

Wilbury Primary School History Year 2

	Term 1	Term 2	Term 3	
Unit of work	Mary Seacole/Florence Nightingale	Ernest Shackleton	The Great Fire of London	Weir Hall Road
Link to Programme of study	A study of an aspect or theme in British History that extends pupils chronological knowledge beyond the time period 1800s.	A significant individual in history.	A study of an aspect or theme in British History that extends pupils chronological knowledge beyond the time period 1666. Local Study	Local Study - Significant historical events, people and places in their own locality
Composite knowledge	<p>What changes were made to hospitals and nursing as a consequence of their actions?</p> <p>What were the names of the two nurses who changed the nursing practice?</p> <p>What role did the nurses play in the Crimean war?</p> <p>What is their legacy and impact on nursing today?</p> <p>How have hospitals improved since the 1800's?</p> <p>Substantive Concepts: Achievements (2) Cultural change (1)</p>	<p>Who was Ernest Shackleton and why did he become famous?</p> <p>Where was Ernest Shackleton from?</p> <p>What route did he travel?</p> <p>Substantive Concepts: Achievements (2) Cultural change (1)</p>	<p>Why did the Great Fire of London spread so quickly and how did this affect the future of London?</p> <p>When, where/how and why did the Great Fire of London start?</p> <p>How did Samuel Pepys diary help us understand life during the great fire of London?</p> <p>Why did the fire spread so quickly?</p> <p>How much has London changed over time?</p> <p>What was firefighting like in 1666 and what is it like today?</p> <p>Substantive Concepts: Ruler (3) Achievements (7) Cultural change (6)</p>	<p>How has Weir Hall changed over time?</p> <p>What significance do road names have?</p> <p>How has Weir Hall Road changed over time?</p> <p>What happened to each of the four buildings?</p> <p>How do photos, maps, books and local historians improve our understanding of the local area?</p> <p>Substantive Concepts: Ruler (4) Achievements (7) Cultural change (6)</p>
Intentional knowledge they need to understand (Component knowledge)	<p>Understand Chronology:</p> <p>Timeline of key dates and events in Mary Seacole and Florence Nightingale.</p> <p>Similarity, difference and significance:</p> <p>Mary Seacole and Florence Nightingale</p> <p>Interpreting History through Sources/Artefacts:</p>	<p>Understand Chronology:</p> <p>Timeline of key dates & events in Shackleton's life (see plan)</p> <p>Similarity, difference and significance:</p> <p>How was Ernest Shackleton similar and different to other explorers we have learnt about?</p> <p>Compare explorers:</p> <p>Ernest Shackleton</p> <p>Neil Armstrong</p> <p>Christopher Columbus</p>	<p>Understand Chronology:</p> <p>Timeline of key events from the fire.</p> <p>Similarity, difference and significance:</p> <p>Samuel Pepys, Charles II, Thomas Farynor, Christopher Wren.</p> <p>Interpreting History through Sources/Artefacts:</p> <p>Map of London before and after the</p>	<p>Understand Chronology:</p> <p>-1340 (beyond living memory)- the family of Wyrehalle had considerable property. Wyer-Halle was an ancient mansion</p> <p>-1581 (beyond living memory)- 2nd building marked as Wier Hall on the map</p> <p>-1818 (beyond living memory) -2nd building demolished</p> <p>-Beyond living memory (no date)- The site was moved for the 3rd version of the hall. The house was destroyed by fire</p>

	<p>Photographs of the war, photographs of nurses' uniform, pictures of battle/ Crimean war, pestle and mortar, herbs and scent bag (replica), map of where they were from and Crimea, a concertina lamp (Turkish lamp).</p> <p>NB teach it through drama workshop- brings sources.</p> <p>Black British History on Record: https://www.nationalarchives.gov.uk/black-history/</p>	<p>Mae Jemison</p> <p>Interpreting History through Sources/Artefacts: What can sources tell us about Ernest Shackleton? Picture of Ernest Picture of ship Picture of advert Picture/real compass South pole Map</p>	<p>fire, Museum of London, Paintings, books, extracts from Samuel Pepys's Diary, fire hook, leather bucket.</p> <p>Artefacts: http://www.fireoflondon.org.uk/browse-the-collection/</p>	<p>-Beyond living memory (no date)- The fourth hall was erected in typical Victorian style. The building was used as a school for gentlemen</p> <p>- 1934 (within living memory) - The house was finally demolished and houses erected over the site. Weir Hall Gardens, Derwent Avenue & Pentyre Avenue all cover the site of the house (</p> <p>Similarity, difference and significance: The 4 different versions of the hall and the location of Weir Hall Road today. Why is Weir Hall Road significant?</p> <p>Interpreting History through Sources/Artefacts: Road signs and names Pictures and maps (supplied by The Local History Unit and some information gleaned from the book "Edmonton's Past"</p> <p>Cause and Consequence What led to the next version of the hall being built? Why was Weir Hall Road given it's name?</p> <p>Change and Continuity How has Weir Hall Road Changed over time?</p>
National Curriculum KS1 (skills)	<p>Pupils should learn about:</p> <ul style="list-style-type: none"> ➤ 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. ➤ Significant historical events, people and places in their own locality ➤ Awareness of the past, using common words and phrases relating to the passing of time 			

	<ul style="list-style-type: none"> ➤ Identifying similarities and differences between ways of life in different periods ➤ Use a wide vocabulary of everyday historical terms <p>They should be able to ask and answer questions</p>			
vocabulary	Treatment Medicine Conditions Disease Infection Prejudice Crimean War Supplies Uniform Battlefield British Hotel Soldiers	South pole Compass Expedition, The Endurance Source Historian Past Present Timeline Significant Event	Bakery Pudding Lane Diary Samuel Pepys Modern Evidence Extract Eyewitness Architect Flammable Fire break River Thames	Wyrehalle Wyer-Halle/Wyralls/Goodesters Weir Hall Road Property Site Mansion Owner Demolished Destroyed Moat
Links to prior knowledge	Martin Luther King and the civil rights movement. EYFS: important people (nurses, doctors etc) Christopher Columbus & Neil Armstrong (explorers)	Explorers during Elizabeth I reign	EYFS: people who help us (fire brigade visit)	EYFS: people who help us (fire brigade visit) GFOL
Key knowledge for assessment	Timeline Making comparisons Question pupils about locational knowledge and artefacts. What does significant mean? What were the names of the two nurses who changed the nursing practice? What were the main events? What role did the nurses play in the Crimean war? How do we know? Why is it important to remember Mary Seacole and Florence Nightingale?	Timeline Who is Ernest Shackleton? Where does he come from? When was he born? What did he do during his lifetime?	Timeline Making comparisons – London then and now. Question pupils about locational knowledge and artefacts. How did the GFoL start? How did Samuel Pepys’ diary improve our understanding of the GFoL? What were the main events? What caused the fire to spread so rapidly? How did it affect Londoners? How do we know? What evidence can be used to	Timeline Making comparisons – Wier Hall then and now Which family had considerable property in the 1300s? How many versions of Weir Hall were there? Why are we unsure of what happened to the first building? What happened to the second building? What happened to the third version of the hall? How do we know? What evidence do we have? How was the fire put out? What

			<p>understand the key events? Which cathedral was destroyed during the fire? How long did the fire last? How was the fire put out? What was London like in 1666?</p> <p>Why did the Great Fire of London spread so quickly and how did this impact the future of London?</p>	<p>surrounded it? What use do moats have? What was the fourth building used for? What surrounded it? What has now been built over this site? How do photos, maps and local historians improve our understanding of the local area? What significance do road names have? How did Weir Hall Road get it's name? How has Weir Hall changed over time?</p>
Cross-curricular links	<p>Art – Portraits Role play – acting as nurses Geography – Find and locate countries/ Crimea. D&T- make scent bags</p>		<p>Science – Flammable materials Art – Make houses Geography – Find and locate London, Pudding Lane on a map. D&T- make bread Art – Paintings of London engulfed in flames</p>	<p>Geography – Find and locate versions of Weir Hall and local roads today Science – Flammable materials</p>
Oracy & Outdoor Learning Links	<p>Hot seating Drama workshop Making a battlefield outside Making a British hotel outside from tarpaulin</p>	<p>Talking in trios/ group work collaboration Outdoor fact run Oracy Discussion - Who was Ernest Shackleton and why did he become famous?</p>	<p>Talking in trios/ group work collaboration Drama Hot seating- Thomas Farynor Freeze frame Fluency texts Reading extracts of Diaries as if they are Samuel Pepys. Burying cheese</p>	<p>Talking in trios/ group work collaboration Walk around local streets: Weir Hall Gardens, Derwent Avenue & Pentyre Avenue</p>