

Plan of Key Learning in History with assessment

Date:

Year 2	
Purpose of the unit/National Curriculum	To ask and answer questions about the lives of significant individuals in the past who have contributed to national/ international achievement.
By the end of the learning the children will know how it fits into the curriculum:	
Overarching question	Were Christopher Columbus and Neil Armstrong brave and what difference did they make to the world? (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 Sir Walter Raleigh – set sail to find the new world – innovative Yr 2 Titanic and how the ships compare.
How does this link to future learning?	Romans (Yr 5) Anglo Saxons (Yr 5)
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	- Recognise the distinction between past and present. - Identify similarities and differences between ways of life in different periods, particularly concentrating on transport. - Recognise where some people and events fit into a chronological framework by using common words and phrases 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. - Recognise some of the reasons why people in the past acted as they did from a range of sources. - Identify 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	What do explorers do?
	Who was Christopher Columbus why is he so significant?

build up the skills and knowledge over the topic	Has man ever explored the moon and how do we know for sure?
	Did Neil Armstrong and Christopher Columbus risk their lives?
	How were the achievements of Neil Armstrong and Christopher Columbus similar and different?
	Were Christopher Columbus and Neil Armstrong brave and what difference did they make to the world?
Key vocabulary	Significant, explorer, achievement, history, past, present, time, today, x years ago, a long time ago, timeline, order, memory, remember, anniversary, years, decade, century Hundred, thousand, AD / CE (Common Era), special, people, event, artefact, object, museum Compare, similar / different, when / why? role
Key knowledge	Christopher Columbus born in 1451 in Italy. He set sail in 1492 He sailed to the Americas with three ships: Nina, Pinta and Santa Maria Neil Armstrong born in America in 1930 He was mission commander on Apollo 11 First man to step on the moon on 20 th Nov 1969 He said “That’s one small step for man and one giant step for mankind.”
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