

Year Two: History

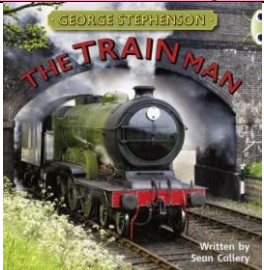
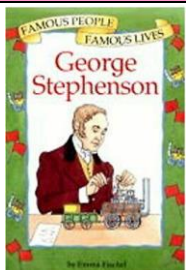
The lives of significant individuals in the past who have contributed to national and international achievements

Enquiry Question

Who was George Stephenson and why was he so significant?

About this unit

This unit of work teaches children about George Stephenson as a significant individual in history, his achievements and the impact that he had locally, nationally and internationally. It also includes some introductory lessons based around vocabulary for consolidation of terms relating to the passing of time. The overarching theme is to understand why Stephenson was such a significant figure and leads to the final enquiry of the children explaining this.

National Curriculum Objectives	'Sticky Six' Knowledge & Skills	'Big Six' Vocabulary						
<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. 	<ol style="list-style-type: none"> Use words and phrases to describe when things happened e.g. decade, century. Order events and people I have studied using a simple timeline. Recount the life of someone famous who lived in the past and what they did. I can make comparisons between some aspects of life in different time periods. I can use books to help me find out about the events I am studying. Explain my historical through a range of practical and written activities. 	<table border="1"> <tr> <td>past</td> <td>inventor</td> <td>locomotive</td> </tr> <tr> <td>impact</td> <td>local</td> <td>national</td> </tr> </table>	past	inventor	locomotive	impact	local	national
past	inventor	locomotive						
impact	local	national						
Prior Learning	Key Questions	Future Learning						
<p>Children have studied events in their own lifetime in Year One.</p> <p>They have learned about how their local area has changed.</p>	<p>What is the past? What can you infer from this picture? Are these items from our time or from the past? How do you know? Which event was the most important? Why? Has Stephenson had an impact on our local area? Was Stephenson all that significant?</p>	<p>Later in Year Two, children will learn about an event which was significant nationally – the Great Fire of London.</p> <p>In Year Three, children will learn about specific eras in British history – the Stone Age and the Iron Age. They will also learn about the Roman Empire and its impact on Britain</p>						
Key Texts	Assessment Opportunities	Unit Outcome						
 	<p>Children can:</p> <ul style="list-style-type: none"> use appropriate vocabulary to show the passing of time and identify events that happened in chronological order order their own life events in chronological order using appropriate vocabulary begin to identify potential individuals from history using sources as evidence identify that people have lived in the distant past identify why The Rocket was so significant at the time 	<p>Children will present their learning of George Stephenson and whether or not they think he was significant in their lives, giving their reasons why.</p>						

Key Learning	1	2	3	4	5	6	7	8	9	10
	Chronology and Vocabulary	Using chronological vocabulary with a timeline	Who was George Stephenson?	When was George Stephenson alive?	What did George Stephenson do?	Stephenson's Rocket	Changes in railways and trains	Stephenson's impact locally and nationally	Was George Stephenson all that significant?	Presenting our thoughts and findings