

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10



Year 2 History LTP	Curriculum Driving Concepts		
	Typical Everyday life, Legendary Leaders, Invasion		
	Autumn	Spring	Summer
Unit of work	The Great Fire of London What was the legacy of the Great Fire of London	Space Race What were the challenges people faced in the race to Space?	Local History What is the history of Red Hill?
Values	Friendship and Love How can we rebuild something that has been destroyed? Can something good come from such a tragedy?	Respect and Responsibility Explore how a team has to work collectively, sharing responsibility to ensure a successful outcome. Consider how we should respect all roles in a team.	Perseverance and Hope Edward Elgar composed 'Land of Hope and Glory.' What does this mean and how does it inspire hope?
Link to programme of study	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. Some should be used to compare aspects of life in different periods	Significant historical events, people and places in their own locality.

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<p>What we need to know Red Hill Riches</p>	<p>There had been a drought and fire could spread easily in the dry city.</p> <p>Houses were made of wood and straw, and built very close together. This caused fire to spread quickly.</p> <p>There was no fire service at this time, and so people would have used buckets and water squirts to put the fire out.</p> <p>We know about the fire from Samuel Pepys' diaries, artists' paintings and other primary sources.</p> <p>The fire started in Thomas Farriner's bakery in Pudding Lane in 1666. It lasted 5 days from 2nd September to 6th September.</p> <p>Events are plotted chronologically on a timeline</p>	<p>The Apollo 11 mission took place from July 16–24, 1969.</p> <p>Neil Armstrong landed on the moon on July 20th, 1969.</p> <p>The Russians and Americans were in a race to be the first on the moon.</p> <p>Katherine, Dorothy, Mary and Christine were all crucial in 'The Space Race' due to their math work at NASA</p> <p>Travel has progressed from the Wright Brothers in 1903 who made the first powered flight.</p>	<p>Red Hill was built in 1896 and has changed over time.</p> <p>1642 – 1651 the English Civil War was taking place.</p> <p>Worcester City had walls and gates to separate them from other towns and cities</p> <p>There are still remnants of these walls in areas of Worcester. (City Walls Road, Foregate Street, Gate House bridges)</p> <p>Edward Elgar was a British, classical composer who lived locally and was born in 1857. He composed Land of Hope and Glory</p> <p>A statue of Edward Elgar been created to commemorate him</p>
<p>Links to prior knowledge (footprints)</p>	<p>How to locate/plot a historical period on a timeline using</p> <p>That houses, travel and lifestyles were different many years ago.</p> <p>Why some events and people are considered significant.</p> <p>Where London is (geography)</p>	<p>How to locate/plot a historical period on a timeline.</p> <p>How individuals have the power to leave a lasting legacy and give hope and aspiration to others.</p> <p>That we can learn from events in the past.</p> <p>That travel has changed significantly over the years from the Wright Brothers to flights in space.</p>	<p>How to locate a historical period on a timeline.</p> <p>What a legacy is.</p> <p>How individuals have the power to leave a lasting legacy and give hope and aspiration to others.</p>

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Cross curricular opportunities	<p>Literacy: Diary entry/letter</p> <p>Science: materials and their properties</p>	<p>Literacy: News report/letter/diary</p> <p>PSHCE – Equality and diversity</p>	<p>Literacy: Information text</p> <p>Music: Listening to and evaluating music of Edward Elgar, identifying instruments.</p>
Vocabulary	<p>Cause, effect, fire, spread, Samuel Pepys, London, King Charles II, Tudor, fire service/brigade, building regulations, Thomas Farriner, Thomas Bludworth, St. Paul’s Cathedral, legacy</p>	<p>space, Solar System, planets, gravity, Neil Armstrong, segregation, women’s rights, Yuri Gagarin, sputnik, Dorothy Vaughan, Mary Jackson, Katherine Johnson, Dr. Christine Darden</p>	<p>Edward Elgar, legacy, composer, orchestra, chorus,</p>
Excellence Enjoyment Everyone Everything	<p>Excellence--Identifying resilience and achievements of individuals. We can all achieve excellence if we show resilience.</p> <p>Enjoyment--Recreating a fire as memorable learning experience to understand how fire spreads</p> <p>Everyone --Empathising with individuals who have experienced events.</p> <p>-Celebrating community efforts and collaboration.</p> <p>-Exploring values and motivations of individuals.</p> <p>Everything-- Know that tragedies have taken place across history and that we can rebuild a positive future.</p> <p>-</p>	<p>Excellence Exploring values and motivations of individuals. Exploring the resilience of individuals. Raising aspirations for careers in Space</p> <p>Enjoyment--Opportunities to explore careers in space and in the influence women can on the future of science where it was historically a male role.</p> <p>Everyone --Celebrating community efforts and collaboration.</p> <p>-Challenging diversity.</p> <p>Everything-- Know that Florence Nightingale and Mary Seacole faced adversity and made a difference to medicine for the future.</p>	<p>Excellence--Celebrating the excellence of individuals throughout history in our local area and inspiring us to achieve the same.</p> <p>Enjoyment --Memorable trip around Worcester to recognise significance of our local area</p> <p>-Being proud of our local history</p> <p>Everyone --Exploring values and motivations of individuals. Considering what we can learn from others.</p> <p>Everything-- Know that our local area is considered historically significant.</p>
Disciplinary Knowledge	<p>Sources and evidence</p> <ul style="list-style-type: none"> To be able to identify and explore a number of representations of the past. Start to explore that the nature of sources will differ depending on time period covered. With growing confidence, use different representations of the past to ask and start to answer historical questions. 	<p>Sources and evidence</p> <ul style="list-style-type: none"> To be able to identify and explore a number of representations of the past. Start to explore that the nature of sources will differ depending on time period covered. With growing confidence, use different representations of the past to ask and start to answer historical questions. <p>Change and continuity</p>	<p>Sources and evidence</p> <ul style="list-style-type: none"> To be able to identify and explore a number of representations of the past. Start to explore that the nature of sources will differ depending on time period covered. With growing confidence, use different representations of the past to ask and start to answer historical questions. <p>Change and continuity</p>

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	<p>Change and continuity</p> <ul style="list-style-type: none"> To be able to identify how key elements of housing, fire brigades have changed since significant events covered. <p>To identify similarities and differences</p> <ul style="list-style-type: none"> To compare people's experiences of significant events. <p>Cause and consequence</p> <ul style="list-style-type: none"> To begin to think why changes have been made since significant events. <p>Historical significance</p> <ul style="list-style-type: none"> To start linking the impact key events and people have had with the term historically significant. <p>To understand chronology</p> <ul style="list-style-type: none"> To know the dates of key events and the impact of significant people studied. With support, to be able to locate the dates of key events on a historical timeline. To be able to use recently, before, after, now, later.to describe some changes over time To know that UK and England have been ruled by kings and queens for many years. To know what the word nation means. To be able to physically sequence some events from key events and significant figures. 	<ul style="list-style-type: none"> To be able to identify how space travel has changed <p>To identify similarities and differences</p> <ul style="list-style-type: none"> To compare people's experiences of significant events. <p>Cause and consequence</p> <ul style="list-style-type: none"> To begin to think why changes have been made since significant events. <p>Historical significance</p> <ul style="list-style-type: none"> To start linking the impact key events and people have had with the term historically significant. <p>To understand chronology</p> <ul style="list-style-type: none"> To know the dates of key events and the impact of significant people studied. With support, to be able to locate the dates of key events on a historical timeline. To be able to use recently, before, after, now, later.to describe some changes over time To be able to physically sequence some events from key events and significant figures. 	<ul style="list-style-type: none"> To be able to identify how the city of Worcester has changed over time <p>To identify similarities and differences</p> <ul style="list-style-type: none"> To compare people's experiences of significant events. <p>Cause and consequence</p> <ul style="list-style-type: none"> To begin to think why changes have been made since significant events. <p>Historical significance</p> <ul style="list-style-type: none"> To start linking the impact key events and people have had with the term historically significant. <p>To understand chronology</p> <ul style="list-style-type: none"> With support, to be able to locate the dates of key events on a historical timeline. To be able to physically sequence some events from key events and significant figures.
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