

Subject: History	Year group: Year 2	Topic: Significant historical events, people and places in their own locality: Local Study - The lives of a family in Holywell.		Initiation & activation activities: <b>Cultural Capital</b>
Prior knowledge required: • 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> Holywell, local area, where I live, difference, change.	
<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>• Can they sequence a set of events in chronological order and give reasons for their order?</li></ul>				

<ul style="list-style-type: none"> <li>• GD – Can they sequence a set of objects in chronological order and give reasons for their order?</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they explain how their local area was different in the past?</li> <li>• Can they give examples of things that are different in their life from that of their grandparents when they were young?</li> <li>• 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?</li> <li>• Can they explain why someone in the past acted in the way they did?</li> <li>• Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they find out something about the past by talking to an older person?</li> <li>• Can they answer questions by using a specific source, such as an information book?</li> <li>• Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</li> <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>		