

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:
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: Holywell, local area, where I live, difference, change.	Cultural Capital
Key Concepts Covered: Change, Causation, Significance, Chronology Similarity and difference, Sources, Empathy				
Substantive Concepts Covered: Settlement, Social class, Religion, Country, Military				
Programme of Study Pupils should be taught about: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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? 				

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

