


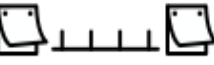










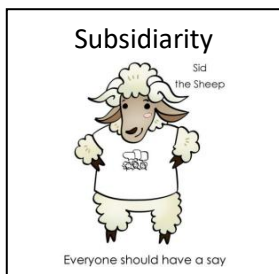


<p>Year Group: 2</p>	<p>Title: Little people, big dreams</p>
<p>National Curriculum coverage:</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<p>Pre & Post Learning:</p> <p>Draw a picture of society before the significant people studied and a picture of society after the significant people studied.</p>
<p>Concepts: Substantive Concepts:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Society</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid red; padding: 5px; text-align: center;">  <p>Significance</p> </div> <div style="border: 1px solid purple; padding: 5px; text-align: center;">  <p>Evidence</p> </div> <div style="border: 1px solid orange; padding: 5px; text-align: center;">  <p>Similarity and Difference</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Cause and Consequence</p> </div> <div style="border: 1px solid yellow; padding: 5px; text-align: center;">  <p>Interpretations</p> </div> <div style="border: 1px solid green; padding: 5px; text-align: center;">  <p>Continuity and Change</p> </div> </div> <p>Our Big Ideas (Disciplinary Knowledge)</p>	<p>Context: This topic builds on what the children learnt about in Y1 and the historical timeline of going back from our school life to that of the Victorian Classroom. This topic in Y2 builds on the knowledge and skills that the children gained in y1 about comparing similarities and differences as they look to use these skills to think about the lives of significant individuals and significant events. The skills of questioning and thinking about the knowledge of a timeline will be very useful.</p>
<p>Visits and Visitors: N/A</p>	<p>St. Mary's Experience: Become an author (Parent Workshop - meet the pupil authors) & Campaign on an issue</p>
<p>Careers/preparation for adulthood:</p> <p> Florence Nightingale & Mary Seacole Nurse Doctor Paramedic Someone who works in a hospital Charity worker who helps others</p> <p> The Titanic Ship captain Marine engineer (someone who helps build ships) Coastguard</p> <p> The Suffragettes Politician Lawyer Journalist Campaigner</p> <p> Rosa Parks & Guy Bailey Human rights lawyer / Judge Community leader Police officer</p>	<p>Key People: Florence Nightingale Mary Seacole Emmeline Pankhurst Guy Bailey Ross Parks</p>

Catholic Social Teaching



Subsidiarity – how the people studied demonstrate that everyone should have their say
Participation – everyone should do what they can to challenge when things are not fair
Human Dignity – everyone should be treated equally

British Values:

- Democracy** – fair societies have ways to ensure everyone has their say
- Rule of Law** – laws make society fairer
- Mutual Respect &** **Tolerance** – we should have respect and celebrate cultural difference
- Individual Liberty** – how the women studied took on jobs that were not deemed suitable for women at that time

End points (by the time pupils leave St. Mary's):

- Remember significant dates from their topic and order events chronologically on a timeline
- Know the names and key facts about significant people from history.
- Be able to find out accurate information from a range of sources and recognise propaganda/biased information
- Describe the similarities and differences between different eras in history
- Describe the cause and consequence of key events in history
- Describe how areas of the world have changed over time
- Describe how ideas (society, innovations and inventions) have changed over time and their impact.

Crucial knowledge: Y2

- Know who Florence Nightingale was and her legacy.
- Know who Mary Seacole was.
- Know about the sinking of the Titanic and sequence events.
- Know who the suffragettes are.
- Describe the similarities and differences between Florence Nightingale and Mary Seacole.
- Explain the inequalities faced by people like Guy Bailey and Rosa Parks and how society has changed since then.

Vocabulary:

Tier 2

(General Academic Vocabulary - These are high-utility words used across multiple subjects)

1. legacy, improve, organise, prevent, influence
2. Brave, travel, treat, determined, independent
3. Voyage, disaster, rescue, survive, sequence
4. equal, rights, protest, unfair, campaign
5. inequality, discrimination, courage, justice, change

Tier 3

(Domain-Specific Vocabulary – These are specialized terms primarily used in history)

1. nurse, hospital, Crimean War, sanitation, hygiene
2. healer, herbal medicine, battlefield, Crimea
3. Iceberg, lifeboat, captain, Atlantic Ocean
4. vote, suffragette, equality, parliament
5. segregation, civil rights, boycott, racism

Prior knowledge: Y1

- Know changes that have happened in their lifetime
- Name sources of historical evidence (buildings, books, people, videos, photos)
- Identify how toys have changed over time.
- Know changes that have happened to Saint Mary's School – including staff and the building.
- Know that childhood has changed since our grandparents were young but some things have stayed the same.
- Describe what school was like for children in Victorian times

Future knowledge: Y3

- Know that the industrial revolution in Britain was between 1750-1900 and was a big period of change for the country - recognise where these events fit on a timeline linked to previous knowledge.
- Compare life before, during and after the Industrial revolution
- Know key events, people and inventions that shaped the industrial revolution in Sheffield.
- Understand why Sheffield was a perfect for the steel industry to flourish.
- Know the different ways that the steel industry changed Sheffield. E.g. The population grew, more factories were built and transport was improved to move goods and materials.
- Know about the 'women of steel'.