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| **National Curriculum** | **Week** | **NC - Coverage** | **Disciplinary Knowledge** | **Factual Knowledge** | **Activity Outline** |
| **Key Stage One**  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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.  Pupils should be taught about:   * Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. * Events beyond living memory that are significant nationally or globally (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 (Elizabeth I and Queen Victoria, Christopher COLUMBUS AND Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davidson, Mary Seacole and/or Florence Nightingale and Edith Cavell). * Significant historical events, people and places in their own locality. | **1**  Religious Symbols Stock Illustrations – 14,930 Religious Symbols Stock  Illustrations, Vectors & Clipart - Dreamstime**Who are explorers and where have they travelled? Part 1** | The lives of significant individuals in the past who have contributed to national and international achievements. | To name a few people from the past who have contributed to national and international achievements.  To say a few similarities and differences between ways of life at different times. | I know that an explorer is someone who travels around the globe.  I understand that people travel to explore different cultures, foods, clothes and talk to different people. | **Other cultures and Respect**  Talk about journeys and the different types of journeys we can take. Talk about journeys we take frequently and less frequently. Why are these journeys made?  Explain why explorers travelled. What explorers have they heard about?  Children to create an ‘explorer statement bank’ of a series of statements as to what explorers do e.g. travel far away from home, learn more about different places, see different landscapes, taste different cuisines, wear special clothes, meet different people.  **Key vocab:**  explorer explore journeys |
| **2**  **Who are explorers and where have they travelled? Part 2**  Religious Symbols Stock Illustrations – 14,930 Religious Symbols Stock  Illustrations, Vectors & Clipart - Dreamstime | The lives of significant individuals in the past who have contributed to national and international achievements. | To know where the people and events studied fit on a basic timeline, ordering events from earliest to latest.  To name a few people from the past who have contributed to national and international achievements.  To put artefacts, pictures in sequence.  To put artefacts, pictures in sequence. | I know the names of different explorers: Amelia Earheart, Christopher Columbus, Neil Armstrong, Mary Kingsley, Robert Falcon Scott. | **Other cultures and Respect**  Show a picture of an explorer – use the statements from the ‘explorer bank’ and create new ones based upon the explorer that they see.  Encourage children to describe ways in which explorers were travelling and how they were dressed. Why do they think the explorer set out on their journey?  Compare the different pictures of explorers and the statements the children have made about them.  Display these statements.  Use a map of the world to show where different explorers discussed travelled. Talk about the length of their journeys and what the landscape was like.  Keep the timeline as a point of reference.  **Key vocab:**  explorers exploring |
| **3**  Religious Symbols Stock Illustrations – 14,930 Religious Symbols Stock  Illustrations, Vectors & Clipart - Dreamstime**Who was Ibn Battuta and what did he do? Part 1** | The lives of significant individuals in the past who have contributed to national and international achievements. | To name a few people from the past who have contributed to national and international achievements.  To describe significant individuals and events from the past that have been studied.  To develop the skills of raising an idea and asking questions about the past.  To choose and use parts of stories and other sources of information to show they know and understand key features of events or people’s lives studied. | I know that Ibn Battuta was an explorer.  I know that he took Haj to travel to Mecca. | **Other cultures, religions and Respect**  Look at a picture of Ibn Battuta. What do they children think of him? What does the picture tell you about him?  What would the children like to know about him? What questions do they have?  Talk about Ibn Battuta’s original journey in taking the Haj to Mecca. Explain why Haj was important to Ibn and why it took 16 months from Morocco to Mexico.  Look at a map to see some of the places he travelled.  What would Ibn have need to survive in the landscapes he had to cross?  **Key vocab:**  Ibn Battuta Haj Mecca Morocco landscape country climate |
| **4**  Religious Symbols Stock Illustrations – 14,930 Religious Symbols Stock  Illustrations, Vectors & Clipart - Dreamstime**Who was Ibn Battuta and what did he do? Part 2** | The lives of significant individuals in the past who have contributed to national and international achievements. | To name a few people from the past who have contributed to national and international achievements.  To describe significant individuals and events from the past that have been studied.  To choose and use parts of stories and other sources of information to show they know and understand key features of events or people’s lives studied. | I know the names of the customs which Ibn Battuta described during his travels.  I know what foods he ate on his journey. | **Other cultures, religions and Respect**  Taking some extracts from the story, ask children for similarities and differences between past and present ways of life.  Talk with the children as to how they could use freeze frames to tell his journey. What props would be useful for them?  `Talk to the children about the different meals Ibn describes. Can pictures of some of the food stuffs be found?  Have the children tasted anything similar?  Why did people chose to eat foods the way that they did?  **Key vocab:**  Ibn Battuta similarities differences |
| **5**  **How important was Ibn Battuta?** | The lives of significant individuals in the past who have contributed to national and international achievements. | To name a few people from the past who have contributed to national and international achievements. | - | Children to write/draw key events in Ibn Battuta’s life. Which are the most important and why should we remember them?  Battuta dictated the story of his life when he returned home after nearly 30 years of travel – how do the children think he remembered everything?  Look at ways Ibn Battuta has been remembered. Why has this choice been made? How would they commemorate his life?  **Key vocab:**  Ibn Battuta commemorate events |
| **6**  **Where else can we explore?** | The lives of significant individuals in the past who have contributed to national and international achievements. | To name a few people from the past who have contributed to national and international achievements.  To say a few similarities and differences between ways of life at different times.  To know where the people and events studied fit on a basic timeline, ordering events from earliest to latest. | I know that we can explore space and the oceans.  I know about the Space Race.  I know when man first stepped foot on the moon in 1969. | **Empire**  Re-show the images of different explorers i.e. Amelia Earhart, Christopher Columbus, Mary Kingsley, Robert Falcon Scott and Neil Armstrong. Where do they think they travelled to and why?  Which place would the children like to explore and why?  Show a picture of space. What do they children know about space and the exploration of space? Ask if there is anything they would like to find out more about.  Ask children to work in pairs and make a list of reasons for and against exploring space.  Explain to children that there was a race between USA and Russia (then USSR). Give the children some simple dates with statements on – can they order them?  Children to know that USA won the race in 1969.  **Key vocab:**  space race USA Russia exploration |
| **7**  **Who is Neil Armstrong?** | The lives of significant individuals in the past who have contributed to national and international achievements. | To develop the skills of raising an idea and asking questions about the past.  To analyse artefacts to find answers to simple questions on the basis of simple observation.  To think how they might find out the answers.  To develop skills to study History by hypothesising, questioning and investigating. | I know that Neil Armstrong was an astronaut who went to space.  I know his famous phrase: One small step for man, one giant leap for mankind. | Children to watch the Moon Landings. How do they think it felt to be the first person to step onto the Moon?  Show an image of Neil Armstrong. What questions do they children have about him?  Once children have found out some answers, can they hot seat as Neil Armstrong?  **Key vocab:**  Moon Neil Armstrong |
| **8**  **Should we take space travel further?** | The lives of significant individuals in the past who have contributed to national and international achievements. | To develop the skills of raising an idea and asking questions about the past.  To analyse artefacts to find answers to simple questions on the basis of simple observation.  To think how they might find out the answers.  To develop skills to study History by hypothesising, questioning and investigating. | I know that flights are already being planned.  I know about colonisation on the Moon. | **Individual Liberty and Empire and Civilisation**  Children to make predictions as to what they think will happen to space travel in the future. Read to them an article on flights to space and highlight the price. What do the children think about this?  Show a mockup image of a house/building on the Moon. What do they children think the challenges would be? What would the positives be? Compare to our houses on Earth (see Year 1 Local Study). How would it be the same or different? How would the children design houses etc on the moon?  **Key vocab:**  similar different |
| **9**  **Who was more adventurous?** | The lives of significant individuals in the past who have contributed to national and international achievements. | To know where the people and events studied fit on a basic timeline, ordering events from earliest to latest.  To recount stories accurately and say why some people and events were important. | - | Children to do some comparison work on Ibu Battuta and Neil Armstrong. Think about the two journeys they both went on. How do they think they both felt when they were completed? What experiences can they take away from their exploration? What did they learn? Look at when both lived and what affect their achievement had at the time.  Can the children produce a ‘role on the wall’ about the two men? How were their achievements deemed both successes and failures?  **Key vocab:**  similar different |
| **10**  **How important was Ibn Battuta as an explorer?** | The lives of significant individuals in the past who have contributed to national and international achievements. | To use words and phrases related to the passage of time.  To reflect on the significance of what they have learnt about the past. | - | Debate – compare to other explorers that have looked at and what they achieved. Maybe the children can try and pretend to be those different explorers and debate it out. |

**History – Year 2 – Spring – Why did we celebrate the Platinum Jubilee in 2022? - MTP**

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| **National Curriculum** | **Week** | **NC - Coverage** | **Disciplinary Knowledge** | **Factual Knowledge** | **Activity Outline** |
| **Key Stage One**  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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.  Pupils should be taught about:   * Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. * Events beyond living memory that are significant nationally or globally (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 (Elizabeth I and Queen Victoria, Christopher COLUMBUS AND Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davidson, Mary Seacole and/or Florence Nightingale and Edith Cavell). * Significant historical events, people and places in their own locality. | **1**  **What is a monarch?** | The lives of significant individuals in the past who have contributed to national and international achievements. | To use words and phrases related to the passage of time. | I understand that a monarch is a head of state for life, usually a King or Queen.  I understand that a monarch exercises the highest authority. | **Monarchy and Democracy**  Introduce the idea of a monarch and what a monarch is. You could introduce this through fairy tales as an introduction if you wanted. What clues do the pictures tell you that someone is a Princess/Prince/King/Queen?  Show them pictures of monarchs from different eras. Children to discuss with a partner what elements make them seem like a royalty and they are to write these down for referral at another time. Are they images of living monarchs or monarchs from a long time ago? Children to give reasons for their answers.  **Key vocab:**  King Queen monarch sceptre crown cape era modern old |
| **2**  **Who is our monarch in 2022?** | The lives of significant individuals in the past who have contributed to national and international achievements. | To use words and phrases related to the passage of time.  To tell you about a time before they were born and compare aspects of life in different periods linked to significant people or people they know in different ways using different historical terms.  To understand different ways we find out about the past i.e. pictures, photographs, artefacts.  To describe significant individuals and events from the past that have been studied.  To describe significant individuals and events from the past that have been studied.  To know where the people and events studied fit on a basic timeline, ordering events from earliest to latest.  To name a few people from the past who have contributed to national and international achievements. | I know that our monarch was Queen Elizabeth II but is now King Charles III.  I understand that photos in the past were in black and white.  I know that Queen Elizabeth II was Queen for most of her life. | **Monarchy and Democracy**  Ask the children some basic questions around our monarch. Do they know who she is etc or anything about her? Show an image of the current monarch.  Show images now of the Queen as a young Princess. Who do they think it is and why do they think all the pictures are in black and white?  Children to share their ideas or to record them on an iPad.  Now show a picture of the current Queen. Why is she significant? What does she do?  Children to compare pictures of the Queen now and then.  Start to develop a timeline with the Queen as a child at one end (with an appropriate date) and the Queen as she is today at another.  **Key vocab:**  Queen Princess black and white old new timeline |
| **3**  **Why did Princess Elizabeth become Queen Elizabeth II?** | The lives of significant individuals in the past who have contributed to national and international achievements. | To describe significant individuals and events from the past that have been studied.  To name a few people from the past who have contributed to national and international achievements.  To develop the skills of raising an idea and asking questions about the past. | I know that King George VI died in 1952.  I know that Queen Elizabeth II’s Coronation was in 1953. | **Monarchy and Democracy**  Lesson to focus on 1952 with the death of George VI and the Coronation in 1953. Choose some news reels or newspaper articles that show this – if the language is too complicated, show videos/news reels on silent and teacher can explain.  Show on the timeline when King George VI died and Elizabeth II became Queen.  Make sure children understand how long ago this was i.e. 70+ years and that it stretches over two millennia.  **Key vocab:**  coronation King George VI Queen Elizabeth II |
| **4**  **What is a coronation?** | The lives of significant individuals in the past who have contributed to national and international achievements. | To describe significant individuals and events from the past that have been studied.  To name a few people from the past who have contributed to national and international achievements.  To understand different ways we find out about the past i.e. pictures, photographs, artefacts. | I understand that a Coronation is when the monarch is formerly crowned.  I know how the Coronation was so revolutionary (first to be filmed). | **Monarchy and Democracy**  Show the children images/videos from the 1953 Coronation. What do the children think?  Explain that this was the first time that any coronation had been seen.  Give the children a simple map of London and have them follow the route from Buckingham Palace to Westminster Abbey. Highlight the number of people who would be there as it was a significant event not just for the UK but for Commonwealth countries too.  Place the coronation onto your class timeline.  **Key vocab:**  Queen Elizabeth II Queen Elizabeth the Queen Mother King George VI coronation ceremony Westminster Abbey Buckingham Palace crown sceptre anoint archbishop. |
| **5**  **Who are the Queen’s relatives?** | The lives of significant individuals in the past who have contributed to national and international achievements. | To describe significant individuals and events from the past that have been studied.  To know where the people and events studied fit on a basic timeline, ordering events from earliest to latest.  To name a few people from the past who have contributed to national and international achievements.  To develop the skills of raising an idea and asking questions about the past. | I understand that the line of succession is that the eldest child (or at the time son) was the next in line to the throne.  I know that the Queen had 4 children – King Charles III, Princess Anne, Prince Andrew and Prince Edward.  I know that the Queen’s Grandchildren include Prince William and Prince Harry.  I know that the Queen’s Great-Grandchildren include Prince George, Princess Charlotte and Prince Louis. | **Monarchy and Democracy**  Show the children images of the Queen’s immediate family – along the descending line (but make sure the children know that the Queen had 4 children herself) at different points within the Queen’s life (with Charles as a baby, at his wedding, with a young William and Harry and then with George, Charlotte and Louis.  Can the children compare themselves to George, Charlotte and Louis? How are their lives similar and different? Think about how they are always photographed and on TV. Would they have the same School life? What questions would they ask the Queen’s Great-Grandchildren? Would they like to be significant like these children?  Comparisons between lives to be made. Which life would they rather have? Their own or the Royal children.  Consider how their lives will be when George becomes King.  **Key vocab:** Queen Elizabeth II Prince Charles Princess Anne Prince Andrew Prince Edward Prince William Prince Harry Catherine Middleton Prince George Princess Charlotte Prince Louis children grandchildren great-grandchildren |
| **6**  **Who came before the Queen?** | The lives of significant individuals in the past who have contributed to national and international achievements. | To describe significant individuals and events from the past that have been studied.  To know where the people and events studied fit on a basic timeline, ordering events from earliest to latest.  To name a few people from the past who have contributed to national and international achievements.  To understand different ways we find out about the past i.e. pictures, photographs, artefacts. | I know that Queen Elizabeth’s II’s Dad was King George VI and her Mom Queen Elizabeth the Queen Mother.  I understand that Queen Victoria was the last female Monarch and that she was Queen Elizabeth’s Great Grandmother x2.  I know that London was going through the Industrial Revolution and great change when Queen Victoria was Queen. | **Monarchy and Democracy**  Can children remember the names of Queen Elizabeth II’s mother and father? Show pictures of her mother and father.  Show pictures of her other relatives too – create a class family tree to understand who descended from who.  Show two pictures of Queen Victoria, young and old. Who do they think this lady is? Why? What kind of person do they believe she is?  Children to work in small groups to label and make assumptions about the Queen at different points within her life. What do they think changed her? What questions do they have?  Explain that the world that Queen Victoria lived in was very different to today. Play https://www.youtube.com/watch?v=g40KFp9y7jc . Children to compare the times of Queen Victoria to those of Queen Elizabeth II making comparisons and contrasts.  **Key vocab:** before after next a long time ago Queen Elizabeth II King George VI King George V King Edward VI Queen Victoria |
|  | **7**  **Has there been another Jubilee like it?** | The lives of significant individuals in the past who have contributed to national and international achievements.  Events beyond living memory that are significant nationally or globally. | To describe significant individuals and events from the past that have been studied.  To name a few people from the past who have contributed to national and international achievements.  To understand different ways we find out about the past i.e. pictures, photographs, artefacts.  To explain a few ways how the past has been presented or described through stories and accounts. | I know that Queen Victoria ruled for 63 years, 7 months and 2 days.  I know that Queen Elizabeth ruled for 70 years.  I know that Queen Victoria had a Diamond Jubilee. | **Monarchy and Democracy**  Give the children the dates that Queen Victoria ruled from and to. Look at them on the timeline in the class and try to plot them. Can they calculate how long she ruled for? Compare this to how long our current Queen have ruled for and say that up until this point, Queen Victoria had been the longest reigning monarch – look at the date when Queen Elizabeth II overtook Victoria.  Compare the Diamond Jubilee photograph commissioned by W. & D. Downey of Queen Victoria to that of Queen Elizabeth II’s Platinum Jubilee pictures. What does it tell them about the Queen’s? How are they the same/different?  You can find clips on YouTube about Queen Victoria’s Diamond Jubilee <https://www.youtube.com/watch?v=pTG9NJTZFKk> Can her procession be compared to Queen Elizabeth’s?  Read stories/articles from both and make comparisons. Why might this be different? Think about life at the different times and how technology was different back then.  **Key vocab:**  Queen Victoria Queen Elizabeth II procession Diamond Jubilee Platinum Jubilee |
|  | **8**  **Why should we have a Jubilee?** | The lives of significant individuals in the past who have contributed to national and international achievements.  Events beyond living memory that are significant nationally or globally. | To describe significant individuals and events from the past that have been studied.  To name a few people from the past who have contributed to national and international achievements.  To choose and use parts of stories and other sources of information to show they know and understand key features of events or people’s lives studied.  To understand different ways we find out about the past i.e. pictures, photographs, artefacts.  To explain a few ways how the past has been presented or described through stories and accounts. | I know that this was the first Diamond Jubilee in History. | **Monarchy and Democracy**  What questions do the children have about life during Queen Victoria’s coronation specifically? Be read accounts/newspapers about what it was like.  Compare to what life was like during Queen Elizabeth II’s Platinum Jubilee. How are they similar/different? How did/do people feel towards the Queen’s? Again, use newspaper articles etc.  How did they feel during the Jubilee? What did they do to celebrate?  **Key vocab:**  Victorian Elizabethan Jubilee |
|  | **9**  **How is the Queen significant to us?** | The lives of significant individuals in the past who have contributed to national and international achievements.  Significant historical events, people and places in their own locality. | To describe significant individuals and events from the past that have been studied.  To name a few people from the past who have contributed to national and international achievements. | I know that Queen Elizabeth II visited our local area. | **Monarchy and Democracy**  <https://www.expressandstar.com/picture-galleries/news-pictures/2016/04/21/queens-90th-birthday-she-came-she-saw-she-conquered-elizabeth-iis-visits-to-the-black-country-and-staffordshire/> Using this website, show the children different pictures of the Queen coming to Wolverhampton and its surrounding areas since her reign. Can they attempt to put them into chronological order?  Where do the children think she is and what is she doing in each picture?  Why do they think she visited and where did it come in her reign that might have made her visit significant? i.e. Silver Jubilee Tour. What does this tell us about the Queen?  Compare this to when Queen Victoria came to visit the area and what she thought and said. Did this come at a significant point in her reign also?  **Key vocab:**  Queen Elizabeth II Queen Victoria Jubilee |
|  | **10**  **Why did we celebrate the Jubilee in 2022?** | The lives of significant individuals in the past who have contributed to national and international achievements. | To describe significant individuals and events from the past that have been studied.  To name a few people from the past who have contributed to national and international achievements.  To reflect on the significance of what they have learnt about the past. | - | Debate: Children to debate the importance of the Jubilee and why we should celebrate it. Do they think it is important to celebrate the Jubilee? If not, why not? |

**History – Year 2 – Summer 1 – What is the most significant change to the High Street since the 1950s? – Local Study – MTP**

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| **National Curriculum** | **Week** | **NC – Coverage** | **Disciplinary Knowledge** | **Factual Knowledge** | **Activity Outline** |
| **Key Stage One**  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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.  Pupils should be taught about:   * Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. * Events beyond living memory that are significant nationally or globally (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 (Elizabeth I and Queen Victoria, Christopher COLUMBUS AND Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davidson, Mary Seacole and/or Florence Nightingale and Edith Cavell). * Significant historical events, people and places in their own locality. | **1**  **What was the high street like before?** | Significant historical events, people and places in their own locality.  Changes within living memory. | To know where the people and events studied fit on a basic timeline, ordering events from earliest to latest.  To put artefacts, pictures in sequence.  To develop the skills of raising an idea and asking questions about the past.  To use words and phrases related to the passage of time. | I know that a decade is 10 years.  I know that old is the opposite of modern.  I know that Wolverhampton high street had different shops to today.  I know what shops there were in Wolverhampton high street i.e., Buxton and Bonnet. | Create a timeline either with children or across the room. Count back in decades from now until the 1950s. Highlight to children that a decade is 10 years, so we are counting back in 10s.  In groups, provide visual images for each decade. Can the children try and order them? Look at the photo of Wolverhampton high street from the 1950s/1960s and highlight how it is not a modern view.  Look at street furniture, number of vehicles on the roads and the design of the cars, shop names, appearance of the shops and the clothes of the shoppers – this might help them to identify the decade the picture is from.  From these, what questions would they like to ask and find out about the high street?  **Key vocab:**  high street Wolverhampton Mander Centre Wulfrun Centre decade 2000s 1990s 1980s 1970s 1960s 1950s |
| **2**  **What does my high street look like now?** | Significant historical events, people and places in their own locality.  Changes within living memory. | To know where the people and events studied fit on a basic timeline, ordering events from earliest to latest.  To identify similarities and differences in different times. | I know that Wolverhampton high street has a Wolves shop, Greggs, McDonalds, M&S | Use Google Maps to take a virtual tour down Wolverhampton high street. What buildings/shops do they recognise? Have they been in any of them before? Can the children direct the teacher/each other down the high street from a starting point to an endpoint o their choice using directional language?  What do the buildings look like i.e., are the old looking or modern looking?  Referring back to the photos from the timeline in the previous lesson, already, what do they notice about how Wolverhampton high street has changed?  **Key vocab:**  Wolverhampton high street old modern |
| **3**  **How has my high street changed?** | Significant historical events, people and places in their own locality.  Changes within living memory. | To say a few similarities and differences between ways of life at different times.  To identify similarities and differences in different times. | - | Revisit Google Maps – Geography link.  Create a class sketch/aerial map of Wolverhampton high street and note key points of interest. Use colours to note what each shops purpose is i.e. green for food, purple for charity, blue for restaurant, orange for service, red for general store.  Do this for both the 1950s and now. How has the high street changed and developed or stayed the same?  **Key vocab:**  sketch map aerial map Wolverhampton high street |
| **4**  **What was in these shops before?** | Significant historical events, people and places in their own locality.  Changes within living memory. | To say a few similarities and differences between ways of life at different times.  To identify similarities and differences in different times.  To develop the skills of raising an idea and asking questions about the past. | I know how a key shop developed from the 1950s – you can choose between M&S or the Wulfrun/Mander Centre. | Select a shop on Wolverhampton high street of your choice, it could be M&S, it could be the Wulfrum Centre, it could be the Mander Centre or it could be the Wolves shop. With the children, find out how it has changed and developed over time. Has that shop always been there since the 1950s or how has either the Centres developed and grown over time.  What questions do the children have?  **Key vocab:**  Wolverhampton high street |
| **5**  **How was my food packaged and stored?** | Significant historical events, people and places in their own locality.  Changes within living memory. | To say a few similarities and differences between ways of life at different times.  To identify similarities and differences in different times. | I understand how self-service developed. | Self-service stores were introduced in the 1950s. Croydon was the first self-service store for Sainsbury’s. Prior to self-service people bought their goods such as eggs from the assistant. How might self-service be different to counter stores? How would you get your eggs home from Counter or from self-service?  When self-service came in you needed to have a different way to package eggs. Get children to see what the problems were e.g. customer needs to serve themselves, possibly with only one hand (basket in other), needs to be able to be stacked on shelves without collapsing.  Why might you want to buy broken eggs and how would you get these home? Discuss effect of modern methods of packaging and storage. What effect do they have on people’s lives? Research past methods and discuss.  Use this resource to help you: [Search | Catalogue | Sainsbury Archive](https://sainsburyarchive.org.uk/catalogue/search/search/awao-everywhere:eggs)  Watch this film clip: [Shopping Day | Stories | Sainsbury Archive](https://sainsburyarchive.org.uk/story/stories/shopping-day#undefined)  **Key vocab:**  counter self-service basket eggs packaging |
| **6**  **How could I pay for my purchase?** | Significant historical events, people and places in their own locality.  Changes within living memory. | To say a few similarities and differences between ways of life at different times.  To identify similarities and differences in different times. | I understand that we use a combination of cash and contactless card payment to pay for items today.  I know that people used cash machines in the 1950s.  I know that money was in pounds, shillings and pence. | Discuss how we pay for items today. What do we use?  Show the children this video <https://www.youtube.com/watch?v=eEq1V17ZBTw>. How is this different to what the children see and do today? What is their reaction and what do they think it is?  Show them a picture of Woolworths (used to be two in Wolverhampton, Victoria Street and Dudley Street). What do the children think it sold? What makes them say this? Explain that it was a store that closed down and isn’t around anymore. Show them images from inside Woolworths <http://www.woolworthsmuseum.co.uk/1960s-food4thought.htm> and more modern images from when it closed. How are they the same/different? How did it develop? Why do children think there is a sign to show them where to pay?  Finally, show children an old cash machine from the 1950s. How do the children think it worked? Compare the cash machines from today to the 1950s. <https://www.pinterest.co.uk/pin/65443000813069609/> and introduce children to money from the past. How is it the same different and compare to money today?  **Key vocab:**  Woolworths Victoria Street Dudley Street cash machine sixpence shilling |
| **7**  **What is the most significant change to the High Street since the 1950s?** | Significant historical events, people and places in their own locality.  Changes within living memory. | To reflect on the significance of what they have learnt about the past. | - | Debate/discussion – children to consider and think about what they believe the most significant change to Wolverhampton high street is. Is it the way we pay for food? The way food is stored? Etc.  What reasons can children provide for this change and how has the change developed further today? |
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**History – Year 2 – Summer 2 – Was George Stephenson all that significant? - MTP**

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| **National Curriculum** | **Week** | **NC - Coverage** | **Disciplinary Knowledge** | **Factual Knowledge** | **Activity Outline** |
| **Key Stage One**  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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.  Pupils should be taught about:   * Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. * Events beyond living memory that are significant nationally or globally (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 (Elizabeth I and Queen Victoria, Christopher COLUMBUS AND Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davidson, Mary Seacole and/or Florence Nightingale and Edith Cavell). * Significant historical events, people and places in their own locality. | **1**  **Who was George Stephenson?** |  |  | I know that George Stephenson was a civil engineer. | Prepare a suitcase with objects relevant to Stephenson (trains, railway tracks, clothing, gas lamp etc)  Show the children the suitcase and pull out each of the objects. Children try to guess who the suitcase belongs to - why do they have these things? Are they from our time or from in the past? How do you know this? After some guesses, children are to be told that it is George Stephenson.  Explain that things like houses, travel, clothes etc. have all changed and that people lived in different styles of houses, rode horses instead of driving cars and wore different clothes than we do today. Show some examples of changes in travel, houses and clothes.  Children to have pictures of certain Stephenson-related objects and write down how they know that he is from the past – ‘This house is different to mine’, ‘This house looks very old’, ‘Trains don’t look like this now’, ‘His clothes aren’t like ours’ etc.  **Key vocab:**  George Stephenson |
| **2**  **When was George Stephenson alive?** |  |  | I know that George Stephenson lived a long time ago.  I know where George Stephenson fits chronologically – late 1700s to the mid 1800s. | Explain that you will be looking at when George Stephenson lived and some key events from his life.  Discuss with the children the key events in Stephenson’s life. Look at how long each period is for and how far the difference is from when they live to when Stephenson lived. Did he live a short or long time from our lives?  Compare the duration of Stephenson’s timeline to that of theirs – why is his so much longer and why does it have more events on it? Will their timeline be as long as George’s?  Children will make simple comparisons between their timeline and Stephenson’s i.e. ‘his timeline is longer so this means he lived longer’. ‘His timeline started… but mine starts…  Children to read their sentences to each other and to see if their observations are correct.  **Key vocab:**  George Stephenson compare long time ago |
| **3**  **What did George Stephenson do?** |  |  | I understand that George Stephenson achieved a lot in his lifetime – see Activity outline. | Explain how George managed to achieve a lot in his lifetime because he lived for a long time. Go through each of his achievements highlighting WHY each one was so important:   * First engine made him interested in engineering and he started making a name for himself * Safety lamp kept miners safe and was used for nearly 100 years until electric lighting was common – he had also worked in the mines and this was a way of repaying them * Building the Stockton to Darlington railway was the first time the general public could ride a train – had only been industry prior to this * Manchester to Liverpool railway saw him expanding his name and reputation and saw the growth of railways being used by the general public * Winning the race showed that he had built the fastest steam engine in the world and that they could go even faster * Advising in other countries meant that his ideas were spreading as were railways that he helped to pioneer   Make sure children understand his significance.  Children to work in groups or partners and come up with a reason as to WHY each of these achievements was important.  Share ideas with class.  **Key vocab:**  achievements pioneer engineering George Stephenson |
| **4**  **What was Stephenson’s Rocket?** |  |  | I understand that one of George Stephenson’s greatest achievements was The Rocket.  I know that The Rocket won a race in 1829. | Show children George’s Rocket. What questions do they have about it?  Explain that it won a race in 1829 and was the fastest engine in the word at the time.  Look at pictures and examine how it worked. Highlight changes that Stephenson made to the engine over time.  Children to begin to find out simple information to their questions with information given to them by the class teacher.  **Key vocab:** The Rocket George Stephenson |
| **5**  **How did he change the railway and trains?** |  |  | I know that the railway went from coal and steam to electric. | Can the children recall what information they learned about The Rocket?  [http://www.bbc.co.uk/history/interactive/animations/rocket/index\_embed.shtml](about:blank)  Use this link to show how The Rocket worked and use the various options to test the children’s knowledge.  Highlight how railways had been used initially just for mining, sending materials backwards and forwards and not for people. George changed this with The Rocket and this meant people could use trains to go to where they wanted. Ask children where their nearest train station is and if they’ve been on a train anywhere – where did they go? Was it near or far? Explain that we now have railways all over the country that can take us to virtually anywhere, even into other countries!  Look at steam engines and compare uses and similarities and differences.  Look at this train next <https://www.mozaweb.com/Search/global?search=TGV&lexikontypeid=7>.  Why did George’s trains not use electricity?  Then for future trains look at [https://www.mozaweb.com/Search/global?search=maglev&lexikontypeid=7](about:blank)  Explain how they won’t use electricity in the future – better for environment but more expensive.  Children to compare trains then and now. They are even to compare the different types of trains that were around at the time. Make comparison statements.  **Key vocab:**  George Stephenson trains The Rocket steam TGV electric |
| **6**  **Was George Stephenson all that significant?** |  |  | - | Debate:  Explore what ‘significant’ means.  Children to decide whether they believe that George Stephenson was a significant individual or not.  **Key vocab:**  significant |