

HISTORY MEDIUM TERM PLAN (MTP) YEAR 2 2022: Taught 1st half of each term

HISTORY MTP Y2	Autumn 1: 8 WEEKS Diversity & Global Learning opportunities: Comparing Robert Scott and Ibn Battuta.	Spring 1: 6 WEEKS	Summer 1: 6 WEEKS
<p><i>Taken from the Year group curriculum map</i></p>	<p>Topic Title: Significant people: Robert Scott, Ibn Battuta.</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>Topic Title: Changes within living memory: Kings and Queens, Florence Nightingale.</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. • 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>Topic Title: Events beyond living memory: 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,</p>

	<p>Key Vocabulary</p> <p>Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion, century, long ago, artefact. Robert Scott, Ibn Battuta, historians, medicine, pioneer, evidence, blizzards, journey, emergency, companions, explorers, Antarctica, South Pole, exhausting, sledges, Morocco, deserts.</p>	<p>Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion, century, long ago, artefact, king, queen, monarch, royal, castle, kingdom, family tree, heritage, generation.</p>	<p>fire, destruction, disease, death, Pudding Lane, King Charles II, baker, River Thames, diary, firemen, escape.</p>	
Lesson 1	<p>Lesson objective (s): To be able to create a timeline of Robert Scott's expedition.</p> <p>Brief outline of main tasks: Look at what happened on the expedition to Antarctica. Children cut out pictures of the key events and then place them in order. Role play the events of the journey.</p>	<p>Lesson objective (s): To be able to understand what a monarch is.</p> <p>Brief outline of main tasks: Overview of what a monarch is. Look at the different qualities of a monarch. Children to choose what makes a good or bad monarch and create rules of their own.</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.</p>	
Lesson 2	<p>Lesson objective (s): Write 3 facts about Robert Scott.</p>	<p>Lesson objective (s): To understand some important British Monarchs.</p>	<p>Lesson objective (s): To understand why the fire spread.</p>	

	<p>Brief outline of main tasks: Children hot seat Robert Scott asking about his experience of Antarctica. Using this activity, they write three facts about Robert Scott.</p>	<p>Brief outline of main tasks: Children to look at the British monarchy through time. Children to order the Kings and Queens.</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. 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>Take the children outside to re-create how difficult it would be to have put out the fire with buckets. (Need to paint windows with flames on paper before hand and source buckets from nursery.)</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>
Lesson 3	<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</p>	<p>Lesson objective (s): To compare the lives of Elizabeth I and Queen Victoria.</p> <p>Brief outline of main tasks: Children to look at the lives of Elizabeth I and Queen Victoria. Children to make a fact file comparing the lives of Elizabeth I and Queen Victoria.</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>significant day e.g. Reaching the pole, running out of food.</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 learn about Ibn Battuta's life.</p> <p>Brief outline of main tasks: Children order the events in Ibn Battuta's life on a time line.</p>	<p>Lesson objective (s): To create a timeline of Florence Nightingale's life.</p> <p>Brief outline of main tasks: Children to research Florence Nightingale's life and create a timeline.</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 write a descriptive paragraph.</p> <p>Brief outline of main tasks: Look at images of the desert and discuss what it would have been like to travel through a desert in the 1300's. What would you hear, see, smell, taste.</p>	<p>Lesson objective (s): To compare hospitals before and after Florence Nightingale.</p> <p>Brief outline of main tasks: Children to research hospitals before Florence Nightingale. Children then look at life after Florence Nightingale in hospitals and compare them</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 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/</p>

	Children write a descriptive paragraph about the desert.	noting similarities and differences.	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 write a letter.</p> <p>Brief outline of main tasks: Children to image that they are Ibn Battuta and write a letter to his parents describing his journey.</p>	Knowledge organiser and Assessment.	<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 2020/21 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>	Term end	Term end

	<p>Brief outline of main tasks: Look at images of Scott's expedition and the equipment they took and then compare this to the kind of transport and equipment Battuta would have had for his travels.</p>			
Lesson 8	<p>Lesson objective (s): Evaluation</p> <p>Brief outline of main tasks:</p> <p>Children to complete evaluation sheet.</p>			

Links to support learning:

Darwin (who worked with John Edmondson) - <https://www.stem.org.uk/resources/elibrary/resource/34300/darwins-lookouts-assemblies>