

Y2 – Bonfire Night; Remembrance (events beyond living memory); Captain James Cook (Significant individual study); Titanic (events beyond living memory)

Rationale

Studying Bonfire night and the importance of it serves to show children how events can have a national impact and continue to be remembered over time. A simple exploration of the causes of it and the symbolism behind fireworks helps children to understand the significance of the event and identify how the custom has developed throughout time. Focusing on Remembrance shows children the sacrifices that people all across the world have made and helps build on the from their learning in Y1 that individuals have had an impact on the world today. Maintaining a local focus throughout helps keep the topic relevant to the children and allows them to see how our own area was impacted by various wars. The children will also explore the impact of conflict on gender and religion. This shows them how every aspect of life can be affected. Children will also learn about the symbolism and meaning of the poppy and why the event happens at the specific time of year, each year.

Children will continue to expand on their knowledge of local significant individuals by exploring slightly further afield by studying Captain Cook. They will look at his achievements and his impact locally, nationally and internationally. The topic will make comparisons to previous learning in Y1 with George Stephenson and how his innovations had huge impacts for the development of many ideas across the world. Children will also begin to make judgements about Captain Cook’s significance using a small selection of materials in an enquiry. They will also be introduced to Dr Nicholas Patrick, a NASA astronaut from Saltburn, helping to make links to learning about Saltburn as a seaside resort in Y1 and showing how modern individuals from our area continue to make an impact on the world.

Building on from their learning about shipbuilding in Y1, children will engage with a small study about the Titanic and its links with Teesside through one of its sister ships, the Lord Cromer, and begin to understand that tragedy is a fundamental part of history, building on the idea of loss and commemoration from their earlier study of Bonfire Night and Remembrance. They can also make comparisons to the types of boats built by Robert Ropner and the lessons learned from the disaster which make sailing safer today.

Learning

Prior Knowledge

Children have learnt about the impact of significant individuals like George Stephenson and their impact on the local area. They have learnt about the shipbuilding history of Stockton and how that impacted nationally. Children have also learnt about the growth of seaside resorts and the development of our area due to railways and seaside holidays.

Children have learned about the idea of significance and why certain individuals and events are remembered and studied.

Children have identified that our area has a great deal of local history and how local history can affect national and international history too.

Children have begun to explore how simple sources can be used to identify an individual or an event and that examination of these sources can yield more information.

In Year 2, pupils are taught

About the significance of Bonfire night and Remembrance. They will understand the symbolism of each event and how these are remembered nationally and sometimes internationally.

How history in the wider locality can have huge impacts locally, nationally and internationally.

That sources of evidence can be categorised into primary and secondary sources. Simple distinctions between sources from the time and sources after the event will be made.

That their local area has had many significant individuals that have contributed to the national and international narrative of history.

About Captain Cook’s and Nicholas Patrick’s explorations and innovations and the significance of them, learning about the vessels they travelled on, the places they visited and the impact that they had on people at the time and now.

In Year 3 pupils will learn

How the wider local area (Tees Valley) was impacted by significant events and individuals (ironstone mining and Dorman Long).

How primary and secondary sources are separated and what identifies each source as primary or secondary.

How to form a small-scale independent enquiry using pre-selected sources of evidence, building on the enquiry skills learned in Year 2.

About the achievements and struggles of life in Prehistoric Britain, looking at the Stone, Bronze and Iron Ages. This will include links to local history in terms of Bronze Age mummies and local Iron Age settlements.

That the Titanic was an important event that brought lots of changes to safety in travel and should not be forgotten

Key Vocabulary

Using phrases and words to describe the passing of time -
e.g. 'past' 'before' 'now' 'then' 'present' 'period'
'Long ago' 'before I was born' 'changes to now' 'stayed the same'

Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'

Skills gained

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Captain Cook and his voyages</p> <p>Identifying how events in history can be remembered</p> <p>Identifying the symbolism of certain events</p> <p>Identifying how local, national and international events in history can be remembered locally, nationally and internationally</p>	<p>Identifying and comparing periods of time – Captain Cook, George Stephenson and Dr Nicholas Patrick</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – 'Captain Cook voyaged around the world because not much was known and new ships allowed them to'</p>	<p>Identifying that changes throughout history have had important consequences – improvements in safety on ships etc.</p> <p>Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.</p> <p>Identifying why certain events in history are continually remembered nationally</p>	<p>Identifying that certain events and individuals have had major consequences in history – Captain Cook's voyages expanded our knowledge of the world, some of his maps are still used today etc.</p> <p>Identifying how certain events in history have been caused and their significance leads us to remember them still to this day</p>	<p>Identifying why certain people/events are significant in the wider context of history – Captain Cook's voyages and their impact on the rest of the world etc.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally</p> <p>Identify why certain significant events and individuals are still remembered today</p>	<p>Were the voyages of Captain Cook and Dr Nicholas Patrick all that significant?</p> <p>What lessons did we learn from the Titanic?</p> <p>Guided enquiries using knowledge from topics to inform responses</p> <p>Making semi-independent decisions and using evidence provided to justify</p>	<p>Understanding the difference between primary and secondary/interpretive sources</p> <p>Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'</p>