

Year group: 2	Subject Area: History	Unit 1: A Study of a Famous Event	Subject Leader: A McLoughlin	
Prior linked knowledge	National curriculum objectives		Future linked knowledge	
Study of a famous person who had an impact in the past and today	Events beyond living memory that are significant nationally or globally (for example, The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)		To know other key events through history and the impact they have had	
Notes	Cross-curricular links		Possible hooks/enrichment activities	
	English: stories about the famous event Drama/music: acting out the famous event		Look at objects linked to the event Photographs/ film footage of the event	
Lesson Sequence				
Beyond Living Memory				
Lesson 1 <i>What is the famous event which happened before your grandparents were born?</i> To know what the famous event is and that it happened a long time ago. To know the key events of the story	Lesson 2 <i>How did the era affect the event?</i> To know that the event was affected or caused by the era/time it happened in. To know that the event may not have happened today due to different circumstances	Lesson 3 and 4 <i>What happened that led up to the event?</i> To know that there were key events which led up to the famous event. To know the chronological order in which these happened and why	Lesson 5 <i>Who are the significant people that were involved in the event?</i> To know which people were significant to the event and why. To know if they caused the famous event or were affected by it	Lesson 6 <i>How did the event affect the lives of the people at the time? How did the event affect the lives of children? How does the event impact the lives of people now?</i> To know and understand that the famous event affected the lives of people's lives at the time. To know if effect was positive or negative. To know and understand how the event affected the lives of children. To know that even though the famous event happened in the past, it still has an impact on people's lives today. To know and understand why it has an effect.

Key vocabulary (Specific vocabulary will depend on what the famous event is)				
Famous Before I was born Past	Era Effect Circumstances	Time line Chronological order Events	Significant people King Charles II Samuel Pepys Thomas Farriner	Affects Positive Negative Today/modern times Impact
Key skills throughout the unit				
<ul style="list-style-type: none"> • Sequence events in chronological order and give reasons • Understand that significant event's changed people's lives • Use language such as 'before I was born', 'when I was younger' and use words such as before, after, past, present, then and now • Understand that we learn about history from people's accounts of an event • Answer questions about a specific source • Develop research skills • Use 2 different ways to find out about the past • Explain why eye witness accounts may vary • Understand that time lines can vary in time length 				

Year group: 2	Subject Area: History	Unit 2: Lives of Significant People	Subject Leader: A McLoughlin
Prior linked knowledge	National curriculum objectives		Future linked knowledge
Study a famous person who had an impact in the past and today. Know what it means to be famous.	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.		To know other figures from history and the impact they have had on people's lives
Notes	Cross-curricular links		Possible hooks/enrichment activities
	PSHE: To reflect on a person's life and what lessons we can learn from them. Geography – country and continent the person comes from		Look at objects linked to that person Look at photographs/film footage about that famous person Hot seating activities

Lesson Sequence					
A Study of a Famous Person					
<p>Lesson 1 <i>Who is this person and why are they famous in history?</i></p> <p>To know who the famous person is and why they are famous. To know when this person was born, when they died and where they lived.</p> <p>*Possible famous people could include Christopher Columbus, Rosa Parks, Amy Johnson, Amelia Earhart or Martin Luther King</p>	<p>Lesson 2 <i>What are the key events in the life of that famous person?</i></p> <p>To know the events that happened in that famous person's life. To know the order in which they happened and why they lived.</p>	<p>Lesson 3 <i>How did that famous person impact people around the world?</i></p> <p>To know that the life of that famous person had a global impact. To know and understand what these impacts were.</p>	<p>Lesson 4 <i>How did that famous person and what they did affect different groups of people?</i></p> <p>To know the life and what the famous person did affected did groups of people in different ways. To know and understand which people were affected and why. Emelia Earhart and the women of aviation world then.</p>	<p>Lesson 5 <i>Why can we learn from the actions of that famous person?</i></p> <p>To know that we can learn lessons from the actions of that famous person. To know what these lessons are what they teach us.</p>	<p>Lesson 6 <i>What impacts do famous people have across the generations?</i></p> <p>To know that the lives and actions of famous people can have an impact that last a long time (across generations). To know and give examples of these</p>
Key vocabulary (Specific vocabulary will depend on who the famous person is)					
Born Died Lived	Time line Key events Chronological order	Impact Global	Impact Affect	Lesson 5 Lessons	Lesson 6 Span Generations
Key skills throughout the unit					
<ul style="list-style-type: none"> • Sequence events in chronological order and give reasons • Understand that significant event's changed people's lives • Use language such as 'before I was born', 'when I was younger' and use words such as before, after, past, present, then and now • Understand that we learn about history from people's accounts of an event • Answer questions about a specific source • Develop research skills • Use 2 different ways to find out about the past • Explain why eye witness accounts may vary • Understand that time lines can vary in time length 					

Year group: 2	Subject Area: History	Unit 3: Local History		Subject Leader: A McLoughlin
Prior linked knowledge	National curriculum objectives		Future linked knowledge	
The life of a significant individual from the past who has contributed to national and international achievements	Significant historical events, people and places in their own locality		To know about another significant local individual – Jack Crawford	
Notes	Cross-curricular links		Possible hooks/enrichment activities	
Use of Local History Library@ETR (Sunderland Council) for a factsheet about Harry Watts (History Subject Lead has a copy)	Geography: Locate places linked to Harry on an historical map English: Descriptive writing about being at sea/rescuing people		Visit to Sunderland museum to see Harry's medals Visit to Harry Watt's grave	
Lesson Sequence				
The Life of Harry Watts				
Lesson 1 <i>Who was Harry Watts?</i> Know who Harry Watts was, where and when he was born. Know about his early life – types of jobs that he had as a child	Lesson 2 <i>What was Harry's life like at sea?</i> Know what Harry's job at sea was and the places he travelled to. Know that he saved many lives while at sea and he saved lives working as a rigger in the shipyards.	Lesson 3 <i>What did Harry do when he returned to shore?</i> Know that Harry became a diver and joined the lifeboat service in Sunderland. Know about the other ways Harry saved lives (helped in rescues when County Durham mines flooded and part of the rescue part in the Tay Bridge Disaster).	Lesson 4 <i>How did the people of Sunderland recognise Harry's bravery?</i> Know that Harry was awarded medals. Know that his medals were stolen and thrown in a fire – people of Sunderland paid for replacements. Know the medals are on show at Sunderland Museum. *This can be taught as part of a visit to Sunderland Museum.	Lesson 5 <i>What happened to Harry Watt?</i> Know that Harry wasn't well off in old age. Know he was helped by philanthropist Andrew Carnegie Know when Harry died and where *This can be taught as part of the visit to Sunderland Museum.
Key vocabulary				
East End Mariner Breadwinner Shilling Sixpence Weaver Apprentice sailor	Quebec Drowning Rigger Shipyards	Diver Sunderland Lifeboat and Life Brigade Services Lambton Drops Tay Bridge Disaster	Medals Replacements Sunderland Museum	Philanthropist Hero Fund Legacy

Key skills throughout the unit

- Sequence events in chronological order and give reasons
- Understand that significant events changed people's lives
- Use language such as 'before I was born', 'when I was younger' and use words such as before, after, past, present, then and now
- Understand that we learn about history from people's accounts of an event
- Answer questions about a specific source
- Develop research skills
- Use 2 different ways to find out about the past
- Explain why eye witness accounts may vary
- Understand that time lines can vary in time length