



St Laurence's CE Primary School
 History
 Long Term Plan
 Year 2



Autumn 1	Autumn 2 Gunpowder plot and Remembrance Day	Spring 1	Spring 2 The Great Fire of London	Summer 1 Nurturing Nurses	Summer 2
	<p><u>Key Content & Skills</u> <u>Why are these events still important today?</u> Children will explore what bonfire night is. We will also investigate who King James 1 is and his role back then. Children will look at the houses of parliament and compare what happens there today to when King James I in in charge. The children will explore Protestants and Catholics and will find out about Guy Fawkes. They will learn about the capture and arrest of Guy Fawkes and think about why we remember him and not any of the other conspirators.</p> <p>Children will think carefully about events that we remember every year. They will discuss poppies and if they have ever worn one and can children explain why we wear them. Children will find out about the armistice and the origins of Remembrance Day. Explore how Remembrance Day has changed, share images of the Queen laying wreath, compare how this has now changed and can children identify who would lay a wreath now? Children will think about the poppy symbol and discuss whether it represents hope and death. Children will</p>		<p><u>Key Content & Skills</u> <u>What does Samuel Pepys' diary tell us about the events of the Great Fire of London? (causes and consequences)</u> Children will learn about where and when the Great Fire of London took place. We will place this on a timeline of events and children will think about what life in London was like in 1666 compared to now. They will use a variety of different sources but will be using the diary of Samuel Pepys to compare them. We will think about how people felt using the diary of Samuel Pepys when the fire happened. Children will learn about where the fire started and why it spread so quickly. We will think about why the fire lasted so long. Children will research and find out about what was changed to ensure that a fire never happened like this again. We will look at a variety of sources to gather our evidence and opinion and the children will explore his using art, poetry and descriptive writing.</p>	<p><u>Key Content & Skills</u> <u>What do the lives of Mary Seacole, Florence Nightingale tell us about the changes in nursing?</u> Children will learn about the lives of Mary Seacole and Florence Nightingale. They will think about the main events in Mary Seacole's life and plot these on a chronological timeline. Children will explore 'racism' and think what impact this had on Mary Seacole's life. Children will think about what she did to help others and how she got the name 'mother Seacole'. We will look at how Mary Seacole didn't get remembered for a long time after she died. Children will make comparisons with Florence Nightingale and we will think about the significant events in her life. We will explore the choices she made to become a nurse. Children will also make comparisons to nursing today to when Florence Nightingale was nursing.</p>	



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	relate this to their own experiences of remembrance and think about what war memorials they may have seen. We will discuss wars that are happening today. Children will explore the thinking of it is still important to remember now?				
	<u>Vocabulary</u> Remembrance Gunpowder plot remembrance memorial armistice wreath parliament		<u>Vocabulary</u> Samuel Pepys King Charles past century chronology eye witness diary evidence	<u>Vocabulary</u> significant, nurse Florence Nightingale Crimean War problem/solution	
	<u>Assessment against the National Curriculum</u> The lives of significant individuals in the past who have contributed to national and international achievements Events beyond living memory that are significant nationally or globally. Changes within living memories (Remembrance day)		<u>Assessment against the National Curriculum</u> They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	<u>Assessment against the National Curriculum</u> 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	