

History Medium Term Plan - Year 2

Autumn: Local Study (Significant historical events, people and place) - St Ann's Church

Overarching Enquiry question: How has St Ann's church changed since it was first built?

	Disciplinary and Substantive Knowledge	Vocabulary	Enquiry Based Learning Sequence
Pre-learning	- The past is different from the present (Y1: Changes Within Living Memory). - Buildings and places can change over time (Y1: History of St Ann's School). - Photographs can be used to learn about the past (Y1: Changes Within Living Memory). - Schools and other local places are important to communities (Y1: Significant Places – St Ann's School). - Some events and places are significant because they are important to people (Y1: Significant Events and Places).	church community special belong	Lesson 1: What is St Ann's Church? Key Learning - A church is a special building where Christians meet to worship. - St Ann's Church is part of our local community. - Churches are used for worship, prayer, celebrations and community events. - People visit churches for different reasons throughout their lives. - St Ann's Church is an important local place that helps bring people together.
		past Sunday worship Sunday School	Lesson 2: Why was the church important in the past? Learning - When St Ann's Church was first built, most people went to church on Sundays - Sundays were different from today because many shops were closed. - The church was an important place where people met friends and family. - People prayed, worshipped and sang hymns together. - Children attended Sunday School to learn about Christianity. - Important events such as baptisms and weddings took place at church. - Church played an important role in many people's daily lives.
Historical Concepts	Substantive Knowledge (Content – “knowing that”) - A church is a special building used for Christian worship. - St Ann's Church is part of the local community and has an important role. - Churches are used for different purposes, including worship and community events. - In the past, church attendance was a common Sunday activity for most people. - Sundays were different in the past (e.g. shops closed, church was central to social life). - People prayed, sang hymns, and attended services in church. - Children attended Sunday School. - Churches were places for important life events (weddings, baptisms). - Old St Ann's Church was built in 1868.	stained glass pews cross traditional	Lesson 3: What was old St Ann's Church like? Key Learning - Old St Ann's Church was built in 1868 - Traditional churches were designed differently from many modern churches.

History Medium Term Plan - Year 2

- Historical churches had traditional features (stained glass, wooden pews, cross shape). - Buildings and places can change over time. - Old St Ann's Church closed in 1996 due to repair costs. - The building was repurposed (now a climbing centre). - A new St Ann's Church was built in 2000. - The new church is modern in design (open-plan layout). - Some features remain the same across time (e.g. cross, seating). - Despite physical changes, the church continues to serve the community. <u>Disciplinary Knowledge</u> - Asking historical questions (e.g. "What is a church?" "How has it changed?"). - Distinguishing between past and present. - Understanding change and continuity over time (old vs new church). - Using sources of evidence (photographs, artefacts, sounds like bells). - Observing and describing features from historical images. - Making comparisons (similarities and differences between past and present). - Using timeline thinking (1868 → 1996 → 2000). - Beginning to understand cause and consequence (why the old church closed; why a new one was built). - Recording ideas using labelling, drawing, and simple sentences. - Talking about how we know about the past (through photos, stories, visits).		- Stained-glass windows, wooden pews and a cross-shaped layout were common features. - Historical photographs can help us find out what the church looked like.
	closed repair building	Lesson 4: What happened to old St Ann's Church? <u>Key Learning</u> - Old St Ann's Church closed in 1996 because the building needed expensive repairs - Over time, old buildings can become difficult and costly to maintain. - The church building was sold after it closed. - The building was given a new purpose and became a climbing centre. - People who attended St Ann's Church needed a new place to worship.
	modern layout building	Lesson 5: What does new St Ann's church look like? <u>Key Learning</u> - The new St Ann's Church opened in 2000. - It was built after the closure of the old church. - It is a modern building. - The church has an open-plan layout designed for modern use. - Some features, such as the cross and seating, are similar to those found in older churches.
	before after now change	Lesson 6: How has St Ann's church changed over time? <u>Key Learning</u> - We can compare the old and new churches to understand change over time. - The church has changed but still serves the community. - The church building, layout and appearance have changed. - Some important features have stayed the same. - The church continues to be a place for worship, celebration and community activities.

Spring: Events beyond Living Memory that are significant nationally

History Medium Term Plan - Year 2

Overarching Enquiry Question: Why is the Great Fire of London still remembered today?			
	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- The past is different from today (Y1: Changes Within Living Memory). - Buildings and places can change over time (Y1: History of St Ann's School; Y2: Church). - Important events can lead to change (Y1: Significant Events). - Photographs and sources help us learn about the past (Y1: Changes Within Living Memory; Y2: Church). - Churches were important buildings in communities (Y2: Church).	Past London Wood Fire Plague	Session 1: What was life like in London before the Great Fire? <u>Learning</u> - London was very different a long time ago. - Many houses were made of wood and were close together. - Streets were narrow, crowded and busy. - Many families lived and worked in the same areas. - Before the fire, many people were affected by the plague. - Understanding life before the fire helps us explain why the disaster spread so quickly.
		Fire Bakery Pudding Lane 1666	Session 2: How did the Great Fire of London start? <u>Learning</u> - The Great Fire happened in 1666. - The Great Fire of London started in a bakery. - The fire began on Pudding Lane during the night. - Strong winds helped carry the flames across the city. - There was no organised fire service to tackle the blaze. - These factors helped a small fire become a major disaster.
		Fire Spread Burn Wind Escape	Session 3: What happened during the Great Fire of London? <u>Learning</u> - The Great Fire spread rapidly across London. - The fire burned for four days. - Wooden buildings helped the flames spread quickly. - Many people tried to stop the fire using buckets of water. - Some families escaped with their belongings using boats on the River Thames. - Important buildings, including St Paul's Cathedral, were damaged or destroyed. - People eventually stopped the fire spreading by pulling down buildings and creating gaps.
		Impact	Session 4: What was the impact of the fire?
Learning in this unit	<u>Substantive Knowledge</u> By the end of this unit, pupils will know that: - London in the past was very different from today: - Houses were made of wood. - Streets were narrow and crowded. - Many people in London were affected by the plague before the fire. - The Great Fire of London happened in 1666 and burned for several days. - During the fire: - Houses, churches, and businesses were destroyed. - People escaped, some using boats on the River Thames - The fire had a significant impact: - Thousands of homes were destroyed. - Important buildings like St Paul's Cathedral were severely damaged. - The plague ended after the fire - After the fire: - London was rebuilt. - Buildings were made of brick and stone. - Streets were made wider to help stop fires spreading.		

History Medium Term Plan - Year 2

	o We know about the Great Fire because Samuel Pepys wrote a diary describing what happened. <u>Disciplinary Knowledge</u> Across the unit, pupils develop early historical thinking by: - Understanding significance - Learning why the Great Fire is remembered. - Recognising that events are significant because of their impact. - Using sources to find out about the past - Pictures and illustrations - Samuel Pepys' diary as written evidence - Developing chronological awareness - Knowing the fire happened long ago. - Understanding what happened before, during and after the fire. - Asking and answering simple historical questions <i>What happened? Why did it spread? What changed afterwards?</i> - Identifying change over time - Comparing London before and after the fire	Destroyed Plague	<u>Learning</u> - The Great Fire caused enormous damage across London. - Many homes, churches and shops were destroyed. - Thousands of people lost their homes and possessions. - Important buildings, including St Paul's Cathedral, were severely damaged. - The fire brought major changes to the city. - The plague ended after the fire.
		Rebuild Brick Christopher Wren	Session 5: How did London change after the Great Fire? <u>Learning</u> - London was rebuilt after the Great Fire. - Much of the city had to be rebuilt because so many buildings were destroyed. - New rules were introduced to make London safer. - Buildings were rebuilt using brick and stone instead of wood. - Streets were made wider and houses were built further apart. - Christopher Wren helped to rebuild important buildings, including St Paul's Cathedral. - These improvements reduced the risk of another major fire.
		Samuel Pepys Diary Source	Session 6: How do we know about the Great Fire of London? <u>Learning</u> - We learn about the past by using historical sources. - Samuel Pepys lived during the Great Fire of London. - Samuel Pepys wrote a diary about what he saw and heard. - His diary provides important first-hand evidence about the fire.

Summer - Lives of Significant individuals - Florence Nightingale, Mary Seacole and Edith Cavell

History Medium Term Plan - Year 2

Overarching Enquiry Question: Who made the most significant difference to Nursing?

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- Some people are remembered because they made a difference (Y1: Significant Individuals and Queen Elizabeth II). - Life in the past was different from life today (Y1: Changes Within Living Memory). - Important events and people can improve life for others (Y1: Significant Events; Queen Elizabeth II). - Sources such as pictures can help us learn about the past (Y1 and Y2 units).	nurse hospital past clean germs	Session 1: What were hospitals like in the past? <u>Learning</u> - Nurses help people who are ill or injured. - Hospitals have changed significantly over time. - Hospitals in the past were often dirty and unsafe. - People did not understand how germs spread disease. - Illness spread more easily because hospitals were unhygienic. - Poor conditions led to the need for improvements in nursing and healthcare.
Historical concepts	Substantive Knowledge - Hospitals in the past were often dirty and unsafe. - People in the past did not understand germs, so illness spread more easily. - Nurses help people get better and require training. - Florence Nightingale (1820) was a nurse who improved hospital cleanliness. - Florence Nightingale cared for soldiers during war and was known as the "Lady of the Lamp." - Mary Seacole was a nurse from Jamaica who travelled to help soldiers. - Mary Seacole set up her own hospital and provided food and medicine. - Edith Cavell was a nurse in World War 1 who helped soldiers from both sides. - Edith Cavell is remembered for bravery and helping others. - These nurses lived at different times and places but all helped people. - Some people are significant because of their actions. - The NHS began in 1948 to provide free healthcare. - Hospitals today are cleaner and safer than in the past.	Florence Nightingale nurse soldier war lamp	Session 2: Who was Florence Nightingale? <u>Learning</u> - Florence Nightingale lived in the past and was born in 1820. - She became a nurse and cared for soldiers during the Crimean War. - She became known as the "Lady of the Lamp" because she visited patients at night. - Florence Nightingale helped to make hospitals cleaner. - She encouraged better hygiene and hospital organisation. - Her work helped save lives and improve healthcare.
		Mary Seacole travel Jamaica soldier brave	Session 3: Who was Mary Seacole? <u>Learning</u> - Mary Seacole lived at a similar time to Florence Nightingale. - She travelled from Jamaica to help soldiers during war. - Mary Seacole set up her own hospital to care for sick and injured soldiers. - She provided food, comfort, medicine and treatment. - Mary overcame challenges in order to help others. - Her determination and care made a positive difference to many soldiers.
		Edith Cavell war brave help	Session 4: Who was Edith Cavell? <u>Learning</u> Edith Cavell worked as a nurse during World War One.

History Medium Term Plan - Year 2

	Nursing has improved over time, but the role of caring for others continues.	choice	- Edith Cavell helped soldiers from both sides of the war. - She believed that all injured people deserved help and care. - She made brave and difficult choices during wartime. - Edith risked her own safety to help others. - She is remembered for her courage, compassion and sense of duty.
	Disciplinary Knowledge - Using simple chronology (different time periods: Nightingale → WW1 → NHS). - Recognising change over time (dirty hospitals → clean modern hospitals). - Identifying similarities and differences (past vs present hospitals). - Understanding significance (why these nurses are remembered). - Using historical sources (images of hospitals, stories). - Asking and answering historical questions (Who helped? How did things change?). - Comparing people from the past (Florence, Mary, Edith). - Beginning to understand cause and consequence (cleaner hospitals → fewer deaths).		Lesson 5: Who was the most significant nurse? <u>Learning</u> - Florence Nightingale, Mary Seacole and Edith Cavell all made important contributions to nursing. - Each nurse helped people in different places and at different times. - Historical figures can be compared by examining their achievements. - Different people may have different opinions about who made the biggest difference. - Evidence can help us explain and justify our views.
		NHS hospital free	Session 6: What is the NHS? <u>Learning</u> - The NHS stands for National Health Service. - It began in 1948 to provide free healthcare for everyone. - Hospitals today are cleaner, safer and more advanced than those in the past. - Nursing has improved over time as knowledge and technology have developed. - Nurses today continue the work of caring for others begun by people such as Florence Nightingale. - The NHS plays an important role in helping people stay healthy and receive medical care.