Subject: **History**	Year group: **Year 2**	Topic: Lives of significant people beyond living memory: Nurses - Mary Seacole and Florence Nightingale.	**Initiation & activation activities:** **Cultural Capital**
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.		**Key Vocabulary:** 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 **Challenging Vocabulary:** locality, democracy, eye-witness account **Topic Specific Vocabulary:** Florence Nightingale, Mary Seacole	During the pandemic there were many adults who helped to keep us all safe. Nurses were a profession who kept us safe. This half term we are going to learn about significant nurses.
Key Concepts Covered: Continuity, Causation, Similarity and difference, Sources **Substantive Concepts Covered:** Crime, Conflict, Punishment, Empire, War, Power, Military, Country, Medicine, Government			

Programme of Study
Pupils should be taught about:
- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- 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
- significant historical events, people and places in their own locality.

Implementation:	Impact –lesson sequence:	Evaluations and assessments:
Chronological understanding • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?		

• Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • GD – Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about the life of a famous person? **Knowledge and interpretation** • Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain why Britain has a special history by naming some famous events and some famous people? • 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? • Can they explain why someone in the past acted in the way they did? **Historical enquiry** • Can they answer questions by using a specific source,		

such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • 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? • GD - Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary?		