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| **p3d.in - roman helmetHistory Scheme of Work**  **Perranporth C P School** |

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| **Year 2 Autumn Term** | | | | |
|  | **AUTUMN 1st Half** | | **Autumn 2nd Half** | |
| **Theme** | **Movers and Shakers** | | **Land Ahoy** | |
| **British Key Question** | Who has shaped the world we live in? | | Who sailed the seas? | |
| **Enhancements** |  | | Visit to the maritime museum. | |
| **Books** | Great women who changed the world- Kate Pankhurst | |  | |
| **Addressing Stereotypes** | Women’s suffrage and segregation | | Only men were on boats | |
| **British Values** | Democracy – Discussion around whether women should have the right to vote.  Rule of Law – Should everyone have equal rights.  Individual Liberty – We will discuss that everyone has the right to have a say about the world they live in  Mutual Respect & Tolerance – We will appreciate the beliefs of others | | Democracy – How was a captain chosen?  Rule of Law – Why did pirates steal?  Individual Liberty –  Mutual Respect & Tolerance – | |
| **History**  **(All NC subject content covered)** | Children will develop an understand of where events and people fit in a simple timeline, they will be able to use words and phrases to describe and compare when these happened. They will be able to talk about similarities and differences between ways of life in different periods with a particular focus on those elements of life changed by activists. Pictures will be used to compare the events and how they were reported and represented, with discussion about the reliability of a range of sources. These sources will be used to give simple observations about how life used to be and how it has changed due to the impact of significant people. The children will use this growing historical knowledge to answer appropriate questions, communicate their learning and discuss simple terms in relation to the passing of time. | | Over the topic pupils will learn to recount episodes and stories from the pass, being able to focus on key events. They will be able to place these events on a simple timeline and compare them to learn we have previously done. We will explore the pictures and portraits of significant explorers and pirates and discuss the reliability of different sources of historical information. The children will be taught to distinguish between fact and fiction and use this to remember key historical facts. In our learning about exploration we will learn to handle sources and evidence and to ask and answer questions about the past on the basis of simple observations. As well as being about communicate our knowledge through historical questioning and a range of methods including drama to retell the story of Grace Darling. Finally the children will build on their ability to use simple terms to talk about the passing of time and compare this to our previous history learning. | |
| **Key Historical Skills to be Taught** | H-Y2C2.3  H-Y2C2.4  H-Y2K1.3  H-Y2I3.2  H-Y2I3.3  H-Y2I3.4 | H-Y2E4.1  H-Y2E4.2  H-Y2OC5.1  H-Y2OC5.1 | H-Y2E4.1  H-Y2E4.2  H-Y2C2.3  H-Y2C2.4 | H-Y2I3.2  H-Y2I3.3  H-Y2I3.4  H-Y2OC5.1 |
| **Key questions / knowledge and understanding to be explained**  **Key Knowledge and facts to be recalled** | * What makes an individual significant   We will use Dawson’s model to discuss the different things that an individual can do to make them historically significant. Exploring the number of roles and individual can have that impact on the world both during and after their life. During this lesson we will meet our significant individuals and briefly discuss what it is that they did. Focussing on their role in Dawson’s model.   * Use timelines to create a chronological order of individuals.   We will place our significant individuals into a simple timeline to show the chronological order. Our individuals are Emmeline Pankhurst, Neil Armstrong, Rosa Parks, Christopher Columbus, Henry VIII, Joseph Lister and Vincent Van Gogh. The children will discuss when in relation to our life where these individuals alive and begin to explore what impact they had on society during and after their life.   * Sorting and grouping significant individuals.   The children will now use Dawson’s model to sort and group the significant individuals we are learning about. They will first learn how Dawson’s model groups individuals as Activist, Artist, Explorer, Monarch and Scientist. We will then read a biography of each individual before deciding which category they come under.   * We will create our own ranking for the individuals we are studying.   The children will decide upon their own rankings for these individuals based on their importance and impact upon society. The children will have to be able to explain why one individual is more important than another.   * Significant scientists.   Our focus will then turn to the life of Joseph Lister and we will explore how he created anti-bacterial spray to keep hospitals and other medical areas clean. We will explore how this had a large impact upon the lifes of many people. We will use modern day examples to explore the work of Scientists during the Corona Virus pandemic.   * Significant activists.   Finally we will explore the lives of Rosa Parks and Emmeline Pankhurst. We will learn about the Suffragette movement and discuss the importance of women having the right to vote and how that was achieved. We will then learn about the activism of Rosa Parks and discuss segregation in America and how that has changed during recent history. | | * Timeline of explorers.   We will make a timeline of our significant explorers and discuss the explorations of each one with a particular focus on the life of Captain James Cook. Our explorers are Captain Cook, Neil Armstrong, Christopher Columbus, and Vasco Da Gama.   * Pirates life.   We will learn about the life and adventures of a number of pirates. Discuss what pirates were and explore when many of these individuals operated. We will explore how pirates lived on board their ships and they were feared by many. We will also explore how the stories about pirates may not all be true!   * Grace Darling.   We will learn the story of Grace Darling and how she supported her dad to save stranded sailors. We will discuss why the fact she was a lady made it so famous. The children will act out the story and show how the rescue happened before exploring and learning about the rest of her life. | |
| **Vocabulary** | Suffragette  Segregation  Emmeline Pankhurst  Neil Armstrong  Rosa Parks  Christopher Columbus  Henry VIII  Joseph Lister  Vincent Van Gogh.  Dawson’s model  Significant individual  Artist  Activist  Monarch  Explorer  Scientist | Chronological Order  Living Memory  Opinion  Fact  Impact  Evidence  Experts  Significant  Recent  Lifetime  Research  Enquire  Recent | Grace Darling  Christopher Columbus  Pirates  Captain James Cook  Neil Armstrong  Vasco De Gama | Chronological Order  Living Memory  Opinion  Fact  Experts  Significant  Recent  Lifetime  Research |
| **Outdoor Learning** |  | | Pirate day including treasure hunt on beach or in Forest School area. | |

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| **Year 2 Spring Term** | | | | |
|  | **Spring 1st Half** | | **Spring 2nd Half** | |
| **Theme** | **Wriggle and Crawl** | | **Cornish Beachcombers** | |
| **British Key Question** | How did the minibeasts get their names? | | How has industry in Perranporth changed? | |
| **Enhancements** | Bug hunting in the Forest School Area. | | Visit to beach, businesses and visit from fishermen | |
| **Books** | Fiction  Argh Spider- Lydia Monks, Anansi the Spider- Gerald McDermott, The Giant Jam Sandwich- Janet Burroway and John Vernon Lord, The Very Quiet Cricket- Eric Carle  Non-fiction  The Bee Book- Charlotte Milner, Yucky Worms- Jessica Ahlberg and Vivian French | | Fiction- There’s a hole in the bottom of the sea, Commotion in the ocean, Sharing a Shell, Sally and the Limpet, Lucy and Tom at the Seaside  Non-fiction- Seaside and what can live on the beach | |
| **Addressing Stereotypes** |  | | Did women help fishermen? | |
| **British Values** | Democracy – Who decides where to build the hive?  Rule of Law – What happens when a member of the colony rebels?  Individual Liberty –  Mutual Respect & Tolerance –Children to explore how animals work as a team. | | Democracy – discussion around how we have freedom to choose our own jobs.  Rule of Law – Children to explore fishing laws.  Individual Liberty –  Mutual Respect & Tolerance – children to understand that others will have different opinions on what is a good job. | |
| **History**  **(All NC subject content covered)** | We are going to learn about evens that are beyond living memory, but are of national or global importance, with a focus on the theory of evolution and how the changed society. We will study the life of Alfred Russell Wallace who was an important entomologist, he established the theory of evolution and shared this Charles Darwin. | | Pupils should develop an awareness and understanding of how Perranporth has changed over time. They should be able to explain and use the language relating to the jobs people used to have and their lifestyle now. The children should be able to recognise why jobs changed and how this has impacted the life of many individuals. When visiting Perranporth Museum they should be able to sequence and recognise artefacts. When looking at pictures of people working Perranporth in the past the children should be able to make comparisons between life then and now. From this they should be able to identify ways that the past is represented and discuss the reliability of the evidence available to us.  Using their growing understanding the children will begin to ask questions about how Perranporth has changed, and will use a range of sources to explain their observations. Knowledge will be shown in a number of different ways. The children will discuss, draw and act different elements of life in Perranporth in the past. They will also use terms to discuss the passing of time and changes of industry in the village. | |
| **Key Historical Skills to be Taught** | H-Y2C2.3  H-Y2C2.4  H-Y2I3.1 | H-Y2I3.2  H-Y2E4.1  H-Y2E4.2 | H-Y2K1.1  H-Y2K1.3  H-Y2C2.1  H-Y2C2.2  H-Y2C2.4 | H-Y2K1.1  H-Y2K1.3  H-Y2C2.1  H-Y2C2.2  H-Y2C2.4 |
| **Key questions / knowledge and understanding to be explained**  **Key Knowledge and facts to be recalled** | Who was Alfred Russell Wallace?  We will learn about and explore the life and work of Alfred Russell Wallace. Alfred Russell Wallace was a famous entomologist, we will begin by placing him on our timeline of significant individuals from the Movers and Shakers topic. Alfred was living in the Dutch East Indies, now Indonesia. He contributed over 100,000 specimens to the British museums. He began to notice that in different areas the creatures had different traits and eventually theorised that animals evolve by adapting to their environment. The children will then write a biography for him and include his major achievements. <https://www.npr.org/2013/04/30/177781424/he-helped-discover-evolution-and-then-became-extinct?t=1619635032302> | | What jobs did people in Perranporth used to have?  People in Perranporth used to work in a number of different areas, but mostly mining, fishing and farming. We are focusing on fishing in the 1800s. We will learn about how many people in Perranporth and Cornwall earnt their living from fishing for pilchards, sardines. We will explore how sardine fishing used seine nets and ‘pilchard palaces.’ Using this information we will look for signs of fishing left on the beach, including areas used to tie the boats up and where the huers would stand. These fish were then salted and exported as far afield as Rome. We will study old pictures of the village to look for signs of this. <https://www.cornwallgoodseafoodguide.org.uk/cornish-fishing/history-of-the-cornish-fishing-industry.php>  Within fishing what did people do?  We will explore the many rolls required to catch, dry and sell fish and how this involved a large team of people not just one individual. The children will learn about how those teams worked together and communicated using a range of techniques. We will compare these techniques to how we communicate today.  What jobs to people in Perranporth have now?  Industry in not just Perranporth, but Cornwall has changed a lot over time and the main jobs now focus on the tourism industry. We will carry out a survey as a class to find out what jobs are the most common. | |
| **Vocabulary** | Evolution  Dutch East Indies  Entomologist  Chronological Order  Living Memory  Opinion  Fact  Evidence  Experts  Significant  Lifetime  Research | | Pilchards  Pilchard palace  Huer  Seine Net  Industry  Tourism  Living memory  Artefact  Past  Present  Landmark  Chronological Order  Living Memory  Evidence  Recent  Lifetime  Research  Remember  Memories  Recent | |
| **Outdoor Learning** | Bug hunting | | Visit to the beach to go rock pooling, beachcombing and find signs of fishing industry. Build our own rock pool to explore. | |

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| **Year 2 Summer Term** | | | | | | | |
|  | **Summer 1st Half** | | | | **Summer 2nd Half** | | |
| **Theme** | **Kings, Queens and Castles** | | | | **Safari** | | |
| **British Key Question** | How have castles in Britain shaped our history? | | | | What are National Parks and why do we have them? | | |
| **Enhancements** | How to train a dragon theme day.  Visit - Roleplay castle | | | | Visit to Newquay Zoo | | |
| **Books** | The Three Wishes  Castles texts (Ackworth Library)  English Heritage booklet  Paperbag Princess  Princess Smartypants  The Knight and the Dragon  The Princess and the Wizard  Tell me a Dragon | | | | Fiction  Lila and the Secret of Rain- David Conway and Jude Daly, The Hunter- Paul Geraghty, Sleep well Siba and Saba- Nansubuga Nagadya Isdahl & Sandra van Doorn  Non-fiction  One day on our blue planet: In the Savannah, Africa is not a country- Mark Melnincove and Margy Burns Knight | | |
| **Addressing Stereotypes** | Boudicca – barriers about being a warrior  Queen Elizabeth I – barriers about being a monarch  Stephanie Frappart – European female football referee to ref a male final | | | | Do all people in Africa live in poverty? | | |
| **British Values** | Democracy – How are kings chosen?  Rule of Law – Who makes the laws?  Individual Liberty – Do the Royal Family have the right to make their own choices?  Mutual Respect & Tolerance – Should the Royal family be treated differently? | | | | Democracy – How is a tribal chief selected?  Rule of Law – what rules are used to protect animals?  Individual Liberty – how does a member of the Massai tribe show their personality?  Mutual Respect & Tolerance – How do the Massai feel towards other tribes? | | |
| **History**  **(All NC subject content covered)** | Pupils should develop an awareness of the past, using common words and phrases relating to the passing of 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 key 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 about events beyond living memory that are significant nationally or globally; significant historical events, people and places in their own locality. | | | | Children will learn about changes within living memory, in particular they will learn about changes to aspects of national life. We will focus on the life of Elizabeth II and explore how she became queen and role the Commonwealth has played in this. We will learn about historically significant events in our area through studying National Parks in the UK and around the South West. | | |
| **Key Historical Skills to be Taught** | H-Y2K1.1  H-Y2K1.2  H-Y2K1.3 | H-Y2C2.3  H-Y2C2.4 | | H-Y2I3.1  H-Y2C2.5  H-Y2E4.2  H-Y2OC5.1 | H-Y2K1.1  H-Y2K1.2  H-Y2C2.3  H-Y2C2.4 | | H-Y2I3.1  H-Y2I3.3  H-Y2I3.4  H-Y2E4.2  H-Y2OC5.1 |
| **Key questions / knowledge and understanding to be explained**  **Key Knowledge and facts to be recalled** | **What are the different parts of a castle called and how can I describe them?**   * The keep: A strong tower in the middle of a castle. * The moat - The moat was a deep trench or ditch that was dug all around the outside of the castle walls. Then it was filled with water. If people wanted to invade the castle, they would have trouble crossing the moat. * The drawbridge - A drawbridge was used as a way to prevent, or allow, people in or out of the castle. It led from the castle gateway, over the moat, to the other side. The drawbridge could be raised up so that invaders could not cross the moat or easily get into the castle. * The bailey - The bailey was an inner courtyard in the middle of the castle. It was a large piece of open ground. The bailey often had different types of castle buildings on it like the kitchens, chapel, barracks, stables, workshops, forges, stores and halls. * Arrow loops - Small slit-like windows allowed anyone inside to see out and shoot arrows at their enemies while protecting those inside the walls from arrows being shot back. * Battlements - Battlements were the square-shaped part of the walls   around the top of the castle. They were useful for spying across the fields to check no one was coming to attack the castle. They were also useful for soldiers firing arrows through the gaps, as they offered protection from arrows coming from the enemy.   * Portcullis - The portcullis was also an important feature for defence. It was a very heavy gate made of metal and very strong wood. It had jagged 'teeth' at the bottom. It lifted, but could also be dropped very quickly, to stop people getting in or easily breaking their way in through the gateway. * Tower - The tower was a circular or square building, which was used as a lookout and for defence. * Turrets - The castle turrets rested on the main towers and were used to see far across the land to warn when enemies were coming. * Dungeon - The prison area, usually at the bottom of the castle * Motte - A motte or a 'mound' is a raised hill, this was where the keep was built.     **What was life like in a castle?**   * Rich lords or kings lived in castles. The rooms were decorated with   tapestries and had large open fires. They slept in four-poster beds which had curtains which could be drawn at night-time to keep out draughts.   * Knights would practice their fighting skills and soldiers would constantly defend and protect the castle. * Many people would have lived and worked in the castle. They would   cook and clean for the lord or king. There would also be a gardener, stable hands, a blacksmith, a baker and a treasurer who counted all the money.   * Life in a medieval castle was very dark and cold. Windows were narrow open slits. Toilets were benches with holes in. The waste would drop into a stinky cesspit or the moat. * Sometimes, huge meals (known as medieval banquets) were held in the   castles.   * A medieval banquet was a meal with many courses enjoyed by the king (or lord) and his guests. The banquet would take place in the Great Hall. The table had a fine linen tablecloth, with gold and silver plates and cups. There were no glasses or forks - they had not been introduced yet. * The best meats and fish were served. Sweet dishes were served together with the meat and fish, not separately. Some cookery books from the middle ages have survived. They list the types of dishes that would have been served to kings and queens at banquets. A banquet could sometimes have 7 courses with lots of dishes served in each course.   Timeline of Monarchs  We will create a timeline of key monarchs over the last 300 years.  **Who is Richard of York was and why is he an important historical figure?**   * Richard of York was the head of the house of York during the first part of the Wars of the Roses. * He was Lord Protector (caretaker for the King) while King Henry VI was ill. * When Henry VI was well again he tried to undo what Richard had done, so Richard tried to take the throne * Richard had a claim to be king, but never became king. * He died at the battle of Wakefield, and his son became king.   **Who is Saint George was and why is he an important historical figure?**   * Saint George is the patron saint of England and is admired because he was a good man and a Christian * Saint George was a solider in the roman army * Saint George was Turkish * People believed that Saint George fought a dragon, but this is just a story to show he believed in fighting evil things * Saint George died as a martyr because he was a Christian and refused to worship other gods | | | | What is the purpose of National Parks, when and why were they founded?  We will explore both National Parks in England and Africa and learn about the role they play in protecting animals. We will look at how animals that used to be nearly extinct are now protected by National Parks and how this land is also protected from development. The first National Park in Kenya was formed in Tsavo East National Park which was founded in 1948. The children will then learn about National Parks in England and how they were formed in 1949 <https://www.nationalparks.uk/the-history-of-national-parks/#:~:text=1949%20is%20the%20landmark%20year,recreational%20opportunities%20for%20the%20public>.  How is Kenya linked to the Royal family?  We will link our learning back to the Royal Family and explore how Kenya is part of the Commonwealth. The children will learn that the common wealth is a group of countries who share common goals and work together on a number of key issues. We will learn that the Common Wealth was formed in 1931 and Kenya then joined it in 1963. The children will also learn that Queen Elizabeth the second was in Kenya when she found out she was going to become queen. | | |
| **Vocabulary** | Castle  Keep  Moat  Drawbridge  Bailey  Arrow loops  Battlement  Portcullis  Tower  Turret  Dungeon  Motte  Knight  Banquet  War of the roses  Richard of York  Lord Protector  Saint George  Patron Saint  Martyr | | Chronological Order  Living Memory  Opinion  Fact  Source  Impact  Evidence  Experts  Significant  Recent  Lifetime  Research  Interpret  Enquire  Remember  Memories  Recent | | National Parks  Queen Elizabeth the Second  East Tsavo National Park  National Parks England | Chronological Order  Impact  Evidence  Experts  Research | |
| **Outdoor Learning** |  | | | |  | | |