Year Group Curriculum Planning Overview

Year Group: 2	Term: 1	Unit: Inspirational People in history		Timescale: 12 weeks	Values: Honesty/ Responsibility	
Big Question: Do you become famous for doing something good or special?				**Core Text: The extraordinary life of Mary Seacole**		

		Q1	Q2	Q3	Q4	Q5	Q6
Steps to Understanding Questions that help to focus in on answering the Big Question		What can we learn from artefacts from the past?	How are injured soldiers looked after during the war?	Why did the gunpowder plot happen?	What happened during and after the gunpowder plot?	Is bonfire night a reason to celebrate?	What makes people famous?
Core Knowledge What do I want each child to know by the end of each step?		- to understand that 150 years ago life was very different. - to gain an understanding that 150 years ago life was very different.	- To know Mary Seacole is a nurse. - To know how she helped soldiers - To know the obstacles she overcame	- To know Guy Fawkes was a religious activist - To know how society motivated their actions.	- To know evidence we have about the past. - To know what happened during the plot - To know why we remember Guy Fawkes.	- To explain and understand why we 'celebrate' bonfire night - To know how to offer their own opinions on bonfire night	- To know how to offer their own opinions on each significant individual and why they believe they are good / bad / famous - To understand the meaning of the word famous / good / special - To know the qualities of a famous person and what makes them good/bad
Key Vocabulary		Artefact History	- Hospital - Crimea - Nurse - Hygiene - Soup	Guy Fawkes - Catholic - Protestant - Parliament - Gunpowder - Treason - Plot - Smuggle - Barrel - cellar	Guy Fawkes - Catholic - Protestant - Parliament - Gunpowder - Treason - Plot - Smuggle - Barrel - cellar	Guy Fawkes - Catholic - Protestant - Parliament - Gunpowder - Treason - Plot - Smuggle - Barrel - cellar	Mary Seacole Guy Fawkes
What are the difficulties and misconceptions?		Concept of time, Won't have heard of some or all of the famous people, Concept famous, being able to express an opinion					
Prior Learning:		**Victorians (Toys), timelines, comparisons of toys from the past, an awareness of their family history**					

Ignition: How will you begin your unit?	The post office are asking for their help in identifying the owner of a mystery parcel found in the history store cupboard after many years. The parcel is brought to class. The children become history detectives and aim to deduce facts about the person.
Rationale:	The aim of the module is to develop an enquiry into famous people from the past. Pupils will learn about Guy Fawkes and Mary Seacole. This sequence of lesson plans will demonstrate historical based sessions in order to better understand why these people are famous and the differing reasons for this. There will be links to History, Geography, DT, art and music within these lessons
Trips:	? Victorian life?

Medium Term Planning

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
1	To be ascertained during the session	Do you become famous for doing something good or special?	What can we learn from artefacts from the past?	To understand that 150 years ago life was very different. to gain an understanding that 150 years ago life was very different.

WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
Identify some characteristics of a person from the past using historical sources Become familiar with objects used in the past.	**Afternoon 1** Starter: Arrival of mystery parcel in classroom. Vocab- What does the phrase characteristics mean? Give examples of character traits Take out one object and discuss. Model description of object (what is the object? Could it be a suitcase with the objects in? Using all of the objects, pupils can make a more sensible prediction) and suggest possible uses. Recorded work Working in pairs/threes pupils are given an artefact. They are given a picture of the artefact to label facts – material, size, colour, shape, smell etc and suggest possible use of the artefact and who might use it. They feedback their findings to class. Findings are summarised. Can they suggest who might use these items? Ask questions such as what is it used for? How old is it? Where did it come from? Who did it belong to? Why did the person have the artefact? What was their job? What were they good at?	Laminated Maps and Photographs Cotton Nurse's Headdress Stone Hot Water Bottle Chamber Pot Enamel Kidney Bowl Carbolic Soap Medicine Bottle Apothecary Jar Pestle and Mortar Bandage Bandage with Blood (fake) Victorian Inkwell Dip Pen Parchment paper Crimea Flag	Characteristic Artefact History	GD – Character description	Children reflect on what they have learnt – write a sentence(s)

Children should be give the chance to hypothesize, give reasons and make a sensible prediction. Predictions about how long ago and whether they think the person was good or bad and why.

CT TA – photos and look listen notes. what is it used for? How old is it? Where did it come from? Who did it belong to? Why did the person have the artefact? What was their job? What were they good at?

Afternoon 2
Pupils to look at a smaller sample of artefacts, chosen for their links to MS.
Share Mary Seacole story from the BBC Bitesize website. Concentrate on the narrative of her life. What can we find out about her? Create a body map on large sugar paper.
Summarise findings together.
Recorded work
GD – Be given the text to go through – what can they pick out about Mary – Create a character description- characteristic facts rather than description
MA – Pupils to have book a word bank of key vocabulary and to choose the most appropriate
SEN – Read text again to these pupils Character picture with key adjectives

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge	
2	What makes a famous person? The Victorians	Do you become famous for doing something good or special?	How are injured soldiers looked after during the war?	- To know Mary Seacole is a nurse. - To know how she helped soldiers - To know the obstacles she overcame	
	WALTs **(Linked to national Curriculum Objectives and skills)**	**Differentiated Activity** **GD/ EAL/ SEN/Behaviour**	**Resources**	**Vocab**	**Cross curricular writing**	**AFL** **End of week quiz** **Exit Ticket**

To create a timeline to place Mary Seacole in relation to us To know about the life Mary Seacole and why she was a significant individual. To	Afternoon 1 – Re-cap the story of Mary Seacole. Use images to sequence the key events on a timeline (Now, We were born, Mary) Create a timeline. Explain what a timeline is. Go through and create a class timeline for display. This can be done by the teacher as a plenary. All children need to have a go at this in pairs/ groups in order to participate (This needs to be big enough to include other events throughout the year) Recorded work- SEN/LA – Cut and stick / pictorial timeline MA – Boxes to write timeline HA – no boxes timeline Afternoon 2 – Reread the story of Mary Seacole to the pupils. Reflect on the information they found out in week 1 linked to artefacts. Model to pupils what a fact file looks like. Include title, map, picture (to stick in), simplified facts for the pupils to choose from. Recorded work To create fact file about MS SEN / LA – 3 boxes, draw a picture, Cut & Stick/copy key words. MA / HA - Write name at top, stick world map in – colour in country from & label. Write job	Timelines Pics of MS from the core story Fact files for Mary Seacole and Florence Nightingale https://www.mylearning.org/explore/stories/?search=Mary+Seacole Twinkl Mary Seacole/Florence Nightingale resource packs BBC Bitesize animated video https://www.bbc.com/bitesize/articles/zjsxcqt BBC School Radio https://www.bbc.co.uk/programmes/p06991h2 Teachers notes for BBC School radio - http://downloads.bbc.co.uk/schoolradio/pdfs/history/mary_seacole_videos.pdf World maps to highlight Jamaica, Britain, Russia and France	Mary Seacole Guy Fawkes Timeline Chronological -	Fact file	Exit ticket – multiple choice quiz

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
3	What makes a famous person? The Victorians	Do you become famous for doing something good or special?	How are injured soldiers looked after during the war?	- To know Mary Seacole is a nurse. - To know how she helped soldiers - To know the obstacles she overcame

WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
To sequence the key life events of Mary Seacole in Crimea To create a portrait using drawing and painting to express my idea of Mary Seacole To understand how it is used to represent the past and understand how portraits are used?	Afternoon 1 Remind pupils of the timeline we created as a class. Re -read the story of Mary Seacole. Look at life after the Crimean war and how she will be remembered. Through discussion pull apart the story of Mary into the key events linked to her time in the Crimea. • Doctor/ nurse in Jamaica • War broke out in Crimea between Britain/ France and Russia	Timeline Story BBC videos Template for story board Splint Bandages Sling Matching activity	Chronological portrait	Write what she did as a story?	To place key events in Mary Seacole's life on a timeline – entry ticket Sequencing SATs style question

	• Mary wanted to help but she was turned down • She went anyway by herself • She initially built a shop called spring hill to help • She made the British Hotel to treat sick soldiers • She was highly respected by the soldiers and when the war ended Recorded activity GD – pupils to create story board using cut out squares and putting them into order MA – Pupils to create a story board with prompts to say what should be in the story SEN/ LA – pupils to be given pre populated storyboards with the expectation to fill the picture in **Afternoon 2** **First Aid focus** 'How are injured soldiers looked after during the war.' Come back to this question and discuss. Introduce basic first aid – splint, arm sling, bandages. Take photos of children practicing on their partner. Stick this into book. Recorded work HA – Answer in books. What does a nurse do? What injuries did soldiers have? and what helped them? What did Mary do to become famous? Was this special? MA – Answer in books. What does a nurse do? What injuries did soldiers have? and what helped them? What did Mary do to become famous? Was this special? LA/ SEN – Matching activity. Injury to the appropriate treatment.				Explain queation type – why are portraits important?

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
4	What makes a famous person? The Victorians Background on GF FN RP Bonfire Night	Do you become famous for doing something good or special?	How are injured soldiers looked after during the war?	- To know Mary Seacole is a nurse. - To know how she helped soldiers - To know the obstacles she overcame

WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
To use the basic principles of a healthy and varied diet to prepare a healthy soup for soldiers To write a set of instructions on how to make a healthy soup for soldiers	Afternoon 1 – Do you remember that Mary ran a canteen for soldiers at her British Hotel? What food do you think she fed the soldiers? What makes a healthy soup? Discuss the importance of a healthy and varied diet Introduce the pupils to soup. What is it? Ensure pupils wash their hands and its is explained to them why. Introduce the skills of cutting safely with the pupils. Working in groups pupils to cut up vegetables. Once vegetables are prepared pupils to put into a pot ready to boil (use a soup maker if possible), Tidy and clear up. If ready in time allow pupils to taste. Recorded work Staff to have taken pictures of pupils preparing vegetables and making the soup for book Afternoon 2- Following on from making soup. Today we are going to write a set of instructions for Mary to give to the other nurses. Model what a set of instructions needs. List of what we need, imperative verbs (bossy), numbered and chronological ordered steps, Recorded work GD – independently right a set of instructions MA – write a set of instructions using prompts to support SEN/LA – write a set of instruction using a pre-populated scaffold	Carrots Parsnips Onion Leek Potato Water Vegetable stock Soup maker Scaffold for instructions	Cut Imperative Healthy varied	Instruction writing	What makes a healthy soup? Multiple choice quiz question

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
5	What makes a famous person? The Victorians	Do you become famous for doing something good or special?	How are injured soldiers looked after during the war?	- To know Mary Seacole is a nurse. - To know how she helped soldiers - To know the obstacles she overcame

WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
To know what Mary's greatest achievement was and how we know.	Afternoon 1 Recap – How did Mary help the injured soldiers? What is the legacy of the today? Compare and contrast a Victorian hospital and treatments available to modern hospitals. Compile a list of what is the same and different. Recorded work HA – Written piece explaining the key differences and similarities and the influence Mary Seacole had over the medical world. MA – Written piece explaining the key differences and similarities. LA/SEN – matching activity and key words for differences in both settings Afternoon 2 Recap on previous lessons learning. Discuss the features of a newspaper. Share a WAGOLL of what this would look like. This must be about the British hotel and why this achievement was special. Children to break this WAGOLL apart with partner to see features and stylistic choices. (5 w's + H) HA – write a simple newspaper article answering the 5 w's MA – write a simple newspaper report answering who, what and when (at least) LA/SEN – Hold a sentence e.g Mary was a nurse	Matching activity Pictures of modern and Victorian hospitals	Legacy	Newspaper report	

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
6	What makes a famous person? The Victorians	Do you become famous for doing something good or special?	Why did the gunpowder plot happen?	- To know Guy Fawkes was a religious activist - To know how society motivated his actions.

WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
Recite a poem about Guy Fawkes Understand the similarities and differences between religions in the 1600s	Afternoon 1 Starter: Show class a 'Guy' – preferably a real one. Ask what/who is this? What do we do with this? Do they know why we burn it on a bonfire? When is Bonfire Night? What do we do on Bonfire Night CT TA – photos and look listen notes Recorded activity: Teach the poem Remember, Remember the 5th of November (use Powerpoint to explain vocabulary) HA and MA - SEN verse plus Guy Fawkes, Guy Fawkes, 'twas his intent To blow up the King and the Parliament Three score barrels of powder below Poor old England to overthrow By God's providence he was catch'd With a dark lantern and burning match Holler boys, holler boys, let the bells ring Holler boys, holler boys, God save the King! LA/SEN Remember, remember, the Fifth of November Gunpowder treason and plot I see no reason why gunpowder treason Should ever be forgot Afternoon 2 Go back to timeline at front of book to add Guy in the correct place? Discussion of the differences between religions and the problems this brings. Push into the issues between catholics and protestants. Create a similarities and differences table HA- write a comparative piece outlining the differences and similarities MA- Create a table of similarities and differences	Guy Fawkes Copy of poem Pic of GF for timeline Remember, remember, the Fifth of November Gunpowder treason and plot I see no reason why gunpowder treason Should ever be forgot Guy Fawkes, Guy Fawkes, 'twas his intent To blow up the King and the Parliament Three score barrels of powder below Poor old England to overthrow By God's providence he was catch'd With a dark lantern and burning match Holler boys, holler boys, let the bells ring Holler boys, holler boys, God save the King!	Guy Fawkes - Catholic - Protestant - Parliament - Gunpowder - Treason - Plot - Smuggle - Barrel - cellar	Comparative writing	At the end of the week who can recite the poem?

	LA-Create a table of difference using key vocab/ simple sentences given (cut and stick)			

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
7	Guy Fawkes history	Do you become famous for doing something good or special?	What happened during and after the gunpowder plot?	- To know evidence we have about the past. - To know what happened during the plot - To know why we remember Guy Fawkes.

WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
To retrieve, infer and explain information about Guy Fawkes	Afternoon 1 Why do we have bonfire night? Discuss- make look listen notes where relevant Chn to be given background reading (twinkl) HA MA – read in mixed ability pairs LA SEN – Teacher lead, pictorial Pupils to answer comprehension differentiated HA – retrieval, inference and explain MA - retrieval and explain SEN/ LA – word/ vocab matching activity Afternoon 2 Go through the events of Guy Fawkes (BBC Bitesize) and sequence the story collectively. Explain that the story has a clear beginning, middle and end. Model what a comic strip is. SEN/ LA – Pre prepared Pictures with key words MA – Comic strip with hold a sentence HA – Comic strip with full independent sentences with conjunctions	BBC Bitesize – Guy Fawkes https://www.bbc.co.uk/bitesize/ topics/zd8fv9q/articles/zdrrcj6 Reading text and comp. (twinkl) Pictures to sequence	- Guy Fawkes - Catholic - Protestant - Parliament -		Quiz on Bonfire night At the end of the week who can recite the poem?

Half Term

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
8	Guy Fawkes history	Do you become famous for doing something good or special?	What happened during and after the gunpowder plot?	How to use different art techniques and media to create a picture - To know evidence we have about the past. - To know what happened during the plot - To know why we remember Guy Fawkes.

WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
Use chalk to create bonfire night artwork Use wax crayons and paint to create bonfire night artwork	Afternoon 1 Share images of bonfire night. What is special about them? Why do we celebrate it – link to our poem and previous work. Talk through landscapes and share what the pupils will be using. Black paper and chalk Model this to pupils the skill of using chalk to create different patterns SEN/ LA – to be supported closely MA/ HA - independently Afternoon 2 Remind pupils of yesterday art. Introduce the new skill of wax resistant art (RB) and glitter glue Turn yesterdays designs into this style of art. SEN/ LA – to be supported closely MA/ HA – independently Friday – put a guy on top of bonfire in edible garden instead of PSHE	Black paper Chalk Wax crayons Sketch books Paint brushes Dark paints glitter	Wax crayons Sketch books Paint brushes Dark paints glitter bonfire firework	-	- At the end of the week who can recite the poem?

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
9	Guy Fawkes history	Do you become famous for doing something good or special?	What happened during and after the gunpowder plot?	- To know evidence we have about the past. - To know what happened during the plot - To know why we remember Guy Fawkes.

WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
Write a diary entry from Guy Fawkes perspective Find about what happened to the plotters after the gunpowder plot failed	Afternoon 1 Oh no I have been caught! It hasn't gone to plan… Explain what a diary entry is, Look at a Wagoll from Guy Fawkes perspective, identify key features of a diary, create a WILF from this HA – independent diary entry MA- Hold a sentence diary entry LA/ SEN – Cloze procedure diary entry Afternoon 2 How did Guy Fawkes die? (jumped to his death to avoid having his testicles cut off) Go through the events that happened after his arrest. Explain that it seems brutal but that's how life was in the 1600s! BBC teach video - https://www.bbc.co.uk/teach/class-clips-video/history-ks1-what-happened-after-the-gunpowder-plot/zf23f82 Recorded work: HA/MA – Rogues gallery – how the plotters died LA/SEN – rogues gallery for 3/4 plotters (to include GF)	https://www.bbc.co.uk/teach/class-clips-video/history-ks1-what-happened-after-the-gunpowder-plot/zf23f82 Template like this: Pics of plotters	- Guy Fawkes - Torture - Execution - Shot - Hung - Drawn - Quartered -		At the end of the week who can recite the poem? If you were the king, what punishment would you have chosen for Guy Fawkes?

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge
10	What bonfire night is Guy Fawkes history	Do you become famous for doing something good or special?	Is bonfire night a reason to celebrate?		- To explain and understand why we 'celebrate' bonfire night - To know how to offer their own opinions on bonfire night

WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
Use discussion techniques to understand why we celebrate bonfire night. To create an opinion using facts on whether or not bonfire night should be celebrated.	Afternoon 1: Recap the reason why we celebrate bonfire night (Entry ticket) Discussion based lesson – look listen notes Split class into 2 groups – one for, one against – CT with against group, TA with for group – bring back together and discuss as a class. Recorded work: HA/MA – create 2 mind maps in books – one for, one against LA/SEN – give chn the reasons, read and sort into for/against (cut & stick) Afternoon 2: Recap mind maps from yesterday, chn to chose whether they agree or disagree with the question 'is bonfire night a reason to celebrate?' Recorded work: HA – turn chosen mind map into sentence including the conjunction 'because' 'but' 'so' MA – turn chosen mind map into sentence including the conjunction 'because' LA/SEN – hold a sentence.	LA/SEN – for/against sentences to cut and stick Scissors Glue Word mats	- For - Against - Guy Fawkes - Catholic - Protestant - Parliament	Persuasive writing	Whole class vote – is bonfire night a reason to celebrate?

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge
11	Guy Fawkes history Mary Seacole history	Do you become famous for doing something good or special?	What makes people famous?		- To know how to offer their own opinions on each significant individual and why they believe they are good / bad / famous - To understand the meaning of the word famous / good / special - To know the qualities of a famous person and what makes them good/bad

WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
	Afternoon 1: Introduce the word famous Discussion – who do they know is famous and why? Is Guy Fawkes famous? Is Mary Seacole famous? Discuss, jot notes on the board Recorded work: HA/MA – double page spread in books, photo of GF on one, MS on the other. Children to write underneath why are famous and what they have done. LA/SEN – double page spread in books, photo of GF on one, MS on the other. Use hold a sentence Afternoon 2:	Look listen notes	Famous, good, special		What have the chn learnt about GF / MS?

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge
12	Guy Fawkes history Mary Seacole history	Do you become famous for doing something good or special?	What makes people famous?		- To know how to offer their own opinions on each significant individual and why they believe they are good / bad / famous - To understand the meaning of the word famous / good / special - To know the qualities of a famous person and what makes them good/bad

WALTs	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz

(Linked to national Curriculum Objectives and skills)					Exit Ticket
understand the meaning of the word famous	Afternoon 2: End of topic quiz	Look listen notes	Famous, good, special		End of topic Quiz

Calendar for the Autumn Term

Date	Event/ Activity	Date	Event/ Activity
Wk1	Settling in week Baseline Assessments for UKS2 and Reception Phonics Assessments	Wk8	Trips
Wk2		Wk9	Trips
Wk3		Wk10	Trips
Wk4		Wk11	Assessment Week Phonics Screening Mock Check Y4 Multiplication Tables Check Mock Test
Wk5		Wk12	Pupil Progress Meetings
Wk6		Wk13	End of Unit Tests
Wk7	Trips Parents Evening Thursday 2st October Inset Friday 22nd October	Wk14	N/R/Y1 Nativity Dress Rehearsal N/R/Y1 Nativity Y2 Dress Rehearsal Y2 Christmas Production
	Half Term		Christmas Break

Knowledge Organiser