

Subject: <b>History</b>	Year group: <b>Year 2</b>	Topic: Lives of significant people beyond living memory: Nurses - Mary Seacole and Florence Nightingale.	<b>Initiation &amp; activation activities:</b> <b>Cultural Capital</b> During the pandemic there were many adults who helped to keep us all safe. Nurses were a profession who kept us safe. This half term we are going to learn about significant nurses.
<b>Prior knowledge required:</b> Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.		<b>Key Vocabulary:</b> before I was born, when I was younger, before/after, past/present, then/now, sequence, chronological order, earlier, later, local area, historical event, when grandparents were young, Britain, parliament, older person, source, research, succeed/succession, recent history <b>Challenging Vocabulary:</b> locality, democracy, eye-witness account <b>Topic Specific Vocabulary:</b> Florence Nightingale, Mary Seacole	
<b>Programme of Study</b> Pupils should be taught about: <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally</li> <li>• 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</li> <li>• significant historical events, people and places in their own locality.</li> </ul>			
Implementation:	Impact –lesson sequence:		Evaluations and assessments:
<b>Chronological understanding</b> <ul style="list-style-type: none"> <li>• Can they use words and phrases like: before I was born, when I was younger?</li> <li>• Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning?</li> <li>• Can they use the words ‘past’ and ‘present’ accurately?</li> <li>• Can they use a range of appropriate words and phrases to describe the past?</li> <li>• GD – Can they sequence a set of objects in</li> </ul>			

chronological order and give reasons for their order?

- Can they sequence events about the life of a famous person?

#### **Knowledge and interpretation**

- Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?
- Can they explain why Britain has a special history by naming some famous events and some famous people?
- GD - Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?
- Can they explain why someone in the past acted in the way they did?

#### **Historical enquiry**

- Can they answer questions by using a specific source, such as an information book?
- Can they research the life of a famous Briton from the past using different resources to help them?
- Can they research the life of someone who used to live in their area using the Internet

<p>and other sources to find out about them?</p> <ul style="list-style-type: none"> <li>• GD - Can they say at least two ways they can find out about the past, for example using books and the internet?</li> <li>• Can they explain why eye-witness accounts may vary?</li> </ul>		