindley significant to Stourport-On-Severn? New Learning: - To analyse sources to find out what canals were like in the past. - To recognise why James Brindley built the canal. - To recognise why James Brindley is significant to Stourport-On-Severn. Vehicles for Learning: Stourport Basin Trip

Autumn 2 Topic: People Who Change the World Enquiry: How did Florence Nightingale and Mary Seacole make a positive difference to others?	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	Range and depth of historical knowledge: - Recognise why people did things, why events happened and what happened as a result - Identify differences between ways of life at different times Interpretations of history: - Compare pictures or photographs of people or events in the past Historical enquiry: - Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Organisation and communication: Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models.... Writing... Using ICT...	Pupils should know... - A group of Catholics plotted to blow up the Houses of Parliament in London with King James I inside and take control of the country. - The man in charge of blowing up Parliament was Guy Fawkes. - Bonfires and fireworks were lit every Fifth of November and still happen today. - Florence Nightingale changed the way that the soldiers were looked after and improved conditions. This saved lots of lives. Florence became known as “The Lady with the Lamp”. - Mary Seacole would ride onto battlefields and help wounded men from both sides. She became known as “Mother Seacole” - Florence Nightingale was from a very wealthy family but Mary Seacole was not. - Mary Seacole was from Jamaica. During this time people from other cultures were not treated with respect. - Florence Nightingale educated herself through reading books whereas Mary Seacole learnt herbal medicines from her mother.	Subject knowledge vocabulary: Significant Timeline Modern Parliament Topic vocabulary: The Gunpowder Plot King James Guy Fawkes Treason Traitor Plot Catholic Mary Seacole Florence Nightingale Nurse Patient	Prerequisite learning: Children will build on prior learning of significant historical individuals who have changed the world. Children will build on prior learning of how people who have lived long ago are still remembered today. Overarching enquiry question: How did Florence Nightingale and Mary Seacole make a positive difference to others? New Learning: - To recognise why the Gunpowder Plot happened. - To recognise what happened as a result of the Gunpowder plot. - To analyse sources to compare hospitals then and now. - To explore the similarities and differences between Florence Nightingale and Mary Seacole. - To recognise why Florence Nightingale and Mary Seacole are significant individuals. Vehicles for Learning:
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Year 2 Spring	NC Objective: 	Key Skills (Disciplinary Knowledge): 	Key Substantive Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Spring 1 Topic: Fire! Fire! London Enquiry: Why is The Great Fire of London a significant event?	Events beyond living memory that are significant nationally or globally	Chronological understanding: - Sequence artefacts closer together in time - check with reference book Interpretations of history: - Compare pictures or photographs of people or events in the past - Discuss reliability of photos/ accounts/stories Organisation and communication: Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models.... Writing... Using ICT...	Pupils should know... - The Great Fire of London started in a baker's shop on Pudding Lane owned by Thomas Farriner. - The fire spread very quickly because the houses were very close together and made from wood and straw and it had been a very hot, dry summer. - After the fire, King Charles II ordered that London be rebuilt and that houses be made from brick or stone instead of wood. - A lot of the information we know about the Great Fire of London came from a diary that was written by a man called Samuel Pepys who saw the fire happening.	Subject knowledge vocabulary: Compare Evidence King Diary Topic vocabulary: The Great Fire of London Samuel Pepys Pudding Lane St Paul's Cathedral King Charles II Thomas Farriner	Prerequisite learning: Children will build on prior learning of significant historical individuals and events that have changed the world. Children will build on prior learning of how significant events which happened long ago are still remembered today. Overarching enquiry question: Why is The Great Fire of London a significant event? New Learning: - To place the Great Fire of London on a timeline. - To sequence the significant events of the Great Fire of London. - To discuss the reliability of Samuel Pepys account of The Great Fire of London. - To compare fire engines from different periods of time. Vehicles for Learning: - Great Fire of London Day - History off the Page - Historical Archives Great Fire of London workshop - Great Fire of London Assembly

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Spring 2 Topic: Up Above and Down Below Enquiry: How did Neil Armstrong and Jacques Cousteau change the world?	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	Range and depth of historical knowledge: - Recognise why people did things, why events happened and what happened as a result - Identify differences between ways of life at different times Organisation and communication: Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models.... Writing... Using ICT...	Pupils should know... - Neil Armstrong was an American astronaut. He was the first man to walk on the moon in 1969. - Jacques Cousteau was a French inventor, explorer, and filmmaker and a protector of the Oceans. He helped improve the design of the aqualung.	Subject knowledge vocabulary: Significant Topic vocabulary: Moon landing Neil Armstrong Jacque Cousteau Inventor Explorer Astronaut Aqua-Lung	Prerequisite learning: Children will build on prior learning of significant historical individuals who have changed the world. Children will build on prior learning of how people who have lived long ago are still remembered today. Overarching enquiry question: How did Neil Armstrong and Jacques Cousteau change the world? New Learning: - To recognise why Neil Armstrong became the first person to walk on the moon. - To recognise why Jacque Cousteau is important. - To recognise why Aqua-Lung is important. - To explore the similarities and differences of these two explorers. - To analyse sources to find out how Neil Armstrong and Jacque Cousteau changed the world. Vehicles for Learning:
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Year 2 Summer	NC Objective: 	Key Skills (Disciplinary Knowledge): 	Key Substantive Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Summer 1 Topic: On Safari - Africa					
Summer 2 Topic: Changes – All About Me!	Changes within living memory	Chronological understanding: - Sequence photographs etc. from different periods of their life - Describe memories of key events in lives	Pupils should know... To understand changes within living memory by sequencing photographs from different periods of their school life and by describing memories of key events in their lives.	Subject knowledge vocabulary: Sequence Timeline Topic vocabulary:	Prerequisite learning: Children will build on prior of sequencing events in their own lives. Overarching enquiry question: How have I changed over the years at Stourport Primary Academy? New Learning: 1. To sequence photographs from my school life and describe memories of key events in my life. Vehicles for Learning:

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