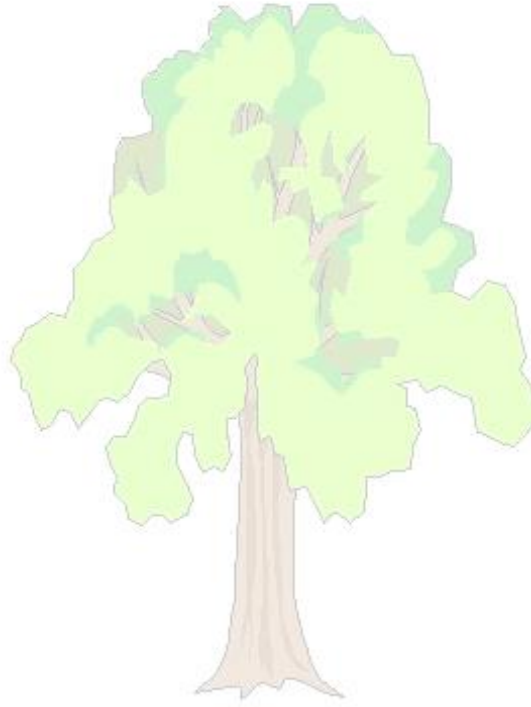


Year 2 History Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
How has air travel changed over time? Progress		Which castle in Kent is the best for protection and why? Monarchy Conflict	What changed because of the Great Fire of London, and why was change needed?	Wealth and Poverty Progress	



Year 2 History Medium Term Plan

Term 1 History – How has air travel changed over time?		
National Curriculum Links	Key Vocabulary	Pupil Offer
<ul style="list-style-type: none"> Changes within living memory Events beyond living memory that are significant nationally or globally (the first aeroplane flight) Lives of significant individuals in the past who have contributed to national and international achievements (Amelia Earhart) Significant people in their own locality (Lilian Bland) 	Transport, propellers, hot air balloon, cockpit, aeroplane, wings, glider, pilot, bicycle, testing, inventions, engine, modern,	Paper aeroplanes

Term 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson Overview including Substantive knowledge	<p>Year 1 Retrieval Titanic and ships</p> <p>What is transport? Which are old, and which are current?</p> <p>Talk about travel, and how children have travelled to different places.</p> <p>Show old and new forms of transport. Discuss the ways they would work e.g. pedals, animal power, steam, etc.</p> <p>Ensure children know that black and white photos are not the best way of identifying older evidence. Provide children with two pictures, who must give reasons why one would be older than the other.</p>	<p>How did people first try to fly?</p> <p>Show video of early flight attempts. What were people trying to do? Does it look easy or hard? Was it amusing?</p> <p>Read KS1 version of Icarus and Daedalus. Do children think it is true? Explain difference between myth and fact.</p>	<p>Who invented the hot air balloon?</p> <p>Show picture of hot air balloon. How do we know this is an old form of transport? Learn timeline of how Montgolfier brothers invented the hot air balloon.</p> <p>Discuss safety – must be operated by professional, distance from fire etc.</p> <p>Children to answer retrieval style questions and the design a hot-air balloon.</p>	<p>Who invented the aeroplane?</p> <p>Share information about the Wright Brothers. Use books in the classroom to enhance. Use role play and pictures throughout to create a timeline of the events leading to aeroplane invention. Does this look like an aeroplane we would use now?</p> <p>Ensure understanding of pilots and their role. Discuss other roles people might have on planes today.</p>	<p>How do aeroplanes work?</p> <p>Introduce a concept cartoon where Sally would like to know how aeroplanes full with passengers and suitcases and fly. Use non-fiction pages to name different parts of the plane and what their role is. Make paper aeroplanes and compare their experience to that of the Wright brothers. Link to science by offering improvements to their aircraft.</p>	<p>Who is Amelia Earhart and why is she important?</p> <p>Introduce name Amelia Earhart and ask children why she might be important to our big question. Read books to find out about her. Play games and quizzes to learn important facts, and then create a timeline for her life and achievements.</p>	<p>Year 1 Retrieval Famous people- Florence Nightingale and Mary Seacole.</p> <p>Who is Lilian Bland and why is she important?</p> <p>Introduce name Lilian Bland and ask children why she might be important to the big question too. Explain the local link, using Google Maps to visualise. Read online information to children, explaining why there are fewer books. Complete activities to learn facts, and create a story board to sequence life events.</p>	<p>Retrieval- Big Question</p> <p>Children to use picture prompts to share what they know about the history of flight. This will include questions about the ordering of pictures e.g. first, last. Children to discuss their answers verbally. Children should also discuss if they'd rather fly now or then, to show understanding of 'progress'.</p>
Disciplinary Knowledge	I can describe life in the past	I can describe life in the past	<p>I can discuss why events in history were important</p> <p>I can discuss important people and places linked to my history topics</p> <p>I can recount the main events from a significant event in history</p>	<p>I can discuss why events in history were important</p> <p>I can discuss important people and places linked to my history topics</p> <p>I can recount the main events from a significant event in history</p>	<p>I can ask questions about the past</p> <p>I can recognise why some events happened</p>	<p>I can discuss important people and places linked to my history topics</p> <p>I can use a wide range of information to answer questions</p> <p>I can sequence using dates</p>	<p>I can discuss important people and places linked to my history topics</p> <p>I can use a wide range of information to answer questions</p> <p>I can sequence using dates</p>	
Organisation and Communication	<p>Then and now sorting, or other sorting forms e.g. car and not-car</p> <p>Green slip explanations</p> <p>Comparison sentences</p>	<p>Seesaw video of story role play</p> <p>Sentences about the past attempts.</p>	<p>Question answers</p> <p>Balloon designs</p> <p>Sentences to describe their dream balloon journey</p>	<p>Class timeline of events</p> <p>Quiz answers</p> <p>Comparison sentences</p> <p>Pilot role play pictures on Seesaw</p>	<p>Annotated plane for parts and purpose</p> <p>Paper aeroplane pictures on Seesaw</p> <p>Speech bubble thoughts and feelings about being present at the first flight.</p>	<p>Timeline of life and achievements</p> <p>Fact file / biography</p>	<p>Story board of life and achievements</p> <p>Fact file / biography</p>	<p>Verbal recording on Seesaw</p> <p>Green slips</p>
Famous People			Montgolfier brothers	Wright Brothers		Amelia Earhart	Lilian Bland	

Term 3 History – Which castle in Kent is best for protection and why?

National Curriculum Links	Key Vocabulary	Pupil Offer
<ul style="list-style-type: none"> Significant historical people and places in their own locality 	Castle, Palace, Turret, Drawbridge, Portcullis, Tower, Flags, Window, Moat, Shield, Knight, Sword, Lance, Dungeon, Suit of Armour, Monarch, King, Queen, Conquer, Protection	Making castle in DT

Term 3	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Overview including Substantive knowledge	<p>How and why were the first castles built? Monarchy and conflict</p> <p>Talk about the battle of Hastings, and how armies needed to move across the country to conquer the rest of the land. Castles were built to help keep the armies safe. Show wooden and stone castles and compare them, before discussing the ease or difficulty of attacking these.</p>	<p>What are the key features that keep a castle safe? Conflict</p> <p>Look at castles hills and discuss advantages. Look at other physical features and discuss advantages. Which is the best and why?</p>	<p>How does the structure of the castle keep it protected? Conflict</p> <p>Discuss differences between Norman castles and medieval castles. What is the same and what is different? Include materials, places and structural. Show example castles, and look at each part of a castle in turn. Can they find it on their castle picture? Play riddle games in pairs to revise the parts before writing their own meanings of the words.</p>	<p>Who was protected by the castles? Who worked and lived there? Monarchy</p> <p><i>Y1 Retrieval</i> Pupils have previously learnt what a monarch is with a focus on Queen Elizabeth II and King Charles III</p> <p>Start by talking about the monarchy, linking specifically with monarchs who lived or visited castles in Kent. Explain that other people would get food, shelter and jobs by living in and near castles. Rank the jobs from easiest to hardest. Whose job would be most important to the monarch?</p>	<p>What protection do Kent castles have? Monarchy and conflict</p> <p>Look specifically at Kent castles. Retrieve information about physical features and the structure to label the different castles. Which castle would be the best for keeping a monarch safe? Why do we need to keep the monarch safe? Debate things that could be done to make the 'weaker' castles better for protection.</p> <p>Retrieval- Big Question Following completion of the lesson, allow children to record answers to these questions in written form. Provide word bank and picture clues.</p>
Disciplinary Knowledge	<p>I can sequence events using dates</p> <p>I can recognise why some events happened</p>	<p>I can identify the different ways the past is represented</p>	<p>I can identify the different ways the past is represented</p>	<p>I can describe life in the past</p> <p>I can discuss important people linked to my history topics</p> <p>I can write simple stories and recounts about the past</p>	<p>I can use a wide range of information to answer questions</p>
Organisation and Communication	<p>Fact sorting grids</p> <p>Comparison sentences</p>	<p>Positive and negatives grid for the different physical features</p>	<p>Glossary of features</p>	<p>Diary entries as people looking after the monarch</p>	<p>labelled Kent castles</p> <p>castle improvement sentences</p> <p>Sentences to answer big question</p>
Famous People				<p>Henry VIII King Charles III</p>	

Term 4 History – What changed because of the Great Fire of London, and why was change needed?

National Curriculum Links	Key Vocabulary	Pupil Offer
<ul style="list-style-type: none"> 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. 	Baker, flames, escape, wooden, firefighter, burning, wealthy, poor, River Thames, ignite, cramped, thatch, market, evidence, prevent	Time capsule – find Samuel Pepys to be detectives and make own.

Term 4	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10		
Lesson Overview including Substantive knowledge	What was life like in 17th Century London? Wealth and Poverty Start by having children ask questions. Show pictures of people and places to highlight wealth and poverty. Children to finish diary entry as person in one of the pictures.	How can we work out why the Great Fire started? Progress Clues given (range of evidence) and children to find out where, when and why fire started. Written answers to these three questions.	What actually happened during the Great Fire? Wealth and Poverty Story of great fire to make class practical timeline. Children to sequence events on own timelines. Discuss what the rich and poor did differently at relevant stages	How can we know for sure of what we know 350 years later? Wealth and Poverty Provide mystery bag of clues. Which clues match the statements we know to be true? Which clues prove who owns the objects? Was this person wealthy or poor?	Why did the Great Fire burn down so many buildings? Progress Use of picture to answer 'I think it started because...'. Compare with book evidence after discussion. Encourage links to now and then. Look at given explanation and write an improved version.	What more could have been done to stop the fire? Progress Fire-fighter role play to discuss methods and their limitations. Which ones do we still use? Should they have used all of them? Statements given to discuss actions of different people, and actions not taken. Who did what? Good or bad choice? Who is to blame?	How did people manage to live through the Great Fire? Wealth and Poverty Discuss and ask questions about the problems people will face. Create freeze frame of people leaving – what made it easy or hard? Would people think these now? Would rich or poor ask different questions?	How did people solve the problems caused? Progress Discuss solutions and what problems they were aimed at. Give solutions in written form and rank these in a diamond nine. Explain why ranked in that way.	How shall we rebuild London? Progress Children to look at the causes one at a time and think of possible solutions. Gather into class list. Children to produce their own plan with annotations to improve a street in London. After evaluation with peers, compare to London now. Which ideas suggested are seen in London now?	Retrieval- Big Question Give before and after pictures of London. Ask children what has changed with the buildings and the streets? Repeat with firefighters and people. Children to be choose their 5 most important changes with a partner, and discuss why these were needed. Ensure that one point includes wealth and poverty.		
	Disciplinary Knowledge	I can ask questions about the past. I can describe life in the past I can identify different ways the past is represented.	I can ask questions about the past. I can recognise why some events happened	I can sequence using dates I can recount the main events from a significant event in history.	I can discuss important people and places linked to my history topics.	I can recognise why some events happened. I can use a range of information to answer questions	I can recognise why some events happened I can discuss important people and places linked to my history topics	I can recognise why some events happened. I can describe life in the past.	I can describe life in the past	I can use a wide range of information to answer questions I can describe life in the past I can discuss why events in history were important		
		Organisation and Communication	Diary entry	Written sentences to answer question stems	Timeline Green slips for rich and poor connections	Green slips for predictions	Written explanation (or sentence for EBI)	Video of role play on Seesaw Green slips for discussions around choices	Drawings / freeze frames Speech bubbles	Explanation sentences Diamond 9	Annotated pictures of London today Speaking and presenting	Present 5 most important to small groups
			Famous People				Samuel Pepys		Lord Mayor King Charles Duke of York			