



# Churchfields Infants' School: Year Two curriculum information

## History



Outlined below is a summary of the skills children will work on during each half term in Year Two, along with some activities children will complete, key vocabulary that will be taught and ideas of how parents can help to develop this learning at home.

Half Term	Skills	Activities	Key Vocabulary	How can you help at home?
<b>Autumn 1</b>  <b>Heroines of Flight</b>  <b>[Are We Nearly There Yet?]</b>	<ul style="list-style-type: none"> <li>- learning about the lives of significant individuals in the past who have contributed to international achievements</li> <li>- using the lives of significant individuals to compare aspects of life in different periods (Bessie Coleman, Amelia Earhart)</li> <li>- using and creating simple timelines to show the chronology of certain events</li> </ul> <p><b>Revision:</b> - use Y1 timeline to revise information learnt last year</p>	<ul style="list-style-type: none"> <li>- fact finding about the first aeroplane flight – The Wright Brothers</li> <li>- creating a Bessie Coleman timeline</li> <li>- using Mae Jemison's life and achievements to compare how life changed during the timeline of aeroplane flights</li> <li>- writing a letter from Amelia Earhart after she flew solo across the Atlantic, referring to a range of sources</li> <li>- creating newspaper articles and fact files about Amelia Earhart's life</li> </ul> <p><b>Revision:</b></p>	<ul style="list-style-type: none"> <li>event</li> <li>facts</li> <li>source</li> <li>achievement</li> <li>aeroplane</li> <li>technology</li> <li>The Wright Brothers</li> <li>Bessie Coleman</li> <li>Amelia Earhart</li> <li>Mae Jemison</li> <li>timeline</li> <li>dates</li> <li>order</li> </ul>	<ul style="list-style-type: none"> <li>- see if you can find out any extra information about any of the people we have been learning about at school</li> <li>- have a look online (with an adult) to see if you can find any more sources (e.g. newspaper articles) from any of the events we have learned about</li> <li>- can you find out about anyone else who is famous in the field of flying and why?</li> <li>- put the below facts on post-its and create your own timeline about flight! Can you remember the dates to go with each fact?</li> </ul> <p><u>Facts to remember:</u>            first aeroplane flight: 1903            Bessie Coleman's first public flight: 1922            Amelia Earhart flew solo across the Atlantic: 1932            Amelia Earhart attempted to fly around the world: 1937            Mae Jemison's first space flight: 1992</p>

	<ul style="list-style-type: none"> <li>- discuss how we know and can find out about what happened in the past (different types of sources)</li> <li>- recap skills used by historians</li> </ul>	<ul style="list-style-type: none"> <li>- recalling information from the Y1 curriculum e.g. what could we learn from Samuel Pepys' diary?</li> </ul>		
<p><b>Spring 1</b></p> <p><b>The Sinking of The Titanic</b></p> <p><b>It's Cold Outside...</b></p>	<ul style="list-style-type: none"> <li>- changes beyond living memory: the sinking of The Titanic</li> <li>- learn about significant events nationally and globally</li> <li>- compare and contrast different representations of the same event</li> <li>- learn about the class system in Early 20<sup>th</sup> century England and the impact this had on this disaster (including injustice)</li> <li>- what international changes took place as a result of this disaster (what was the historical impact?)</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- revising facts about significant individuals</li> </ul>	<ul style="list-style-type: none"> <li>- sequencing events using a timeline</li> <li>- drama activities around the events, in particular the different classes on board and the differences between their accommodation</li> <li>- fact or fiction?: sorting causes into 'true' or 'false'</li> <li>- using photographic evidence to understand how The titanic sank</li> <li>- producing a brochure for a trip on the Titanic</li> <li>- working in role using persuasive arguments to prevent a repeat of such a disaster</li> </ul> <p><b>Revision:</b></p>	<ul style="list-style-type: none"> <li>event</li> <li>significant</li> <li>national</li> <li>global</li> <li>facts</li> <li>source</li> </ul> <p>Titanic</p> <p>Belfast</p> <p>shipyard</p> <p>Southampton</p> <p>England/UK/Europe</p> <p>New York City</p> <p>USA</p> <p>Atlantic</p> <p>route</p> <p>maiden voyage</p> <p>first class</p> <p>second class</p> <p>third class</p> <p>passengers</p> <p>survivors</p>	<ul style="list-style-type: none"> <li>- find out some more information about The Titanic – maybe you could find out about people who were passengers on it</li> <li>- have a look at this website to find some more resources about The Titanic: <a href="https://www.bbc.co.uk/bitesize/topics/zdyhn9q/articles/z7t3vwx">https://www.bbc.co.uk/bitesize/topics/zdyhn9q/articles/z7t3vwx</a></li> <li>- maybe you could even visit The National Maritime Museum (it's free!)? Alternatively, you can have a look at some of their titanic collection here: <a href="https://www.rmg.co.uk/national-maritime-museum">https://www.rmg.co.uk/national-maritime-museum</a></li> <li>- try writing down your experience as a survivor of The Titanic. You could have a look here: <a href="https://www.bbc.co.uk/programmes/p029z376">https://www.bbc.co.uk/programmes/p029z376</a></li> <li>- put the below facts on post-its and create your own timeline about flight! Can you remember the dates to go with each fact?</li> </ul> <p><b>Facts to remember:</b></p> <ul style="list-style-type: none"> <li>- Titanic left Southampton: 10<sup>th</sup> April 1912</li> </ul>

- revising facts about significant events (including dates)  
- ways in which we can find out about the past

- applying knowledge about sources and how we know about significant people and events to tasks  
- comparing to other people learned about

captain  
crew  
injustice

disaster  
iceberg  
collision  
sank

propeller  
bow  
stern  
hull  
funnel  
upper/lower deck  
ballroom  
cross-section

distress signal

lifeboat  
life jacket  
rescue

journalist  
government  
enquiry

- iceberg was spotted from Titanic: 14<sup>th</sup> April 1912  
- Titanic sinks: 15<sup>th</sup> April 1912  
- wreck of The Titanic found: 1985  
- first 3D scan of The Titanic: 2022  
- around 2200 passengers were on The Titanic  
- only 700 survived

<p><b>Summer 1</b></p> <p><b>Sylvia Pankhurst and The Suffragettes</b></p> <p><b>What the Eyes Can't See</b></p>	<p>- significant historical events, people and places in their own locality</p> <p>- the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>- changes within living memory</p> <p><b>Revision:</b></p> <p><i>- applying skills in all above objectives taught during the Key Stage to further broaden knowledge</i></p> <p><i>- apply knowledge of other individuals and time periods to learning during this half term</i></p>	<p>- exploring the life of Sylvia Pankhurst and her family (specifically her mother, Emmeline Pankhurst) and how she was significant in the locality</p> <p>- exploring the suffragette movement (including the significant contribution of Emily Davison)</p> <p>- creating a suffragette-style 'Votes for Women' poster!</p> <p>- exploring whether or not The Suffragettes were right in their actions (debating ideas)</p> <p>- comparing the way of life across significant events and places in campaigning for justice and fairness</p> <p><b>Revision:</b></p> <p><i>- comparing information about</i></p>	<p>suffragette</p> <p>suffrage</p> <p>injustice</p> <p>unfairness</p> <p>vote</p> <p>campaign/campaigner</p> <p>Votes for Women</p> <p>Deeds, not Words</p> <p>Emmeline Pankhurst</p> <p>Sylvia Pankhurst</p> <p>Emily Davison</p> <p>Emmeline Pankhurst born: 15<sup>th</sup> July 1858</p> <p>Emily Davison born: 11<sup>th</sup> October 1872</p> <p>Emily Davison killed by the King's horse at Epsom: 8<sup>th</sup> June 1913</p> <p>Emmeline Pankhurst died: 14<sup>th</sup> June 1928</p> <p>Women given right to vote (if they were over 30 and owned property): 1918</p> <p>women given equal voting rights to men: 1928</p>	<p>- go and visit the memorials for Sylvia Pankhurst, Emmeline's daughter, by Woodford Station (on Charteris Road and Snakes Lane East). There is also a bench dedicated to The Pankhursts on the High Road, opposite Waitrose that you could go and have a look at</p> <p>- what could The Suffragettes have used as a slogan rather than 'Deeds, not Words', which was maybe not the best choice?!</p> <p>- have a look at this website about Sylvia Pankhurst's life in South Woodford. You will also find some pictures of what South Woodford looked like when she was living there!</p> <p><a href="https://www.sylviapankhurst.com/life-in-woodford">https://www.sylviapankhurst.com/life-in-woodford</a></p> <p>- can you think of any other significant people who have campaigned for justice and fairness even if this brought them challenges and maybe even caused them pain in some way? What would you say to them if you could?</p>
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		<i>different time periods from previous learning to further develop understanding</i>		
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