



**Evercreech CofE Primary School**

**History - Year 2**

**Autumn**

**Unit of Work: Remembrance Day**

**Specific NC objectives:**

- Events beyond living memory that are significant nationally or globally.
- Significant historical events, people and places in their own locality.

WEEK	LEARNING OBJECTIVES	ACTIVITY
<b>1</b>	To understand events beyond living memory that are significant nationally and globally.	<p>Briefly discuss how next week is a very important time of year when we have Remembrance Day.            Explain that this week we are going to find out why we have a special day.            Watch Remembrance Day ppt.            And watch:  <a href="http://www.bbc.co.uk/education/clips/zxq2n39">http://www.bbc.co.uk/education/clips/zxq2n39</a>  <i>(Remembrance Day)</i>            Sensitively talk about how in the past we have had terrible wars where people have fought against each other and sadly thousands of people have been killed.            Briefly discuss story of how Poppy Day came about. <i>(covered in more detail next week)</i>            Children record own sentences about what have discussed.            Remind children of Remembrance Services next weekend on the television.</p>
<b>2</b>	To understand events beyond living memory that are significant nationally and globally.	<p><b>Class visit to Wells Museum and Cathedral.</b></p> <p>Recap work done so far on Remembrance Day.            Watch:  <a href="#">The Poppy Story (First Level &amp; up). - YouTube</a>  <i>(Remembrance Day)</i>            Followed by:  <a href="https://www.bbc.co.uk/bitesize/topics/zqhyb9g/articles/z8sssbk">https://www.bbc.co.uk/bitesize/topics/zqhyb9g/articles/z8sssbk</a>  <i>(Life in the trenches)</i>  <a href="#">Conditions in Trenches - Dan Snow's Battle of the Somme - YouTube</a>  <i>(Real life trench)</i>            Discuss above and in pairs children talk about how they would have felt if they'd been in the trenches during WW1  <i>(Drama Opportunity)</i></p> <p><i>If time also watch</i>  <a href="http://www.bbc.co.uk/education/clips/zn6h34j">http://www.bbc.co.uk/education/clips/zn6h34j</a>  <i>(Christmas football match)</i>  <a href="http://www.bbc.co.uk/education/clips/zq9w7ty">http://www.bbc.co.uk/education/clips/zq9w7ty</a>  <i>(Planes and technology used in WW1)</i>    <a href="https://www.youtube.com/watch?v=AGCHK5_2skY">https://www.youtube.com/watch?v=AGCHK5_2skY</a>  <i>Simple Poppy video</i>    <a href="#">CBeebies - Poppies, Poppies (bbc.co.uk)</a></p>

		<i>Simple animation of field/rabbit living through WW1 and then poppies growing.</i>
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3	<p>To understand events beyond living memory that are significant nationally and globally. To relate these events to our local area.</p>	<p>Recap what we have learnt so far about Remembrance Day and WW1. Look at 'Remembrance booklet' detailing WW1 in regard to Yeovil. Discuss. Children to choose 1 part to write about in topic book and illustrate.</p> <p><a href="#">Yeovil War Memorial - Yeovil Town</a> Lists names of people killed in WW1 and 2 on the War memorial in town.</p> <p><a href="#">Yeovil's Virtual Museum, the A-to-Z of Yeovil's History - by Bob Osborn (yeovilhistory.info)</a> Images of war memorial through time.</p>
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4	<p><b><i>TIME ALLOCATION GIVEN TO ART AND DESIGN/TECHNOLOGY - CHRISTMAS PROJECTS.</i></b></p>
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Trips and Enrichment	Wells Museum and Cathedral
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**Evercreech CofE Primary School**


**History - Year 2**

**Spring**

**Unit of Work: Great Fire of London**

**Specific NC objectives:**

- Events beyond living memory that are significant nationally or globally.

WEEK	LEARNING OBJECTIVES	ACTIVITY
1	To learn about events beyond living memory.	<p>Introduce the new topic. Watch <a href="https://www.youtube.com/watch?v=Er3GKw8Z3R4">https://www.youtube.com/watch?v=Er3GKw8Z3R4</a></p> <p>Look at Great Fire of London Timeline ppt. Focus on main sequence of events of 'The Fire of London' and why it broke out.</p> <p>Children to write a simple report of basic facts they have learnt. Prompts: - When/where did the fire start? - What caused the fire? - Were there any fire engines? - How long did the fire burn for? - How was the fire put out?</p> <p><u>Notes for History Video</u> <i>Although the video shows a cat with its tail on fire spreading the fire, people don't really know think this is how it happened. Most believe that Thomas Farrinor forgot to make sure the fire was put out under one of his bread ovens. A tiny spark got caught in a draught/breeze and landed on something wooden in the same room. This caught fire and because houses at that time were made of wood, the fire quickly spread.</i></p>
2	To learn about events beyond living memory. To develop a sense of simple chronology – via sequencing the main events correctly.	<p>Revise what we know to date about 'Great Fire.' Focus on main sequence of events of 'The Fire of London'. Children to sequence pictures of the fires' spread creating their own timeline. Watch; <a href="#">The Great Fire of London live stream: Part 1 - How it began - YouTube</a> <i>6 minutes 01 seconds - 7 minutes 06 seconds</i></p> <p>Video: </p>

3	<p>To learn about events beyond living memory. To be able to explain what changes occurred and why as a result of the Great Fire of London?</p>	<p>Discuss why 'The Great Fire of London' spread so far and for so long. Watch ppt then... <a href="#">How Did The Great Fire of London Start?   The Great Fire: London Burns   Channel 5 #History - YouTube</a> <b>MUST STOP VIDEO at 4min 41sec</b> <i>(inappropriate language)</i> Discuss then ask: "How did they make London a safer city after the GFoL?" and "What makes cities safer from great fires today?" <a href="#">The Great Fire of London live stream: Part 3 - How it changed London - YouTube</a> 9min 28 sec – 11min 02 sec</p> <p>Children work as pairs to record ideas on before/after sheet.</p> <p><b>If Time</b> (<i>Watch as recap</i>) <a href="#">The Great Fire of London Animated History - YouTube</a></p>
4	<p>To learn about events beyond living memory. To develop a sense of simple chronology – via sequencing the main events correctly.</p>	<p><b>Visit from Somerset Museum Service – Great Fire of London workshop</b></p> <p>Write a recount of the museum visit.</p>
5	<p>To learn about events beyond living memory To use their knowledge and understanding of 'The Great Fire of London' to make representations of it.</p>	<p>Recap on what we have learnt about 'The Great Fire of London' to date. Explain that they are going to make their own 3d house on fire Watch: <a href="http://www.bbc.co.uk/programmes/articles/19KLTPs7SJLrfl0Pqq2QJmN/blaze-of-glory-commemorating-great-fire-on-the-thames">http://www.bbc.co.uk/programmes/articles/19KLTPs7SJLrfl0Pqq2QJmN/blaze-of-glory-commemorating-great-fire-on-the-thames</a> Watch ppt about Tudor houses. Demonstrate making a model of the houses using 'a net' Children to make 3D models to represent Pudding Lane during the Great Fire of London.</p>
6	<p><i>Carried on from last week (Double lesson)</i></p>	
Trips and Enrichment	<p><b>Visit from Somerset Museum Service – Great Fire of London workshop</b> Fire service visit</p>	



**Evercreech CofE Primary School**

**History - Year 2**

**Summer**

**Unit of Work: Famous Nurses**

**Specific NC objectives:**

- 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. (*Mary Seacole, Florence Nightingale and Edith Cavell*)

WEEK	LEARNING OBJECTIVES	ACTIVITY
<b>1</b>	To learn about the lives of significant individuals in the past who have contributed to national and international achievements. <b>(Florence Nightingale)</b>	<p>Intro topic via firstly asking children to think about what being famous means.</p> <ul style="list-style-type: none"> <li>- <i>Who do they know?</i></li> <li>- <i>Why are they famous?</i></li> <li>- <i>What other people from the past do they know?</i></li> <li>- <i>Why did they become famous?</i></li> <li>- <i>How do we find out about famous people?</i></li> </ul> <p>Look at a picture of Florence Nightingale.</p> <ul style="list-style-type: none"> <li>- <i>Ask is this person alive now or was alive in the past...how do you know?</i></li> <li>- <i>What is he or she wearing?</i></li> </ul> <p>Show ppt and discuss Florence Nightingale. Show key facts about her on the IWB. Children to retell what learnt about FN in topic books.</p> <p>Watch after lesson: <a href="#">Florence Nightingale - BBC Teach</a></p> <p><a href="#">BBC Watch Magic Grandad - Florence Nightingale - YouTube</a></p> <p><a href="#">Watch: Magic Grandad - Famous People (Florence Nightingale) 1994 - Bing video</a></p> <p>and <a href="#">Florence's Guide To Hand-washing - YouTube</a></p>
<b>2</b>	To learn about the lives of significant individuals in the past who have contributed to national and international achievements. <b>(Mary Seacole)</b>	<p>Introduce Mary Seacole and discuss her role/part in the Crimean War. (<i>See ppt</i>)</p> <p>Watch: <a href="#">Who was Mary Seacole? - BBC Bitesize</a></p> <p>Briefly discuss sim./diff. between them. Children record what they have found out (<i>via Cloze procedure</i>)</p> <p><i>Watch Mary Seacole Video</i></p>

		<p><i>(parts 1, 2 and 3) during story time</i></p> <p><a href="#">The Life of Mary Seacole part 1 (of 3)   The Victorians   BBC Teach - YouTube</a></p> <p><a href="#">The Life of Mary Seacole part 2 (of 3)   The Victorians   BBC Teach - YouTube</a></p> <p><a href="#">The Life of Mary Seacole part 3 (of 3)   The Victorians   BBC Teach - YouTube</a></p> <p><i>Link back to Science work this week on health and medicines.</i></p> <p>Useful website:</p> <p><a href="#">Mary Seacole facts for kids (and Did Florence Nightingale and Mary Seacole ever meet?) (tutor-your-child.com)</a></p>
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3	<p>To learn about the lives of significant individuals in the past who have contributed to national and international achievements. <b>(Edith Cavell)</b></p>	<p>Ask: Who was Edith Cavell? Explain what she did and link to the fact she was a nurse like Florence and Mary. Record key facts about Edith in books. Animation <a href="#">Who was Edith Cavell? - BBC Bitesize</a></p> <p>Same (if above not working) <a href="https://vimeo.com/90374653">https://vimeo.com/90374653</a></p>
4	<p>To understand more about the lives of Florence Nightingale, Mary Seacole and Edith Cavell via a workshop from the Somerset Museum Service.</p>	<p><b>Visit from Somerset Museum Service – Florence Nightingale and Mary Seacole</b></p>
5	<p>To know about the lives of significant individuals in the past who have contributed to national and international achievements. To compare aspects of lives in different periods.</p>	<p>Briefly discuss key facts we have learnt about the three famous nurses this ½ term.</p> <p>Explain that the task today is, in small groups, to pick one of the nurses and prepare a short presentation/fact file about them.</p> <p><i>Remind children that they can use their topic books to help them.</i></p>
Trips and Enrichment	<p><b>Visit from Somerset Museum Service – Florence Nightingale and Mary Seacole workshop</b> Visit from a nurse</p>	

