

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History Year: 2

### **NC/PoS: Lives of significant individuals**

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

### **Prior Learning (what pupils already know and can do)**

- ☐ Know the concepts of old and new.
- ☐ Know/awareness of change over time.
- ☐ Know that they live in Warrington in the UK.
- ☐ Know and identify special people in their lives.
- ☐ Know that people have different cultures and beliefs.

### **End Points (what pupils MUST know and remember)**

- Know living memory means people are alive today who can remember the changes/ event.
- Know events can happen beyond living memory and understand this means nobody alive today can remember the event.
- Know that a significant person is someone we remember due to their achievements or way of life.
- Know that we can learn about people from beyond living memory by using a variety of sources.
- Know that significant people will have an impact on our lives today.

(Queen Elizabeth II, Edith Cavell, Walter Tull, Isambard Kingdom Brunel)

### **Key Vocabulary**

Beyond living memory, discovery, trade, significant, nationally, globally, transported, living memory, Cause, consequence, motivation, choices, evidence, demonstration, democracy, biography, autobiography, significant, achievements

Enquiry question: **What impact have significant people from the past had on my life today?**

### **Session1: What is chronology?**

Ensure children have a basic understanding of 'past' and 'present'.

Show the children some photos of different stages of a person's life in a random order (e.g. baby, childhood, adulthood). These could be images from the class teacher's own timeline. How do I know which event came first?

Place the photos in the correct order on a straight line. Explain to children that this line is a timeline.

Introduce the term 'chronological order'. Ensure children understand the earliest event starts at the far left and the far right is modern day.

Discuss how timelines go in chronological order to help us understand when different events happened.

Show children a completed timeline (e.g. photos and years of popular toys through the decades) and ask questions using time vocabulary such as before, after. - What came after....?

Thought shower possible significant, interesting, and amusing events in the children's lives. Pick a few and place in chronological order. Children create their own timeline of their life, placing event in chronological order.

**Key Vocabulary:** time, past, present, chronological order, timeline

## Session 2: **What does famous or significant mean?**

Discuss with the children - What do we mean when we say someone is famous? Do you know someone famous? Why are they famous? Ensure children understand that someone doesn't have to be wealthy to be famous, but have done something interesting, important or unusual.

Do they know someone famous from the past? Why do we still remember them?

Introduce the term 'significant'. Encourage children to discuss someone who is significant to them.

Discuss how someone is historically significant when we remember them for doing something interesting, important or unusual, which can have an impact on lots of other people.

Explore briefly different famous people and explore the reasons for why we know them.

Discuss - how do we know about people and events from the past? Introduce the term 'source'.

Show children images of lots of different sources (diaries, photos, videos, cave painting, artefacts, maps, newspapers) - how could these help us understand the past?

**Key Vocabulary:** famous, significant, source, artefact

### Session 3: **Why was Queen Elizabeth II significant?**

Introduce the terms 'in living memory' and 'beyond living memory'.

Discuss – what is a monarch? Show children images of real British monarchs from different eras. What can we see in these images that tell us these people are royalty? Draw attention to crowns, sceptres, expensive and detailed clothes.

Show children an image of Queen Elizabeth II as a young girl. Do we think this photo is from the past or the present? Why?

Show the children more images Queen Elizabeth II at different ages, including her coronation image. Who do we think this person is? Do you think she lived in living memory or beyond living memory?

Explore how Queen Elizabeth II was significant nationally and globally:

- She was longest reigning British monarch and saw many changes in her lifetime.
- She was head of the Commonwealth.
- ERII signage on post-boxes, stamps and UK coins.
- She oversaw special events such as the opening of parliament, Remembrance Day ceremonies, 2012 Olympics.

Place events from her life on a chronological timeline.

**Key Vocabulary:** monarch, reign, living memory, beyond living memory

#### Session 4: **Who was Walter Tull and what did he achieve?**

Recap the terms 'in living memory' and 'beyond living memory'.

Show two pictures of Walter Tull (one of him in his football kit and one of him wearing his soldier's uniform). What can we deduce from these sources? What was their job? How can we tell that this person lived a very long time ago?

Show an image of Walter Tull in his football kit and a photo of a modern-day footballer - Are the clothes like the clothes footballers wear now? How are they different?

Show an image of Walter Tull in his soldier's uniform and a photo of a modern-day soldier – what is the same? What is different?

Explore Walter Tull's life.

- He was born in 1888.
- He grew up in an orphanage where he developed his love and talent for football.
- He was one of the first mixed-race professional footballers. He played for Tottenham Hotspurs.

Show pictures of men going to enlist during WWI and the Kitchener war poster. Describe briefly the events that led to Walter being sent to war in WWI. Discuss the characteristics and attributes footballers have that would make them good soldiers (strong, healthy, good team players).

- He was the first English black officer to lead white soldiers in WWI.
- He was killed in battle in 1918
- He is celebrated with the memorial at Northampton football ground and was featured on a coin

Discuss how these two events make him doubly significant.

Place him correctly on a timeline in relation to Queen Elizabeth II.

**Key Vocabulary:** significant, memorial, living memory, beyond living memory

Session 5: **Who was Edith Cavell and why is she significant?**

Recap the terms 'in living memory' and 'beyond living memory'.

Show a picture of Edith Cavell in her nurse's uniform - What can we deduce from these sources? What was their job? How can we tell that this person lived a long time ago?

Show an image of Edith Cavell in her nurse's uniform and a photo of a modern-day nurse– what is the same? What is different? (uniform, equipment and gender).

Place Cavell correctly on a timeline in relation to Queen Elizabeth II and Walter Tull.

Explore Edith Cavell's life.

- She was born in 1865.
- Her father was a vicar which influenced her belief of caring for everyone. She cared for her father when he was sick.
- Edith went to Belgium in 1907 where she trained nurses for hospitals, schools and nurseries.
- WWI broke out in 1914 and Germany invaded Belgium. She looked after British and French soldiers as she believed everyone should be cared for.
- She secretly took 200 soldiers out of Belgium. This broke the law, so the Germans arrested her for treason and she died in 1915.
- Edith Cavell is remembered and celebrated with the Edith Cavell Memorial in London and Norwich.

Discuss how Edith Cavell was seen as both a hero and a traitor – what do the children think? Why?

Discuss how many remember Edith Cavell as a hero for saving many lives on both sides.

**Key Vocabulary:** significant, memorial, living memory, beyond living memory

Session 6: **Who was Isambard Kingdom Brunel and what did he achieve? (1806-1859 Engineer)**

Recap the terms 'in living memory' and 'beyond living memory'.

Show a picture of Brunel - What can we deduce from these sources? What was their job? How can we tell that this person lived a long time ago?

Place Brunel correctly on a timeline in relation to Queen Elizabeth II, Walter Tull and Edith Cavell.

Talk about Brunel's significance as an engineer and explore the national and global impacts of his work:

- He was a Victorian engineer. He lived around 200 years ago, during the Victorian age.
- He designed some of the most famous bridges, tunnels, railways and boats in the world.
- He built the first underwater tunnel with his father.
- Brunel designed the Great Western Railway, the Clifton Suspension Bridge, the Box Tunnel (the longest tunnel in the world at the time) and London Paddington Station. All of these are still working today.
- His ship SS Great Britain was the first with a steam-powered propeller. It's now a museum.
- He is considered to be one of the greatest civil engineers of the 1800s. His designs changed the lives of many people.

**Key Vocabulary:** significant, engineer, living memory, beyond living memory

Session 7: **How have significant people impacted your life today?**

Recap key achievements of each person.

Discuss - What impact have significant people from the past had on my life today?

Future learning this content supports:

- Anglo-Saxons and Vikings UKS2
- Conflicts through time UKS2