

Year 2 Scheme of Learning: History

History in the Classroom:

History Working Walls	
Learning Objective	Enabling Effective Learning Environments.
Declarative Knowledge	<ul style="list-style-type: none">• Linked to history unit being taught• Use of children's work• Use of pupil voice• Use of text and images• Use of history skills and icons
Procedural Knowledge	<ul style="list-style-type: none">• Chronology• Interpretation• Similarities and differences• Source Enquiry• Significance• Cause and Consequence
Key Vocabulary	Linked to history unit being taught.
Cross curricular links	Use of maps

Year 2 - Significant Individuals

Lesson 1	
Learning Objective	To know who suffragettes were
Declarative Knowledge	<ul style="list-style-type: none">• To know that suffragettes went on protest marches• To know that suffragettes had a uniform• To know that suffragettes wanted a right to vote• To know that suffragettes wanted the same rights as men• To know that suffragettes fought for their rights
Procedural Knowledge	Source Enquiry
Key Vocabulary	Votes, suffragettes, rights, sash, protests, march

Lesson 2	
Learning Objective	To understand what Alice Hawkins achieved
Declarative Knowledge	<ul style="list-style-type: none">• Alice Hawkins was born in 1863 in Stafford and by 13 she was working in Leicester creating boots and shoes.• She was a mother of five children and worked as a machinist at Equity Shoes.• She went to prison five times for acts committed as part of the Women's Social and Political Union militant campaign.• In 2018 a statue of Alice was unveiled in Leicester Market Square.• Her protests ceased when war was declared in 1914 and the WSPU agreed to cease protests in exchange for having all prisoners released.• To know Alice Hawkins wanted more people to know about how women were treated.• To know Alice Hawkins wanted to make a change.• To know Alice Hawkins wanted women to be treated better in a fair way.
Procedural Knowledge	Significance
Key Vocabulary	Votes, suffragettes, rights, statue, protest, arrested, campaign, significant

Lesson 3	
Learning Objective	To understand what Emily Davison achieved
Declarative Knowledge	<ul style="list-style-type: none"> • Emily Davison was born in 1872 in London, England. Her family was quite wealthy. Emily, her brothers and her sisters were mostly taught at home. She wanted to improve the lives of women and fought so that they would be treated the same as men. • She often broke the law and put her life in danger for what she believed in. • Life for women during Davison’s lifetime was very different from today. • Men had more rights than women including the right to vote in elections. (Rights are the things that everyone is entitled to do or have. e.g. the right to be safe, the right to a good education). • Emily Davison and other suffragettes thought this was wrong. • Emily did well at school and went to university. Most students were men. She scored top marks in her exams at Oxford University, but women were not awarded degrees like men. • Emily Davison became a governess, teaching the children of a wealthy family. • Emily Davison finally gained her degree from the University of London in 1908. • Protests were organised to win the right for women to vote. • Many people thought that women were treated unfairly in society. • Davison joined the Women’s Social and Political Union (WSPU) in 1906. They organised protests in favour of votes for women. • Emily Davison became a suffragette. • Many suffragettes believed in breaking the law to win more rights for women. • Davison even used violence and many suffragettes disagreed with her extreme ideas. • In 1911, Davison hid inside the Houses of Parliament. • Women could not become Members of Parliament (someone who is elected to sit in parliament and helps to make laws) until 1918. • Suffragettes risked being arrested to draw attention to their beliefs. • On 4th June 1913, Emily Davison ran out onto the track during the Derby horse race. • She tried to grab the horse owned by King George V but she was knocked to the ground and badly injured. • Davison was sent to prison several times because of her protests, along with other suffragettes. • The race was filmed and people across the country saw Davison’s protest. • Davison died from her injuries four days after the race. • She died for her cause, but no one knows if she meant to die in her protest. • Many people think that she was trying to attach a flag to the horse. <p>https://www.britishpathe.com/video/emily-davison-throws-herself-under-the-kings-derby</p>
Procedural Knowledge	Interpretation
Key Vocabulary	Votes, suffragettes, rights, statue, protest, arrested, campaign, wealthy, governess, significant

Lesson 4	
Learning Objective	To know who Rosa Parks was
Declarative Knowledge	<ul style="list-style-type: none"> • Rosa Parks risked her life to improve the lives of African Americans. • An African American is an American citizen whose ancestors were brought to North America from Africa as slaves. • Rosa Parks believed it was wrong that people like her did not have the same rights as white Americans. • Life for African Americans was very different when Rosa was growing up. • In the Southern United States, they were not allowed to go to the same schools or restaurants as white people. • This was called segregation - separating groups of people according to their race, gender or religion. • Rosa McCauley (later Parks) was born near Montgomery, Alabama, USA on 4th February 1913. She went to several local schools when she was growing up. • Rosa had to leave school early to care for her mother and grandmother, who were ill. • African American children could not go to the same schools as white children. • Schools were not the only places that were segregated in Alabama. • While white American children could travel to school by bus, African Americans like Rosa had to walk. • On 1st December 1955, Rosa Parks caught the bus after work. • The driver asked her to give up her seat so a white passenger could sit down. Parks refused, and was arrested for breaking a law on segregation. • Parks was fined for not giving up her seat on the bus. • African Americans boycotted the buses in Montgomery, Alabama for more than a year. A boycott is when you refuse to use something as a form of protest. • Parks's refusal to move was supported by other African Americans. • They refused to use the city's buses. Finally, the US Supreme Court decided that segregation on buses was against the law. The Supreme Court is the highest court of law in the United States. • After the brave protest in Montgomery, Rosa Parks found life difficult. • She was a hero to African Americans, but she lost her job and had to move house to find work. • Parks was famous but she was never rich, African Americans continued their battle to have the same rights as white people. • Parks's refusal to move from her seat on the bus inspired many people. • Many others risked arrest or violence to protest peacefully. Parks was called the "Mother of the Civil Rights Movement". • During the 1960s, the protests won equal rights for African Americans. • Parks died in 2005.
Procedural Knowledge	Chronology
Key Vocabulary	Significant, boycott, arrested, discriminated, segregation, rights

Lesson 5	
Learning Objective	Who is more significant?
Declarative Knowledge	<ul style="list-style-type: none"> • To compare 2 significant individuals. • To provide valid reasons for why Rosa Parks and Emily Davison are significant and why they should be remembered. • To know what was different and what was the same about Rosa Parks and Emily Davison. • To know where each significant individuals was born, what job they did, what they fought for, what actions they took, what they achieved. • To suggest who should still be remembered today and why.
Procedural Knowledge	Similarities and differences
Key Vocabulary	Unfair, seamstress, vote, governess, suffragette

Lesson 6	
Learning Objective	To find out if women have change the world. Answer the big question
Declarative Knowledge	<ul style="list-style-type: none"> • To discuss and decide what happened in the past and what is happening today. • To discuss whether things have changed. • To discuss the influence and impact of the significant individuals studied on the rights of women and people of colour today.
Procedural Knowledge	Significance
Key Vocabulary	In the past, long ago, now, changed, different, same.

Year 2 - History of Flight

Lesson 1	
Learning Objective	What do you think the Wright brothers did to make them famous?
Declarative Knowledge	<ul style="list-style-type: none"> • To know History is learning all about the past and how it has shaped our world today. • To know the Wright brothers were inventors. • To know in December 1903 The Wright Brothers Wilbur and Orville took the world's first engine powered flight in North Carolina. • The machine was called The flyer. To know how many flights they carries out and how long they lasted. • To know where the first flight sits on the chronological frame work studied so far. • To know the history of flight leading up to the Wright brothers achievement. • To know Leonardo da Vinci had over 100 drawings that illustrated his theories on flight. • The Ornithopter flying machine was never actually created. • It was a design that Leonardo da Vinci created to show how man could fly. • To know Joseph and Jacques Montgolfier, were inventors of the first hot air balloon. • In 1783, the first passengers in the colourful balloon were a sheep, rooster and duck. • It climbed to a height of about 6,000 feet and travelled more than 1 mile. • To know Otto Lilienthal was the first person to design a glider that could fly a person and was able to fly long distances. • He wrote a book and this text was used by the Wright Brothers for their designs. • To know that the Wright brothers continued to improve air planes. • To know the similarities and differences between aircraft over time.
Procedural Knowledge	Similarities and differences, chronological
Key Vocabulary	Inventors, Wright Brothers, beyond living memory, chronological order, fuselage, invention

Lesson 2	
Learning Objective	How did the Wright brothers manage to be the first to launch a man powered flight?
Declarative Knowledge	<ul style="list-style-type: none"> • To know when Wilbur and Orville Wright were 12 and 8 their father brought them a toy helicopter that was powered by a rubber band. • They set up their own business repairing and selling bicycles. • The Wright brothers used the money from their bicycle business, as well as their understanding of how bicycles worked to help them with flying. • Other people were beginning to explore how to make flying machines but they were always difficult to control. • During 1902-3 the brothers designed a small and light engine strong enough to power an airplane. • Just before Christmas 1903 the Wright Brothers made their first successful and controlled flights in a powered airplane. • The first flights lasted less than a minute. • To know Wright Brothers kept changing and improving their aeroplane design until they had built a practical aeroplane that could be flown for half an hour and over much greater distances • To know they were the first people ever to invent and fly a powered controllable aeroplane.
Procedural Knowledge	Chronology, continuity and change
Key Vocabulary	Wright Brothers, chronological order, invention, retell,

Lesson 3	
Learning Objective	Why did the Wright brothers succeed where others had failed?
Declarative Knowledge	<ul style="list-style-type: none"> • To know the Wright brothers do something that nobody else had managed. • To know they were always interested in finding out how things worked. • They kept persevering. • They were able to use the money from their bicycle company to pay for their work. • They knew how to make a very light engine. • To discuss and share their own opinions why the Wright brothers were successful.
Procedural Knowledge	Cause and consequence
Key Vocabulary	Important, significant, flyer

Lesson 4	
Learning Objective	How do we know that the flight took place all that time ago, when there's nobody alive now who saw it?
Declarative Knowledge	<ul style="list-style-type: none"> • To use clues left from the past to find out about the first flight. • To know what a piece of evidence does tell you. • To know what a piece of evidence doesn't tell you. • To know Orville sent a telegram from Kitty Hawk, North Carolina, to his father. • To know that people took photos of the event. • To know that newspaper reporters witnessed the event. • To know the average speed of the flight. • To know what the plane was built out of. • To know when the flights took place, how many flights took place and how many were successful. • To look at source of evidence to back up the statements of the Wright brothers that the first flight did take place.
Procedural Knowledge	Source Enquiry
Key Vocabulary	Source, evidence

Lesson 5	
Learning Objective	How did flight change as a result of the brothers work?
Declarative Knowledge	<ul style="list-style-type: none"> • To put planes in chronological order. • To discuss the most important changes in planes that has happened in the last 119 years.
Procedural Knowledge	Continuity and change,
Key Vocabulary	Chronology, significance, importance

Lesson 6	
Learning Objective	How should the Wright brothers be remembered?
Declarative Knowledge	<ul style="list-style-type: none"> • To know commemorate means to remember and show respect for (someone or something). • To know commemorate also means to mark or celebrate an event or person by doing or producing something. • To know there are different ways an individual or event can be commemorated. • To know there is a monument to commemorate the first flight at Kitty Hawk. • To know there is a National Memorial commemorating the first flight.
Procedural Knowledge	Significance
Key Vocabulary	Commemorate, statue, monument, plaque