

HISTORY SCHEME OF WORK – YEAR 2

Statutory requirements (National Curriculum)	Leighton essentials	Suggested activities
<ul style="list-style-type: none"> - Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 	<p>Railways – aspect of change in local and national life (linked to local area of Crewe) (spring)</p> <p>Key Vocabulary Focus: Year 2 Please put a copy in children’s books to keep adding to and add another copy on class washing line.</p> <p>Timeline Artefact Museum Monarch Reign Parliament Democracy</p>	<ul style="list-style-type: none"> • timeline of trains • Compare 2 artefacts. 1 image from a coal wagon pulled by horses (pre 1825) and another image from Steam engines pulling coal wagons (post 1825). Describe similarities and differences. • Ask the children to imagine that they live in 1830 and the railway between Liverpool and Manchester has just opened. With your family, you are going to travel on a steam train for the first time. How are you feeling? What will you see on your journey? Model to the class how they could start their writing, e.g. ‘The train pulled into the station and I have never seen such a thing! There is steam billowing from the top of the train....’ The children can then write their own accounts of what they think may have happened on their first steam train ride in 1830. • To compare and contrast images from the past and now of Crewe railway station. To write sentences about each using the language of ‘In the past...’
<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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil 	<p>British Fire Service : George Arthur Roberts</p> <p>A comparison of the following monarchs: Queen Elizabeth I/Queen Victoria/Queen Elizabeth II (monarchy, democracy, parliament) (summer)</p>	<ul style="list-style-type: none"> • Timeline of George Arthur Robert’s life. • Use key words (front sheet) to discuss their meaning and how they relate to George Arthur Robert’s life and achievements. • Mini biography of George Arthur Robert’s life. • Create a timeline of George Stephenson’s life adding in the years. 4 events. • Vocabulary work around the monarchy. • Sorting images of the current royal family. • Hot seating drama activity being a monarchy. Look at rule – what rules would you create if you were the monarch? • Timeline of significant monarchs from British history. • Focus on Queen Victoria’s family tree. Comparison to current royal family and the child’s own family tree.

Autumn Term

Spring Term

Summer Term

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<p>Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>		<ul style="list-style-type: none"> • Look at food from Queen Elizabeth’s reign. What would she have eaten at her coronation? Compare to the banquet food of Queen Elizabeth 11. Compare and contrast the food eaten by the rich and poor people.
<p>- Significant historical events, people and places in their own locality</p>	<p>Railways – aspect of change in local and national life (linked to local area of Crewe) (spring)</p>	<ul style="list-style-type: none"> • Timeline of Crewe Railway Station. Looking at the key events of this significant local building. • Timeline of Crewe and looking at historical maps, including aerial maps. • The life and events of George Stephenson (create a poster advertising the Rocket). • Development of Crewe from a village to a large town. • Look at how trains change people’s lives.
<p>- events beyond living memory that are significant nationally or globally</p>	<p>A study of events beyond living memory (Focus on The Great Fire of London and Nantwich) (autumn)</p>	<ul style="list-style-type: none"> • Looking at artefacts from the Great fire of London. • Creating a class timeline of the Great Fire of London. • Roleplay arounds what life would have been like in London during the Great Fire. • Visit to Nantwich Museum – comparison of The Great Fire of London and the Great Fire of Nantwich. • Become Tudor History Detectives and go on a tour of the town of Nantwich. • Follow the course of the Fire of Nantwich and consider why a fire broke out in Nantwich. • Handle and investigate a selection of replica Tudor artefacts, try costumes and take part in a role play activity around putting out the fire using a replica fire truck artefact and leather buckets. • Discuss materials and why they were susceptible to fire • Practise writing in the style of the Tudors using replica quills

Autumn Term

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