

Plan of Key Learning in History with assessment

Year 2 Date:	
Purpose of the unit/National Curriculum	To ask and answer questions about an event beyond living memory, including significant historical events, people and places in their locality.
By the end of the learning the children will know how it fits into the curriculum:	
Overarching question	Why do we remember the Titanic? (please remember that children need to use the variety of history SKILLS to be able to obtain the knowledge to answer this question)
Books	
What do I already know that will help me learn about this?	Yr 1 Great fire of London Yr 1 Sir Walter Raleigh – set sail to find the new world during Queen Elizabeth 1 reign
How does this link to future learning?	Yr 2 Explorers Neil Armstrong and Christopher Columbus – innovative
Key points for the start of the topic	*Always try to start your topic with an engaging ‘hook’ linked to inquiry skills. This could be a discussion about a photograph, a poem, a ‘clue box,’ an artefact. ‘Inference grids’ are good to use. Get children to generate questions or look for clues. Where does this fit <u>chronologically</u> with what the children already know? Use key historical terminology to place the new learning historically e.g. decade, century Link what the children already know to the new topic.
By the end of this learning the children will have used these historical skills (LO):	
Learning objectives linked to Chronology	- Identify similarities and differences between ways of life in different periods, particularly concentrating on clothes and transport. - Recognise where some people and events fit into a chronological framework by using a wide vocabulary of everyday historical terms relating to the passing of time such as before, after, yesterday, past, last year, a long time ago
Learning objectives linked to Events, People and Changes	Use stories and other sources to show that they know and understand key features of events.
Learning objectives linked to Communication	- Use historical concepts such as now/then and same/different when making simple connections and noting contrasts - Demonstrate simple historical concepts and events through speaking, role-play, and picture stories - Talk about who/what was significant/important in a simple historical account
Learning objectives linked to Enquiry, Interpretation and Using Sources	- Ask and answer questions about the past, choosing and using parts of stories and other sources to show they know and understand key features of the event. - Suggest some of the reasons why people in the past acted as they did from a range of sources. - Understand some of the ways in which we find out about the past and identify different ways the past can be represented e.g. through pictures, written accounts, songs, museum displays, stories.

By the end of this learning the children will know:	
Weekly questions to build up the skills and knowledge over the topic **with this being brand new, I have put in orange a few extra ideas to try and help and keep it 'history based'	How can we find out about the Titanic and why it was so special? **They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Maybe use different sources – songs, pictures, stories etc to help?
	How different was this ship compared to those that went before and after? ** (a timeline might show a series of ships over the centuries including more modern large boats).
	What was it like on board the Titanic if you were a passenger and was this the same for everyone?
	How did the children have fun on the Titanic? **link to Edwardian toys? Music? (make deductions from sources such as library loan box ordered, photographs of the interior, adverts, menus).
	Why did the Titanic sink, what happened and what help did they get? **talk about communication – Morse code, how would this help and communication be different now?
	Why was Wallace Hartley so significant to the Titanic and our local area? His story continues to be remembered and have impact as an example of heroism. You could even look at the last hymn he was reported to have led on board as a historical source (<i>Nearer, My God, to Thee</i>) "At the moment of death, my strength is from heaven".
	Why do we remember the Titanic?
Key vocabulary	History, past, present, time, x years ago, timeline, order, memory, remember, remembrance, anniversary, hundred, decade, life, death, died, significant, people, event, Britain, local, Colne, artefact, object, museum, ship, Titanic, when / why? Similar/different <i>add your own words related to specific events e.g. Great Fire of London</i>
Key knowledge	IDEAS: Largest ships of her time. Ships are referred to as female. Maiden voyage from Southampton to New York Very class based. Sank in North Atlantic after hitting an iceberg on 15th April 1912 Over 2000 passengers on board Not enough life boats (only enough for 1178) The sea was very cold – icebergs. RMS Carpathia (steam ship) rescued 705 passengers. Morse code used.
Key Learning for this unit	
Below Expected	Expected

Look at skills above for learning objectives.

**Weekly questions build up children's knowledge and provide opportunities to develop historical skills.
Subject Leader to provide ideas of questions and relevant historical vocabulary**