

HISTORY MEDIUM TERM PLAN (MTP) YEAR 2 2020: Taught 1st half of each term

HISTORY MTP Y2	Autumn 1: 8 WEEKS	Spring 1: 6 WEEKS	Summer 1: 6 WEEKS
<p><i>Taken from the Year group curriculum map</i></p>	<p>Topic Title: Antarctic Explorers</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> 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. Recall some facts about people/events before living memory. <p>Key Skills:</p> <ul style="list-style-type: none"> Identify different ways in which the past is represented. Look at objects from the past and compare them with modern objects. <p>Chronological understanding</p> <ul style="list-style-type: none"> Describe things that happened to themselves and other people in the past. <p>Key Vocabulary</p>	<p>Topic Title: Mary Anning and David Attenborough</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> 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. Significant historical events, people and places in their own locality. Recall some facts about people/events before living memory. <p>Key Skills:</p> <ul style="list-style-type: none"> Identify different ways in which the past is represented. Explore events, asking questions “which things are old and which are new?” “what were people doing?” <p>Chronological understanding</p> <ul style="list-style-type: none"> Order a set of events or objects. <p>Key Vocabulary</p> <p>Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation,</p>	<p>Topic Title: The Great Fire of London</p> <p>Key knowledge:</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. Significant historical events, people and places in their own locality. <p>Key Skills:</p> <ul style="list-style-type: none"> Identify different ways in which the past is represented. <p>Chronological understanding</p> <ul style="list-style-type: none"> Use a timeline to place important events (eg. Battle of Hastings, Queen Elizabeth and the Spanish Armada) Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. <p>Key Vocabulary</p> <p>Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion, century, long ago, artefact, The Great Fire of London, Samuel Pepys, burn, fire, destruction, disease, death, Pudding Lane, King Charles II, baker, River Thames, diary, firemen, escape.</p>

	Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion, century, long ago, artefact. Robert Scott, historians, medicine, pioneer, evidence, blizzards, journey, emergency, companions, explorers, Antarctica, South Pole, exhausting, sledges.	opinion, century, long ago, artefact, fossils, palaeontologist, Jurassic coast, extinct, dinosaur, skeleton, prehistoric, Mary Anning, David Attenborough .	
Lesson 1	<p>Lesson objective (s): To learn about Robert Scott's journey to Antarctica.</p> <p>Brief outline of main tasks: Introduction to Antarctica. Should Scott and his team have gone to Antarctica. Conscience alley activity. Children list ideas for and against going to Antarctica. (See Twinkl PPT)</p>	<p>Lesson objective (s): To learn about Mary Anning's life.</p> <p>Brief outline of main tasks: Overview of Mary Anning's life. (See Twinkl PPT) Children to make notes on whiteboards. Use notes to create a poster about Mary Anning.</p>	<p>Lesson objective (s): To learn about the Great Fire of London.</p> <p>Brief outline of main tasks: Go through the story of The Great Fire. (See Twinkl PPTs) Why did the fire start? Where did it start? What happened? Why did it end? What were the results of the fire? Why was it called the Great Fire? Give the pupils a list of the events and ask them to list the main events in chronological order cut out and stick in their books. Check the order that they have and that it makes sense or can it be swapped around, look at time vocabulary.</p>
Lesson 2	<p>Lesson objective (s): To create a fact file about Robert Scott's life.</p> <p>Brief outline of main tasks: Look at the story of Robert Scott. Make notes on whiteboards of key info.</p>	<p>Lesson objective (s): To be able to create a timeline of Mary Anning's life.</p> <p>Brief outline of main tasks: Look again at the events of Mary Anning's life. Children cut out key events and place them in order. (See Twinkl PPTs.)</p>	<p>Lesson objective (s): To understand why the fire spread.</p> <p>Brief outline of main tasks: Show the pupils pictures of typical seventeenth-century houses, churches and street scenes. Encourage them to describe the street scene and what the houses are made from.</p>

	<p>Children create a fact file about Robert Scott. (See Twinkl PPT)</p>		<p>Discuss with the children the reasons why the fire spread rapidly and why people took refuge in churches and in boats on the river.</p> <p>Go to http://www.channel4.com/history/microsites/H/history/fire/map.html to see how the fire spread across London.</p> <p>Encourage the children to think about who helps to fight fires today. Explain that there was no fire brigade at the time.</p> <p>Read to the pupils the pages about the Stuarts and fire fighting and discuss any thoughts the pupils have about fire fighting.</p> <p>Give the pupils the cards with reasons why the fire may have spread so easily, ask the pupils to discuss in their groups and put the cards in two groups 'important and not so important' then stick these in their books in that order.</p> <p>Afterwards discuss choices made and give questions such as if it had been raining would there have been a fire? If there was no wind would it have spread so easily?</p>
Lesson 3	<p>Lesson objective (s): To be able to create a timeline of Robert Scott's expedition.</p> <p>Brief outline of main tasks:</p>	<p>Lesson objective (s): To learn about David Attenborough's life.</p> <p>Brief outline of main tasks: Look at the story of David Attenborough. Children write</p>	<p>Lesson objective (s): To learn about Samuel Pepys.</p> <p>Brief outline of main tasks: Discuss with the children what an eyewitness is, and how an eyewitness can help us to know what happened in the past. Show children some pictures of the fire produced at the time.</p>

	<p>Look at what happened on the expedition to Antarctica. Children cut out key events and then place them in order. (See Twinkl PPTs. Combine slides from each)</p>	<p>notes on whiteboards of key info. Children create a fact file about David Attenborough. (See Twinkl PPT)</p>	<p>Help them to recognise those things an eyewitness would see, eg people in boats on the river, the direction of the fire's smoke.</p> <p>Show them a portrait of Samuel Pepys. Tell them who he was, and tell them about him, his work and his diary. Discuss what a diary is, whether it is fact or fiction, and the sort of information people keep in diaries. Why might diaries from the past be useful to us today?</p> <p>Children complete the Samuel Pepys reading comprehension (Twinkl)</p>
Lesson 4	<p>Lesson objective (s): To explore how Robert Scott felt during his journey.</p> <p>Brief outline of main tasks: Recap the story of the expedition. Children pretend they are Scott and write a diary entry for a significant day e.g. Reaching the pole, running out of food.</p>	<p>Lesson objective (s): To explore facts about David Attenborough.</p> <p>Brief outline of main tasks: Complete differentiated comprehension sheets about David Attenborough.</p>	<p>Lesson objective (s): To understand how people felt during the Great Fire of London.</p> <p>Brief outline of main tasks: Recap previous lesson and the diary of Samuel Pepys. Recap the features of a diary. Children to write their own diary entry as an eyewitness to The Great Fire.</p>
Lesson 5	<p>Lesson objective (s): To recap knowledge on Robert Scott.</p> <p>Brief outline of main tasks:</p>	<p>Lesson objective (s): To explore how new animals have been discovered in history.</p> <p>Brief outline of main tasks:</p>	<p>Lesson objective (s): To compare buildings past and present.</p> <p>Brief outline of main tasks: Show children images of London in 1600's. What were the houses built from? Why do you think that the way</p>

	Complete differentiated comprehension sheets about Scott.	Children pretend that they have discovered a new animal/insect/fish. Children write a letter to David Attenborough telling him all about the newly discovered creature. How they found it, where they found it, what they think it should be called etc.	they were built would be dangerous is there was a fire? (close together, over hang the streets, in poor repair) Watch below video clip. https://www.faena.com/aleph/articles/would-you-like-to-fly-over-london-before-the-great-fire-of-1666/ Then look at images of modern London. What are the buildings made of? Why are these materials better? Think about the fire fighting systems we have now. Smoke alarms, sprinklers, fire brigade. Children to compare past and present. Similarities and differences.
Lesson 6	<p>Lesson objective (s): To find out what it would be like to be an Antarctic Explorer.</p> <p>Brief outline of main tasks: What would you take with you? Template Twinkl. Look at pictures from the ppts of the clothes, food etc that Scott took and then discuss what the children would take. Are there any more modern things they would take?</p>	<p>Lesson objective (s): To compare the lives of David Attenborough and Mary Anning.</p> <p>Brief outline of main tasks: The children compare the lives of Mary Anning and David Attenborough. Similarities and differences. E.g. both curious, one interested in long dead animals, other interested in saving animals etc.</p> <p>Children to complete evaluation sheet at the end of the lesson.</p>	<p>Lesson objective (s): To compare changes in the past to changes in living memory.</p> <p>Brief outline of main tasks: The children think about the changes that were made to London when it was rebuilt. Use of bricks, buildings less packed together. (physical changes) Then children think about Covid-19 and the changes to London. Are they physical or social?</p> <p>Children write about how the changes are different. People in 1666 didn't have to change the way they lived their lives just their buildings. People in 2020 have had to change the way they live, go to school, work, socialise etc. Affected whole world, not just London.</p> <p>Children to complete evaluation sheet at the end of the lesson.</p>

Lesson 7	<p>Lesson objective (s): To be able to compare the past and the present.</p> <p>Brief outline of main tasks: Look at images of Scott's expedition and the equipment they took and then compare to all of the modern-day equipment explorers take. E.g helicopters, motorised all terrain vehicles, medicine, phones, computers etc.</p>	Term end	Term end
Lesson 8	<p>Lesson objective (s): To create a poster about an Antarctic expedition.</p> <p>Brief outline of main tasks: Children create a poster advertising an expedition. We need you! Poster to include things like what it will be like and what qualities are needed in someone who wants to go.</p> <p>Children to complete evaluation sheet at the end of the lesson.</p>		

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