

History
Year 2

Autumn 1- Pirates

Learning Question	Learning Intention	Impact
What is a pirate? Can you name one?	Children list what they think a pirate is and see if they can name a real pirate. Children will be aware that pirates are not just fiction but fact.	Characteristic features- What makes a pirate?
Who is Grace O'Malley?	Look at information on who she is and what kind of pirate she was. Create a profile for her. Children to plot this on the class timeline. Children are aware of what real pirates are like and can discuss true facts about her.	Historical significance skill- impact of a person in history.
Who is Sir Francis Drake?	Look at information on who he is and what kind of pirate he was. Create a profile for him. Children to plot this on the class timeline. Children can discuss true facts about him.	Historical significance skill- impact of a person in history.
Can you compare Grace O'Malley and Sir Francis Drake?	Use previous research to compare the types of people and pirates they were and what impact they have had through history. Trip to HMS Warrior to see a real life ship and what life would have been like for them.	Historical enquiry- Look at information to give historical comparisons between them.

Autumn 2- Guy Fawkes

Learning Question	Learning Intention	Impact
Can you say who Guy Fawkes is? Do you know why he is famous?	Children will learn through drama who Guy Fawkes was and why he is famous.	Historical significance skill- impact of a person in history.
Can you sequence activities from a historical event?	Look at historical sources of pictures, books, painting, diaries and discuss differences in reliability.	Historical enquiry- Suggest places we could find information about Guy Fawkes. Interpretation- explore ways we find out about the past and how it is represented.
Can you recount the story of Guy Fawkes accurately?	Children write a newspaper article including the events leading to Guy Fawkes' arrest.	Chronology- sequencing events in time and using chronological vocabulary.
Do you empathise with a historical figure?	Children will put themselves in the position of Guy Fawkes and write what they might be thinking.	Characteristic features- Recognise and describe characteristics of Guy Fawkes that show he was alive in the period he was.
Can you describe why we remember him now?	Link Guy Fawkes to Fireworks and how to stay safe on Bonfire night.	Cause and Consequence- Talk about why the Plotters wanted to kill the king and what happens today as a result.

Spring 1- Great Fire of London

Learning Question	Learning Intention	Impact
Can you predict what the event is based on historical artwork?	Identify what they think items are before knowing the topic. This is to increase interest and creativity. Discuss artists impressions of the Great Fire of London artwork and how much information you get from it. Great Fire artefacts from History Centre, Pepys and Evelyn's accounts before/after maps, topic books	Interpretation- explore ways we find out about the past and how it is represented. Historical Enquiry- find out about the past by exploring a variety of sources.
Can you order the events of the Great Fire of London?	Place event on timeline. Retell story orally and create a class picture timeline using the word chronology. Children then create individual picture timelines of the key events.	Chronology- sequencing event/object in time, using chronological vocab
Can you say why the fire spread so far and stayed alight for so long?	Difference between building material/firefighting equipment then and now. Children create houses as homework and then set fire to them in the playground to see what happens.	Change (and continuity)- differences and similarities between ways of life at different times.
Can you explain how historical events have created changes for today?	Look at pictures of London streets before and after fire. Identifying causes of the fire/damage. Exploring changes made when London rebuilt.	Cause and consequence- why people did things why events happened and the results.
How do we know what happened in the Great Fire of London?	Select and review sources that tell particular parts of the story. List the pros and cons for each type of source including eye witnesses, paintings, newspaper reports etc. Books describe the events differently five different numbers for those killed. Paintings are unreliable	Historical enquiry- asking and answering questions, choosing and using sources to show understanding. Interpretation- explore ways we find out about the past and how it is represented.

Spring 2 - Titanic

Learning Question	Learning Intention	Impact
Can you sequence events from a historical event?	Place events on timeline. Retell story orally by picture timeline. Identify link with local history of Southampton.	Chronology- sequencing event/object in time, using chronological vocab
Can you use picture sources to search for evidence? Can you identify similarities and difference between the classes?	Sort and describe how pictures help give us evidence. Record what the pictures tell you. Look at written accounts to aid understanding. Create a list of the differences between the classes using the information researched. Children would give their preference on where they would like to go on the boat.	Historical enquiry- asking and answering questions, choosing and using sources to show understanding.
Can you create a timeline of events? Why did the Titanic sink?	Children order events and highlight key areas as to why the Titanic sank. Select sources that tell particular parts of the story or the journey and/or sinking.	Cause and consequence- why people did things why events happened and the results. Historical enquiry- asking and answering questions, choosing and using sources to show understanding.
How is life different between now and then? How is life different between then and during The Great Fire of London?	Explore a range of Titanic Memorabilia visit Sea City museum in Southampton. Compare to life now. Then a comparison of GFofL time period and the Titanic time period. How are they similar? How are they different?	Interpretation- explore ways we find out about the past and how it is represented. Change (and continuity)- differences and similarities between ways of life at different times.

Year 1

Autumn 2

Learning Question	Learning Intention	Impact
Can you sort objects into different groups? Can you sequence objects in chronological order?	Sort real and old toys/pictures into chronological order. Look at how they change as children grow up.	Chronology- sequencing event/object in time using chronological vocabulary.
Why do you think toys have changed?	Discuss how toys have changed. Why do you think this? Children appreciate some toys have remained largely unchanged over long periods	Change (and continuity) differences and similarities between ways of life at different times
Can you ask appropriate questions to find out information?	Children will become history detectives and will create questions they can ask a parent/carer/grandparent about toys when they were small. Homework: Children carries out interview. Adults artefacts/pictures	Historical enquiry- asking and answering questions, choosing and using sources to show understanding. Interpretation- explore ways we find out about the past and how it is represented.
Can you sort old and new objects?	Use toy box then and now to compare. Discuss how and why toys have changed specifically materials.	Cause and consequence- why people did things why events happened and the results. Historical enquiry-find out about the past by exploring a variety of sources.

Spring 1

Learning Question	Learning Intention	Impact
Can you deduce (use clues) from a picture who someone is?	Thinking activity- slow reveal of a picture of Grace Darling. Create questions at the start of the unit about who she could be and find the answers throughout.	Historical enquiry-asking and answering questions choosing and using sources to show understanding.
Can you compare historical resources and their uses? Can you compare written and pictorial evidence?	Share different places that you may find historical evidence. Compare written and pictorial evidence. Which is good? Which is bad? Why?	Interpretation- explore ways we find out about the past and how it is represented.
Can you sequence the story of Grace Darlings life?	Look at pictures and listen to the story in order to sequence events of story. Look at events on a timeline Drama to re-enact the rescue.	Chronology- sequencing event/object in time using chronological vocabulary
Can you compare females from history?	Compare with Kate Moore, Keeper of Fayerweather Lighthouse. Research why one is more famous than the other.	Change and (continuity)- difference and similarities between ways of life at different times.
Can you compare sea rescues now and in the past?	Look at modern day lifeboats and rowing boats. List similarities and differences. Compare sea rescue now and in past. Impact Grace Darling on RNLI and sea rescues	Cause and consequence- why people did things why events happened and the results. Historical significance- impact of event or person
Can you identify Grace's motivation for the rescue?	Look at the role women usually played Victorian times in sea rescue.	Characteristic features-features of the time period and character studied.

