

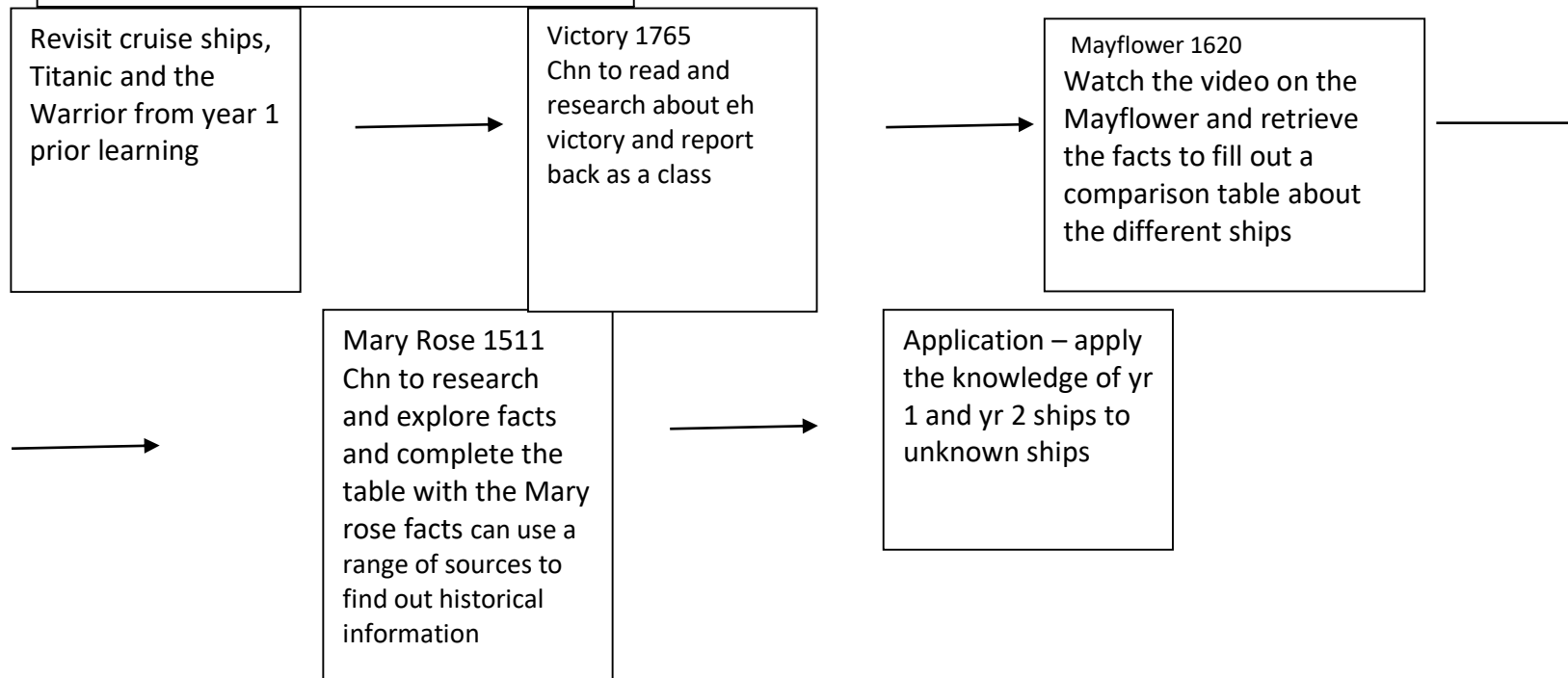
National curriculum:

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of the time
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods
- They should use a wide vocabulary of everyday historical terms
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand features of events
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Pupils should be taught changes within living memory, Significant events beyond living memory, significant historical events, people and places in their own locality,

Vocabulary:

Cruise, Titanic and Warrior year 1 ... Victory, Mayflower then Mary Rose last Year 2
3 sessions each year group – chronology – time elapsing – 1 lesson on each one and plot on timeline how **ships** have changed how port has changed over time. Compare ships – power, size, look, food, classes, cost etc. plotted on timeline – year 1 timeline to be added to in yr 2

Snapshot overview



History Medium Term Planning

Year Group: 2

Term:

Summer

Topic: Ships

	Learning Objective	Input (including key questions and vocabulary)	Task including scaffold and challenge	How will the learning be assessed?
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 1</p>	<p>I can sequence events in history</p> <p>I can describe how ships have changed over time</p> <p>I can use historical knowledge to predict</p>	<p>Short session: recap from year 1</p> <p>Refer back to timeline from year 1 with the ships on – when did they set sail and what do we know about</p> <p>What do we already know about ships and ships of the past? What ships can we name from the past and how have they changed over time? Remind children of the names Titanic, Harmony of the Seas and the Warrior from year 1. Can they put them in chronological order? How do they know they are in the correct order – what has changed about ships?</p> <p>Have pictures of the inside and outside of these ships and other ships of a similar time and ask children to thought shower in groups how ships have changed over time – thinking about power, size, passengers, class, amenities, safety, bedrooms.</p> <p>Feedback as a class – how ships have changed over time. Discuss how we will be going back further in time before the Warrior to see how ships were then.</p> <p>Plenary: Share with the children that the Warrior set sail in 1860 and in the next session new will be looking at the Victory that set sail in 1765. Discuss these years on a timeline the difference between the numbers and how many years there are between these two ships. Based on this, and their existing knowledge of how ships have changed from the Warrior to now.... Can children write a prediction of what they think the Victory will be like</p> <p>Challenge: why do they think this?</p>	<p>Support for discussions – pictures with key words on for chn to access and use</p> <p>Chn to work in mixed ability groups to thought shower how these ships changed over time thinking about power, size, passengers, class, amenities, safety and bedrooms. Challenge to use technical vocab</p> <p>Plenary: chn to come up with a prediction based on existing historical knowledge – scaffold with writing frames and key words. Challenge why do they think this?</p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 2</p>	<p>I can use a range of sources to find out historical information</p>	<p>Recap yesterday's learning and refer back to the timeline</p> <p>Starter: have lots of pictures/information/chrome books with websites about the Victory on the tables. (e.g. https://www.hms-victory.com/history https://www.royalnavy.mod.uk/news-and-latest-activity/features/trafalgar-day/hms-victory https://someinterestingfacts.net/facts-about-hms-victory/ https://www.militaryfactory.com/ships/detail.asp?ship_id=HMS-Victory https://www.youtube.com/watch?v=8yWH_CxIMaQ – this could be watched as a class</p> <p>Encourage chn to read/watch/look at the information and write a list of facts about the Victory – 20 mins</p> <p>Feedback findings as a class – what did we find out about the Victory. Think about what it was made out of, what it was used for, who was on the ship, size, speed, how it moved etc. As a class write a list of facts about the Victory. Add the victory to the school timeline.</p> <p>Plenary: Compare the HMS warrior and the HMS victory – https://www.nationalhistoricships.org.uk/register/501/hms-warrior will support chn reminding them of facts about the Warrior. Lead discussions towards..... both similar internally even though 100 years apart. HMS Warrior built from iron and steel with a steam engine. Warrior therefore would have been faster. Gun decks larger on the Warrior, more space and better lit on the Warrior. Both still have crew eating on tables and sleeping in hammocks above guns. Victory – 3500 tonnes of wood, warrior 9500 tonnes of steel and wood</p>	<p>Chn to watch/read/retrieve facts about the ship and record them in a list</p> <p>Support – given fewer sources or simplified sources, given key words and pictures to match</p> <p>Challenge – give more detail to the facts retrieved</p>	
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I can use a range of sources to find out historical information

Recap previous learning from yesterday – refer to the timeline and discuss where the ships go on the timeline Introduce this table – the facts for the Warrior and Victory should have already been discussed in the previous two sessions and will just need recapping for the purpose of this session. Give every child a table like this and introduce the Mayflower – show pictures and plot this ship on the timeline. Encourage a discussion based on the pictures – can we fill in the table with any information just from looking at the pictures (e.g. made out of wood, sails)

AS a class watch <https://www.youtube.com/watch?v=w59TkoL-tZY> and pause at regular intervals discussing what can be filled in on the table about the Mayflower.

	Warrior 1865	Victory 1765	Mayflower 1620	Mary Rose 1511
Materials	Iron and steel	Wood		
Powered by	Steam engine	Rigged sail ship		
Decks	Larger gun decks – more light and space	Smaller gun deck		
Passenger	All men 706	821 men		
Size	420ft	227ft		
Speed	26km/hour	Up to 20km/hour		

Plenary: in groups answer the question – How do ships change the further back in time we go? Encourage mixed ability group discussions and then feedback as a class

Each child to have a table to fill in whilst watching the video.

Support – LSA to work with group to support answers and discussions

Challenge – give chn a blank table to fill out their own information about the ship

Plenary: mixed ability groups to support scaffold and challenge. Chn to answer the question. Encourage them to use the vocab from the table/prior knowledge

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 4</p>	<p>I can use a range of sources to find out historical information</p>	<p>Recap previous learning – refer back to the timelines and the previous day’s table. What do we know about ships from the past? How do ships change over time?</p> <p>Introduce the year 1511 – link this to Henry VIII and what we already know about life during that time. Discuss what life was like, what buildings etc were like. How might this link to what the ships were like? Using prior knowledge encourage chn to discuss what ships in that time may have been like and encourage them to justify their answer with technical vocab and knowledge from previous sessions.</p> <p>Introduce the Mary Rose 1511. Show pictures https://maryrose.org/ship-gallery/1/ What do they think of the ship? How does it compare to the others? Put it on the class timeline .</p> <p>Have a range of resources (the following webistes are helpful for this - http://www.bbc.co.uk/history/british/tudors/mary_rose_01.shtml https://maryrose.org/about-the-mary-rose/ https://www.britannica.com/topic/Mary-Rose-English-warship https://www.historyextra.com/period/tudor/mary-rose-facts-henry-viii-flagship-portsmouth-solent-when-sink/</p> <p>On the table for chn to read and explore. Can they use them to independently fill out the table column named the Mary Rose</p> <p>Plenary: feedback as a class. Use their tables to discuss how the ships compare. What has happened to ships over time? How have they changed and how do we know? Which ship would we prefer to be on and why?</p> <p>Comparison - https://jakob.engbloms.se/archives/2147</p>	<p>Chn to go off to tables and work in groups to retrieve facts and fill out the rest of the table for the Mary rose section.</p> <p>Scaffold – could work as a group together with an adult supporting or have simplified facts/sheets on their table</p> <p>Challenge: what else can they add to their table?</p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 5</p>	<p>I can apply historical knowledge</p>	<p>Recap all of the ships from year 1 to now - mix up the ships (cruise ship, Titanic, Warrior, Victory, Mayflower and Mary Rose) and sequence them – can the chn remember the dates too? How have these ships changed over time? What is different about ships today compared to ships in the past. Class discussion and feedback.</p> <p>Today we will be applying the knowledge we already have about how ships have changed to have a go at seeing if we can date other ships we have not seen.</p> <p>Have prepared pictures of different ships over time with their name on the front and the year they set sail on the back.</p> <p>Model this as an example: show the HMS Britannic – discuss the features of the outside of the ship and hold up the pictures to the pictures of the ships we have taught. Describe the thought process of what it is similar and different too and model placing it on the ship timeline (e.g. between the titanic and the cruise ships). Model then turning it over to see if you were correct.</p> <p>Give chn the timeline of the taught ships for their tables. Give them a pack of other ships that also set sail within these timeframes. Ask the children to have a discussion about where each ship should go on the timeline and why. Encourage them to justify by comparing and contrasting to the ships they have already been taught – using technical vocab. Each table to end up with a timeline on their table of the different ships.</p> <p>Plenary: walk round and compare timelines – then reveal answers. Who was correct and why. What knowledge did they have to use to find the correct answers? What historical clues are there?</p>	<p>Give chn the timeline of the taught ships for their tables. Give them a pack of other ships that also set sail within these timeframes. Ask the children to have a discussion about where each ship should go on the timeline and why. Encourage them to justify by comparing and contrasting to the ships they have already been taught – using technical vocab. Each table to end up with a timeline on their table of the different ships.</p> <p>Challenge: instead of a picture of the ship chn could be given facts about materials, speed, passengers, cost, length etc and work out from there where the ship would go on the timeline</p>	
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This topic could be completed in one day.

Impact:

To be able to retrieve information from a range of historical sources

To be able to give 3 reasons how ships have changed over time

To be able to compare two ships from different times and explain the similarities and differences

To be able to apply historical knowledge in a new context (ships)

Session 5 example ships that could be used

Cruise ship 2020	Adriana 1972
Titanic - 1912	HMS Britannic 1914
Warrior 1860	Cutty Sark 1869 SS Great Britain 1843
Victory 1765	HMS reserve 1704
Mayflower 1620	
Mary rose 1511	La Santa Maria 1492