

LSP History Curriculum Overview: Year 2

Phase/ Year Group	History Unit	Prior Learning	Historical Knowledge: Key Questions	Vocabulary	Historical Concepts and Skills	Enrichment and Engagement Activities
2	The Gunpowder Plot	The Great Fire of London	<p>NC: events beyond living memory that are significant nationally or globally</p> <ol style="list-style-type: none"> 1. Why do we celebrate Bonfire Night? 2. Who was Guy Fawkes? 3. What was The Gun Powder Plot? 4. What went wrong with the Plot and how do we know? 5. Why do we ‘Remember, Remember, the 5th November’? 6. How do we celebrate Bonfire Night today? 	Parliament The Gunpowder Plot London Explosives Guy Fawkes Bonfire Evidence Research Historian King James Catholic Protestant Secret Plotters Traitor Treason 5 th November 1605 Robert Catesby	<ul style="list-style-type: none"> • Cause and consequence • Evidence • Interpretation • Historically-valid questions • Create own structured accounts 	<p>Learn poetry together: ‘Remember, Remember the 5th November...’</p> <p>Making ‘Guys’.</p> <p>Children create and perform puppets shows about The Gunpowder Plot.</p> <p>Children play the role of detectives that have to find evidence to back up statements that have been made about the Gunpowder plot. They are given responsibility for a range of statements and work in pairs to find evidence that backs up the statements they have been given. They do this using the gallery approach, whereby 19 key images are placed around the room. Using clipboards and recording sheets, they set off to hunt down the images that match the statements. LINK: https://www.keystagehistory.co.uk/keystage-1/the-gunpowder-plot-prove-it-using-a-gallery-of-images-2/</p> <p>‘Firework’ art</p> <p>Conscience Alley- children to debate The Gunpowder Plot- those for and those</p>

						against must try to persuade a 'judge' that Guy Fawkes was either a 'hero' or a 'villain'.
2	Comparing the lives of two significant individuals: Mary Seacole and Florence Nightingale	How has [school location] changed?	<p>NC: the lives of significant individuals in the past who have contributed to national and international achievements</p> <ol style="list-style-type: none"> 1. Who was Florence Nightingale and when did she live? 2. How successful was Florence Nightingale at Scutari Hospital? 3. Who was Mary Seacole and when did she live? 4. How did Mary Seacole improve the lives of soldiers during the Crimean war? 5. What are the similarities and 	<p>Florence Nightingale Born: 12th May 1820 Died: 13th August 1910</p> <p>Mary Seacole Born: 23rd November 1805 Died: 14th May 1881 Female Nurse Chronological Crimea Crimean War Turkey Scutari Hospital Patients Chamber pots Soldiers Timeline</p>	<ul style="list-style-type: none"> • Evidence • Interpretations • Cause • Change • Similarity/ difference • Significance 	<p>BBC 'True Stories': https://www.bbc.co.uk/teach/class-clips-video/true-stories-florence-nightingale/z68fcqt</p> <p>Fact finding- children to Google each character and try to find out information about each. Then share the facts found to create a group mind - map about each character.</p> <p>Role play- think of questions to ask various characters from the time - children or adults can role play these characters and answer the questions.</p> <p>In English, write a diary extract or letter home as Mary Seacole and/or Florence Nightingale.</p> <p>Create and film a documentary style report: 'A day in the life of.....' [Mary Seacole and/or Florence Nightingale].</p> <p>Children can look at/create a 'job description' of being a nurse at that time and discuss how each character met these 'requirements'. They can then discuss the</p>

			differences between Florence Nightingale and Mary Seacole? 6. How were their beliefs different to other nurses at that time?			similarities and differences of the two women.
2	Isambard Kingdom Brunel and Bristol	<i>YR1 NC: significant historical events, people and places in their own locality- How has [school location] changed?</i> <i>YR2 NC: the lives of significant</i>	NC: significant historical events, people and places in their own locality, the lives of significant individuals in the past who have contributed to national and international achievements 1. Who was Brunel and when did he live? 2. Why do we remember Brunel? 3. How did he build the Thames Tunnel?	Isambard Kingdom Brunel Born: 9 th April 1806 Died: 15 th September 1859 Inventor Engineer Transport Travel Victorian Era SS Great Britain Great Western Railway Thames Tunnel Bridges Clifton Suspension Bridge	<ul style="list-style-type: none"> • Evidence • Interpretations • Cause • Change • Similarity/ difference • Significance 	Educational Visit: SS Great Britain, Suspension Bridge Harry Cadwallar- dresses up as and role plays stories with the children about the life and achievements of Brunel. 'Cadcharacters': http://cadcharacters.co.uk/about BBC 'True Stories': https://www.bbc.co.uk/teach/class-clips-video/true-stories-isambard-kingdom-brunel/zjrtvk7 Using the evidence gathered from trips/videos/ storytelling, children use biographical sources to find out more about Brunel, his life and his achievements. The information collected could be used to create an autobiography or collection of memoirs. Children devise and script a play about Brunel, each choosing a part of his life to

		<p><i>individuals in the past who have contributed to national and international achievements- Comparing the lives of Mary Seacole and Florence Nightingale</i></p>	<p>4. What problems did Brunel face when designing the Great Western Railway? 5. Why was the SS Great Britain so important? 6. What is so spectacular about the Clifton Suspension Bridge?</p>			<p>act out. These could then be put in chronological order to perform.</p> <p>“Which of Brunel's achievements was the greatest?” The class could debate the question and take a vote.</p>
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