

History – Year 2, Unit 1 Significant Individuals

Enquiry Questions:

*What impact have significant people from the past had on my life today?
How has life changed between time periods?*

NC/PoS: Lives of significant individuals

- 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.

Prior Learning (what pupils already know and can do)

- Know the concepts of old and new.
- Know/awareness of change over time.
- Know that they live in Warrington in the UK.
- Know and identify special people in their lives.
- Know that people have different cultures and beliefs.

End Points (what pupils MUST know and remember)

- Know living memory means people are alive today who can remember the changes/ event.
- Know events can happen beyond living memory and understand this means nobody alive today can remember the event.
- Know that a significant person is someone we remember due to their achievements or way of life.
- Know that we can learn about people from beyond living memory by using a variety of sources.
- Know historians can extract information from various types of sources (artefacts, pictorial, written) to create a picture of the past.
- Know we can sequence dates into chronological order and identify similarities and differences between periods of history.
- Know that significant people will have an impact on our lives today.
(Queen Elizabeth II, Edith Cavell, Walter Tull, Isambard Kingdom Brunel)

Session1: What is chronology?

Substantive knowledge: Know living memory means people are alive today who can remember the changes/ event. Know we can sequence dates into chronological order and identify similarities and differences between periods of history.

Disciplinary knowledge: Chronology – what does chronological order mean? How can we organise events into chronological order? How does a timeline show chronology?

Ensure children have a basic understanding of 'past' and 'present'.

Show the children some photos of different stages of a person's life in a random order (e.g. baby, childhood, adulthood). These could be images from the class teacher's own timeline. How do I know which event came first?

Place the photos in the correct order on a straight line. Explain to children that this line is a timeline.

Introduce the term 'chronological order'. Ensure children understand the earliest event starts at the far left and the far right is modern day.

Discuss how timelines go in chronological order to help us understand when different events happened.

Show children a completed timeline (e.g. photos and years of popular toys through the decades) and ask questions using time vocabulary such as before, after. - What came after...?

Introduce the term 'in living memory'.

Thought shower possible significant, interesting, and amusing events in the children's lives. Pick a few and place in chronological order. Children create their own timeline of their life, placing event in chronological order.

Key Vocabulary: time, past, present, chronological order, timeline, in living memory

Session 2: **What does significant mean?**

Substantive knowledge: Know events can happen beyond living memory and understand this means nobody alive today can remember the event. Know that we can learn about people from beyond living memory by using a variety of sources. Know historians can extract information from various types of sources (artefacts, pictorial, written) to create a picture of the past. Know that a significant person is someone we remember due to their achievements or way of life. Know that significant people will have an impact on our lives today.

Disciplinary knowledge: Investigating Sources- How can we learn about the past? What different types of historical sources are there? What can sources tell us about the past? Significance – What makes someone or something significant? What impact do they have? Who has been significant historically?

Discuss with the children - What do we mean when we say someone is famous? Do you know someone famous? Why are they famous? Ensure children understand that someone doesn't have to be wealthy to be famous, but have done something interesting, important or unusual.

Do they know someone famous from the past? Why do we still remember them?

Introduce the term 'significant'. Encourage children to discuss someone who is significant to them.

Discuss how someone is historically significant when we remember them for doing something interesting, important or unusual, which can have an impact on lots of other people.

Explore briefly different famous people and explore the reasons for why we know them.

Discuss - how do we know about people and events from the past? Recap the term 'in living memory' and introduce the term 'beyond living memory'. Recap the term 'source' and discuss how we use historical sources to learn about the past.

Show children images of lots of different sources (diaries, photos, videos, cave painting, artefacts, maps, newspapers) - how could these help us understand the past? What can they teach us about significant individuals or events?

Key Vocabulary: famous, significant, source, artefact, beyond living memory

Session 3: Why was Queen Elizabeth II significant?

Substantive knowledge: Know living memory means people are alive today who can remember the changes/ event. Know that a significant person is someone we remember due to their achievements or way of life. Know that we can learn about people from beyond living memory by using a variety of sources. Know historians can extract information from various types of sources (artefacts, pictorial, written) to create a picture of the past. Know we can sequence dates into chronological order and identify similarities and differences between periods of history. Know that significant people will have an impact on our lives today (Queen Elizabeth II).

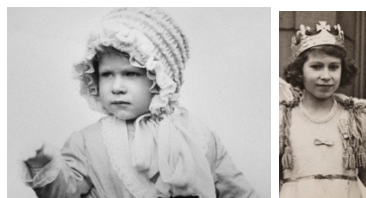
Disciplinary knowledge: Investigating Sources- What different types of historical sources are there? What can historical sources tell us about past monarchs? What can these sources tell us about Queen Elizabeth II? Significance – Why is Queen Elizabeth II significant? What impact did she have nationally and globally? Why and how is she still remembered? Chronology – When did Queen Elizabeth II live in relation to today? Is this in living memory or beyond living memory?

Recap the terms 'in living memory' and 'beyond living memory'.

Discuss – what is a monarch? Show children images of real British monarchs from different eras. What can we see in these images that tell us these people are royalty? Draw attention to crowns, sceptres, expensive and detailed clothes. Discuss- do you think these people lived 'in living memory' or 'beyond living memory'? Why?



Show children an image of Queen Elizabeth II as a young girl. Do we think this photo is from the past or the present? Why?



Show the children more images or videos of Queen Elizabeth II at different ages, including her coronation image. Who do we think this person is? Do you think she lived in living memory or beyond living memory?



Explore how Queen Elizabeth II's life, including her coronation and jubilee.

<https://www.youtube.com/watch?v=f5ozTPS-ipY>

<https://www.youtube.com/watch?v=7UfiCa244XE>

Explore how Queen Elizabeth II was significant nationally and globally.

Place events from her life on a chronological timeline.

Key Vocabulary: monarch, reign, living memory, beyond living memory

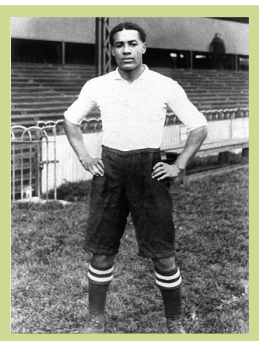
Session 4: **Who was Walter Tull and what did he achieve?**

Substantive knowledge: Know events can happen beyond living memory and understand this means nobody alive today can remember the event. Know that a significant person is someone we remember due to their achievements or way of life. Know that we can learn about people from beyond living memory by using a variety of sources. Know historians can extract information from various types of sources (artefacts, pictorial, written) to create a picture of the past. Know we can sequence dates into chronological order and identify similarities and differences between periods of history. Know that significant people will have an impact on our lives today (Walter Tull).

Disciplinary knowledge: Investigating Sources- What different types of historical sources are there? What can historical sources tell us about WWI and Walter Tull? Similarity & Change – How are footballers today similar or different to footballers from the past? How are soldiers today similar or different to soldiers from the past? Significance – Why is Walter Tull significant? What impact did he have in Britain? Why and how is he still remembered? Chronology – When did Walter Tull live in relation to today and Queen Elizabeth II? Is this in living memory or beyond living memory?

Recap the terms 'in living memory' and 'beyond living memory'.

Show two pictures of Walter Tull (one of him in his football kit and one of him wearing his soldier's uniform). What type of sources are these? (photographs) What can we deduce from these sources? What was their job? How can we tell that this person lived a very long time ago?



Show the image of Walter Tull in his football kit and a photo of a modern-day footballer - Are the clothes like the clothes footballers wear now? How are they different?

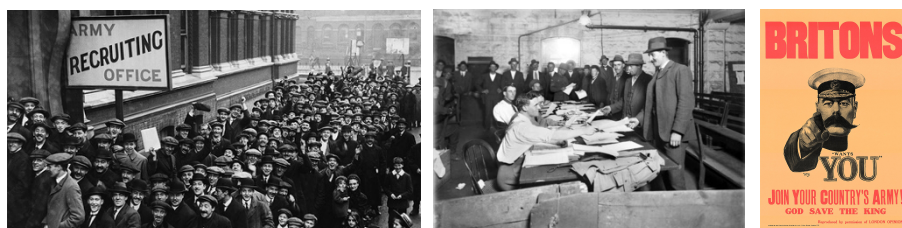
Show the image of Walter Tull in his soldier's uniform and a photo of a modern-day soldier – what is the same? What is different?

Place him correctly on a timeline in relation to Queen Elizabeth II.

Explore Walter Tull's childhood and footballer career prior to enlistment.



Show pictures of men going to enlist during WWI and the Kitchener war poster. Describe briefly the events that led to Walter being sent to war in WWI. Discuss the characteristics and attributes footballers have that would make them good soldiers (strong, healthy, good team players).



Look at how and why Walter Tull is still remembered with the memorial at Northampton football ground and was featured on a coin.



Discuss how these two events make him doubly significant.

Key Vocabulary: significant, memorial, living memory, beyond living memory

Session 5: Who was Edith Cavell and why is she significant?

Substantive knowledge: Know events can happen beyond living memory and understand this means nobody alive today can remember the event. Know that a significant person is someone we remember due to their achievements or way of life. Know that we can learn about people from beyond living memory by using a variety of sources. Know historians can extract information from various types of sources (artefacts, pictorial, written) to create a picture of the past. Know we can sequence dates into chronological order and identify similarities and differences between periods of history. Know that significant people will have an impact on our lives today (Edith Cavell).

Disciplinary knowledge: Investigating Sources- What different types of historical sources are there? What can historical sources tell us about Edith Cavell? How does opinion of Edith Cavell differ according to German and British accounts? Similarity & Change – How are nurses today similar or different to nurses from the past? Significance – Why is Edith Cavell significant? What impact did she have in Britain? Why and how is she still remembered? Chronology – When did Edith Cavell live in relation to today, Queen Elizabeth II and Walter Tull? Is this in living memory or beyond living memory?

Recap the terms 'in living memory' and 'beyond living memory'.

Show a picture of Edith Cavell in her nurse's uniform - What can we deduce from these sources? What was their job? How can we tell that this person lived a long time ago?



Show the image of Edith Cavell in her nurse's uniform and a photo of a modern-day nurse– what is the same? What is different? (uniform, equipment and gender).

Place Cavell correctly on a timeline in relation to Queen Elizabeth II and Walter Tull.

Explore Edith Cavell's life.



Discuss how Edith Cavell was seen as both a hero and a traitor depending on which side of the war you fought on – what do the children think? Why?

Discuss how many remember Edith Cavell as a hero for saving many lives on both sides. Explore how Edith Cavell is still remembered with memorials in London and Norwich.



Key Vocabulary: significant, memorial, living memory, beyond living memory

Session 6: **Who was Isambard Kingdom Brunel and what did he achieve?**

Substantive knowledge: Know events can happen beyond living memory and understand this means nobody alive today can remember the event. Know that a significant person is someone we remember due to their achievements or way of life. Know that we can learn about people from beyond living memory by using a variety of sources. Know historians can extract information from various types of sources (artefacts, pictorial, written) to create a picture of the past. Know we can sequence dates into chronological order and identify similarities and differences between periods of history. Know that significant people will have an impact on our lives today (Isambard Kingdom Brunel).

Disciplinary knowledge: Investigating Sources- What different types of historical sources are there? What can historical sources tell us about Isambard Kingdom Brunel? Significance – Why is Isambard Kingdom Brunel significant? What impact did he and his inventions have nationally and globally? Why and how is he still remembered? Chronology – When did Isambard Kingdom Brunel live in relation to today, Queen Elizabeth II, Walter Tull and Edith Cavell? Is this in living memory or beyond living memory?

Recap the terms 'in living memory' and 'beyond living memory'.

Show a picture of Brunel - What can we deduce from these sources? What was this person's job? How can we tell that this person lived a long time ago?



Place Brunel correctly on a timeline in relation to Queen Elizabeth II, Walter Tull and Edith Cavell.

Talk about Brunel's significance as an engineer and explore the national and global impacts of his work.



Key Vocabulary: significant, engineer, living memory, beyond living memory

Session 7: **How have significant people impacted your life today?**

Substantive knowledge: Know living memory means people are alive today who can remember the changes/ event. Know events can happen beyond living memory and understand this means nobody alive today can remember the event. Know that a significant person is someone we remember due to their achievements or way of life. Know that we can learn about people from beyond living memory by using a variety of sources. Know historians can extract information from various types of sources (artefacts, pictorial, written) to create a picture of the past. Know we can sequence dates into chronological order and identify similarities and differences between periods of history. Know that significant people will have an impact on our lives today (Queen Elizabeth II, Edith Cavell, Walter Tull, Isambard Kingdom Brunel)

Disciplinary knowledge: Investigating Sources- What different types of historical sources are there? What can historical sources tell us about historical figures? Chronology – When did these people live in relation to today? Did they live in living memory or beyond living memory? Significance – What made these individuals significant? What impact did they have nationally and globally? Why and how are they still remembered? What impact do they still have on my life today?

Recap the key achievements of each person.

Discuss - Why are these people remembered? Why are they significant? What impact did they each have during their time and in modern day Britain? How do we know about their achievements? Where do they fit on our chronological timeline? Did they live 'in living memory' or 'beyond living memory'?

Discuss - What impact have significant people from the past had on my life today? Which person that we have learnt about do you think has been the most significant? Why?

Future learning this content supports:

- Anglo-Saxons and Vikings UKS2
- Conflicts through time UKS2