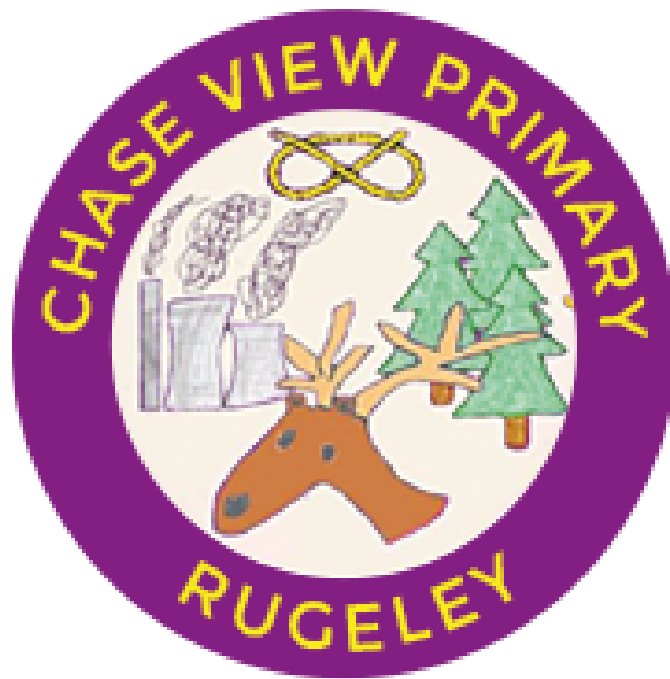


History

Autumn Term



Intent,
Implementation,
Impact

Contents

Page 1 – Autumn Cover Page

Page 2 – Contents

Page 3 – Year 1 Who has been in space?

Page 4 – Year 4 Why were the Anglo-Saxons so important?

Page 5 – Year 5/6 How did the Victorian Empire impact on Rugeley? Plan A

Page 6 – Year 5/6 How did the Ancient Greeks influence the Western World? Plan B

Page 7 – Year 2 Why is mining important in Rugeley?

Page 8 – Year 3 When did civilisations begin in Britain?

Page 10 – Year 5/6 How did the world wars impact life in Britain? Plan A

Page 12 – Spring Cover Page

Page 13 – Year 1 How have toys changed?

Page 14 – Year 4 Who were the Vikings?

Page 15 – What were the achievements of the Ancient Egyptians? Plan B

Page 16 – Year 2 How did the Great Fire change London?

Page 17 – Year 3 How did the Roman Empire influence Britain?

Page 18 – Year 5/6 How did the Windrush generation impact on Britain? Plan A

Page 19 – Summer Cover Page

Page 20 – Year 1 What is a monarchy?

Page 21 – Year 2 Who shaped nursing today?

Page 22 – Year 5/6 What is the Benin Empire known for? Plan B

Year 1 Autumn 1 History - Who has been in space?

1. What is History and its relationship with Space?

Intent	Children will understand the term relationship and will explore an answer to the question
Implementation	Children will annotate the Knowledge Organiser with previous knowledge Children will complete a pre-quiz

2. When did humans get the moon?

Intent	To find out about the first people to land on the moon
Implementation	To research Neil Armstrong and the first moon landing.

3. When did Helen Sharman and Tim Peake travel in space?

Intent	To find out who the first British astronauts were and what they did when they went into space.
Implementation	Research key facts about Helen Sharman and Tim Peake and research what life was like when they went into space.

4. How has space exploration developed?

Intent	To compare how space travel has changed
Implementation	Compare space suits/rockets from the 1960's to the present day suits. What is the same? What is different.
Impact	Children to be able to identify the first animals in space. Children will recall information about the first people to travel into space. Children will recall who were the first people to land on the moon and in what year. Children will identify significant British people who have been into space. Children to be able to identify artefacts from the past and explain how they have changed Children will complete a post-quiz

Year 4 - Why were the Anglo-Saxons important?

1. What is History and its relationship with the Anglo-Saxons?

Intent	Children will understand the term relationship and explore an answer to the question
---------------	--

Implementation	Children will annotate the Knowledge Organiser with prior knowledge Children will complete a pre-quiz
-----------------------	--

2. Where did the Anglo-Saxons come from?

Intent	Children will know who, what and where the Anglo Saxons came from
---------------	---

Implementation	Children study a map and use a key then complete a mini quiz.
-----------------------	---

3. Why did they invade?

Intent	Children will explore an answer to the invasion by Anglo Saxons
---------------	---

Implementation	Children learn about 'push and pull' factors and sort them in a table.
-----------------------	--

4. Why were many Anglo-Saxons farmers?

Intent	Children will explore whether Anglo-Saxons were violent invaders or peaceful farmers?
---------------	---

Implementation	Study Anglo-Saxon village farm life and create a fact file.
-----------------------	---

5. What is the link between Anglo-Saxons and Christianity?

Intent	To find out the religion of the Anglo-Saxons
---------------	--

Implementation	Participate in a short drama about Saint Augustine and write a description of his impact on Christianity in Anglo-Saxon times.
-----------------------	--

6. What is the Anglo-Saxon legacy?

Intent	To understand the term legacy in relation to the Anglo-Saxons
---------------	---

Implementation	Study maps and place names. Research Anglo-Saxon Gods (Tiw, Tuesday etc). Which Anglo-Saxon words do we still use? Look at Alfred the Great's legacy. Create a spider diagram showing findings.
-----------------------	---

Impact	Children will understand when the Anglo-Saxons were in England, where they came from and why they came here. They will gain an understanding of the importance of farming to the Anglo-Saxons and why Christianity grew during their era. Children will know that the Anglo-Saxons introduced things that we still use today. Children will complete a post-quiz
---------------	---

Year 5/6 Plan A - How did the Victorian empire impact on Rugeley?

1. What is History and historical evidence?

Intent	Children will understand the term history and historical evidence and explore an answer to the question
---------------	---

Implementation	Children will annotate the Knowledge Organiser with prior knowledge Children will complete a pre-quiz
-----------------------	--

2. What was the Victorian empire?

Intent	Children will understand what an empire is and how much of the world was ruled by Britain during the Victorian era.
---------------	---

Implementation	Locating countries on a map and researching information about key dates and events.
-----------------------	---

3. What was the Industrial Revolution?

Intent	Children will explain why this was such a key time in history and the impact it had upon Britain.
---------------	---

Implementation	Use photographs to describe and explain the Industrial Revolution.
-----------------------	--

4. What were working conditions like? How reliable are sources of evidence?

Intent	Children will interpret and begin to form opinions on primary evidence and discuss bias points of view.
---------------	---

Implementation	Use primary and secondary resources to extract information about working conditions during Victorian era. .
-----------------------	---

5. Who was William Palmer?

Intent	Children will know who William Palmer was and the influence he had upon Rugeley.
---------------	--

Implementation	To recall information about William Palmer
-----------------------	--

6. Why was Rugeley important during the Victorian times?

Intent	Children will research and evaluate Rugeley during the Victorian times.
---------------	---

Implementation	A research project to explain key developments during the Victorian era and their impact on Rugeley.
-----------------------	--

Impact	Children will be able to describe and demonstrate their knowledge of Rugeley during the Victorian era. Describing the town; the famous Horse Fairs; the importance of the rail and canal use; the inns which provided resting places for carriages and the infamous Rugeley poisoner. Children will also gain a further understanding of primary and secondary evidence and begin to discuss the terms reliability and bias.
---------------	---

Year 5/6 - History - How did the ancient Greeks influence the Western World?

1. When was ancient Greece in comparison to ancient Egypt?

Intent	Children will be able to sequence events chronologically and compare with their previous knowledge of ancient Egypt
Implementation	Complete a timeline activity and sequence key events from the ancient Greek period, alongside those from ancient Egypt, that they are already familiar with.

2. How did religion impact on the lives of ancient Greeks?

Intent	Children will understand the key religious terminology of the ancient Greeks and understand the role it played in everyday lives.
Implementation	Fact file on the different aspects of the religious elements of ancient Greece, including their Gods, with an explanation on how this would impact on every day Greek people.

3. How did the geography of Greece impact on the lives of Greeks?

Intent	Children will be able to extract relevant information from a map and discuss the importance of different geographical features within & surrounding Greece and how this would benefit the population.
Implementation	Annotate a map of Greece with the relevant features and how that feature helped the Greeks in their everyday lives.

4. What was life like for ancient Greeks?

Intent	Children to understand the everyday lives of the people who lived in ancient Greece and how they lived.
Implementation	Children to produce a quiz for the opposing groups to complete on the lives of everyday Greeks after researching different aspects each.

5. Athens and Sparta - which city would you have preferred to have lived in?

Intent	Children to understand the similarities and differences of the two cities and how this would impact the lives of those living there.
Implementation	Children to complete a balanced explanation of the reasons behind their choice of city with evidence to support their choice.

6. What impact did ancient Greece have on the Modern World?

Intent	Children to understand that many of the developments within ancient Greece have had long term implications on the Modern World.
Implementation	Children to evaluate which of the developments of ancient Greece has had the biggest impact upon the Modern World with evidence to support their decision.
Impact	To be able to explain how the many developments of ancient Greece had impacted not only the everyday lives of those who lived there, but also the long-lasting effects and impact on the Modern World.

Y2 A Local History Study:
Why is mining important in Rugeley?

1. What is History and its relationship with mining?

Intent	Children will understand the term relationship and explore an answer to the question.
---------------	---

Implementation	Children will annotate the Knowledge Organiser with prior knowledge. Children will complete a pre-quiz
-----------------------	---

2. What was life like in Rugeley in the 1960s?

Intent	Children will understand the importance of mining in Rugeley in the 60s and evaluate what life was like at that time with the opening of Lea Hall Colliery.
---------------	---

Implementation	Extract information from primary sources to evaluate life as a local miner at Lea Hall Colliery. Produce a diary entry.
-----------------------	---

3. How did mining change Rugeley?

Intent	Children will compare and contrast Rugeley before and after Lea Hall Colliery opened to establish changes in land use, employment and population. Children will understand the reason for strike action and its effects.
---------------	---

Implementation	Use maps, newspaper reports and photographs (primary sources) to describe changes. Children to take part in a mock strike role play.
-----------------------	--

4. What is Rugeley like today compared to the past?

Intent	Children will compare how the land of the former site of Lea Hall Colliery is used and understand the changes that have happened in employment, to the environment and people's lives.
---------------	--

Implementation	Children to use maps from both time periods, photographs and newspaper reports to identify changes and evaluate positive and negative changes with particular focus on Amazon and the power station decommission and demolition.
-----------------------	--

5. Does mining still have an impact in Rugeley today?

Intent	Children will understand the legacy of mining in Rugeley and how the town commemorates and celebrates the past.
---------------	---

Implementation	Use the statues on Globe Island (newspaper story) and art on Lea Hall Miners Welfare Centre as inspiration to design their own tribute to mining in the town.
-----------------------	---

Impact	Children will be able describe the prominence of coal mining in Rugeley, evaluate its impact on the local area and population and understand why it was important locally and nationally. They will be able to compare life before and after the closure of Lea Hall Colliery, using historical language and understanding of chronology. Children will develop an understanding of how they can gain knowledge and information from primary and secondary sources. Children will complete a post-quiz
---------------	---

A history study into the changes in Britain from the Stone Age to the Iron Age:
When did civilisations begin in Britain?

1. What is History and its relationship with the Stone Age?

Intent	Children will understand the term relationship and explore an answer to the question
Implementation	Children will annotate the Knowledge Organiser with prior knowledge Children will complete a pre-quiz

2. What was the Stone Age like?

Intent	Children will understand the housing, clothing, food and lifestyles of Stone Age people.
Implementation	Using resources to make observations on Stone Age housing, clothing and food.

3. Where did Stone Age civilisations live?

Intent	Children will know that Stone Age settlements were spread all over the British Isles, as well as being able to recognise the names of some more infamous settlements, e.g. Skara Brae.
Implementation	Locating Stone Age settlements onto a map of the British Isles.

4. When was the Bronze Age?

Intent	Children will gain an increased understanding of the BC and AD concept as well as being able to place the Bronze Age on a timeline.
Implementation	Creating a pictorial and numerical timeline.

5. Where were the Bronze Age settlements?

Intent	Children will know that Bronze Age settlements were spread all over the British Isles, as well as being able to recognise names of some of the more infamous sites, e.g. Stonehenge.
Implementation	Locating Bronze Age settlements onto a map of the British Isles.

6. How was the Bronze Age different to the Stone Age?

Intent	Children will understand the difference between the Stone Age and the Bronze Age and be introduced to the idea of new discoveries driving progress.
Implementation	Investigations into Bronze Age discoveries and developments and how they impacted everyday lifestyles.

7. When was the Iron Age?

Intent	Children will cement their understanding of BC and AD and know that the Iron Age spans both eras. They will also be able to place the Iron Age onto a timeline and sequence the Stone Age, through the Bronze Age and onto the Iron Age.
Implementation	Creating a pictorial and numerical timeline.

8. How was the Iron Age different to the Stone Age and Bronze Age?

Intent	Children will know of the new discoveries and inventions of the Iron Age and be able to connect these to the progression in practices and lifestyles.
Implementation	Investigations into Iron Age discoveries and developments and how they impacted everyday lifestyles.

9. How can early civilisations influence modern life?

Intent	Children will discuss similarities and differences between early civilisations and modern civilisations.
Implementation	A comparison between the early civilisations and modern life.

<p>Impact</p>	<p>Children will be confident in using a timeline showing BC and AD and will be able to place the three eras of the Stone Age, the Bronze Age and the Iron Age upon it. They will be able to describe the lifestyles within these three early civilisations and recognise some of the places where they lived. Children will also gain a further understanding into how technological developments have always changed people's lives and how Britain has been influenced by this.</p> <p>Children will complete a post-quiz</p>
---------------	--

Year 5/6 Plan A - How did the world wars impact life in Britain?

1. What is History and what has it taught us?

Intent	Children will understand the term world war and explore an answer to the question
---------------	---

Implementation	Children will annotate the Knowledge Organiser with prior knowledge Children will complete a pre-quiz
-----------------------	--

2. What were the main causes of WW1?

Intent	Children will understand how WW1 started and how it became a world war.
---------------	---

Implementation	Outline the main causes of WW1, focusing on a timeline of events and the pacts between countries.
-----------------------	---

3. What was conscription?

Intent	Children will understand the term conscription and why the government introduced the Military Act. Children will examine the power of propaganda and how this supported boys and men to enlist.
---------------	--

Implementation	To evaluate sources as to how the government enlisted men to join the army.
-----------------------	---

4. What was life like for a soldier?

Intent	Children will know what experiences a soldier in the front line would face.
---------------	---

Implementation	To analyse primary sources of evidence (diary, letters, transcripts) to draw conclusions with regards a soldier's life in the trenches.
-----------------------	---

5. How did WW2 start?

Intent	Children will know how the Treaty of Versailles impacted upon WW2 and how Hitler and the Nazis rose to power and thus the beginnings of the war.
---------------	--

Implementation	To evaluate the Treaty of Versailles and discuss whether the points were fair and just.
-----------------------	---

6. What was the Blitz?

Intent	To describe what the air raid attacks on Britain were, understand why the German's bombed Britain and the impact of the bombings on Britain.
---------------	--

Implementation	To analyse primary sources to explain how people tried to stay safe and if this was effective.
-----------------------	--

7. What was the home front?

Intent	Children to know the changes that occurred on the home front during the war and how they played an important part of the war effort and had a positive impact on the outcome of the war.
---------------	--

Implementation	Describe the different elements which made up the home front.
-----------------------	---

Impact	For children to understand the effect both world wars had upon countries and people's lives. Although they were decades ago, how they have a long lasting impact upon the world and more specifically Britain.
---------------	--

Websites:

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

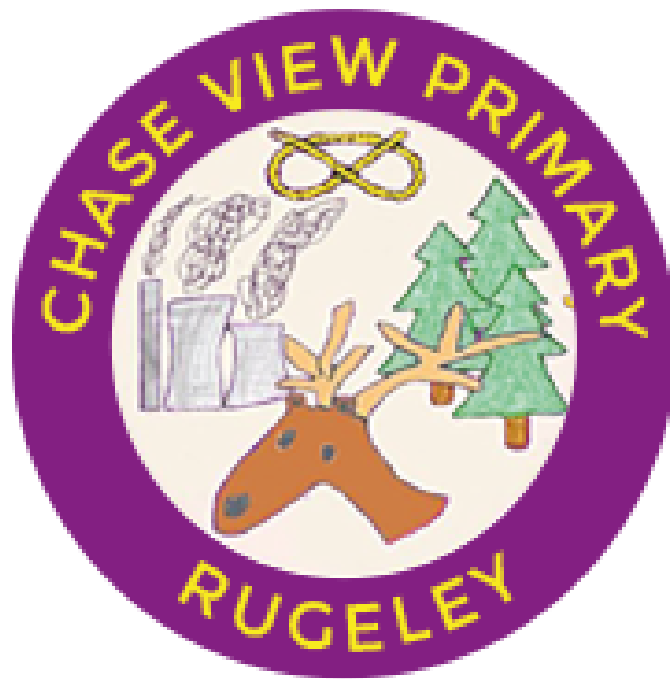
<https://www.youtube.com/watch?v=0jycVFL8CNM>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jhv>

https://www.youtube.com/watch?v=1VwY_UxXkYU

History

Spring Term



Intent,
Implementation,
Impact

Year 1 - Spring 1
History - How have toys changed?

1. What is History and what does it mean to be in the 'past?'

Intent	Children will understand the term history and 'past' and will be able to explore an answer to the question. Children will be familiar with the Knowledge Organiser (KO)
Implementation	Children will annotate the KO with previous knowledge. Children will complete a pre-quiz.

2. What is your favourite toy?

Intent	Children will describe toys by their different characteristics.
Implementation	Children to discuss their favourite toys and what is their favourite toy and why. Class to write down their explanations.

3. What toys did our parents and grandparents play with?

Intent	Children will begin to identify what toys are from the past and what makes them from the past. They will begin to ask questions about toys e.g. how are the teddy bears different? How is it from the past?
Implementation	Children will be introduced to a range of different toys their parents and grandparents might have played with, discussing their characteristics and how they are different from their choices of favourite toys. HOMEWORK - Children will interview a grandparent about the toys they used to play with. Children to write questions about what they want to know about toys from the past.

4. How do we know if a toy is from the past?

Intent	Children will begin to identify features which are associated with the past.
Implementation	Children will have collection of toys and will organise them into two piles - toys from the past and more modern day toys. Children will identify and describe the characteristics of the two.

5. How have toys changed over the years?

Intent	Children will understand the term chronology and how to interpret and create a timeline.
Implementation	Children to discuss and order a variety of toys into different decades, giving reasons for their choices. Children will create a timeline identifying the decades that different toys were invented. Complete a post quiz.
Impact	Children will begin to have a greater understanding of what is history and what is meant by the past. Children will begin to understand the term chronology and how to interpret a timeline. Children will be able to identify toys that are from the past and compare them to modern day toys, giving reasons for the difference. Children will understand that toys have changed over time and place inventions of toys on a timeline.

Y4 History - Who were the Vikings?

1. What is History and its relationship with the Vikings?

Intent	Children will understand the term relationship and explore an answer to the question
---------------	--

Implementation	Children will annotate the Knowledge Organiser with prior knowledge Children will complete a pre-quiz
-----------------------	--

2. Where did the Vikings land and settle and why?

Intent	Children will understand the reasons for the Vikings settling in England
---------------	--

Implementation	Children learn about the pull factors for the Vikings and record them in their books. Look at the primary source of evidence - The Anglo-Saxon Chronicles. Children record on a map where the Vikings settled in Britain.
-----------------------	---

3. Were the Anglo-Saxons and Vikings friends or enemies?

Intent	To identify why the Vikings came to England
---------------	---

Implementation	Create a timeline of key events including raids, the peace agreement and the division on Britain.
-----------------------	---

4. How were the Vikings capable of over-powering the Anglo-Saxons?

Intent	To identify the similarities and difference of the Vikings and Anglo-Saxons
---------------	---

Implementation	Research Viking warriors and battles. Create a fact file.
-----------------------	---

5. How did the Viking era come to an end?

Intent	Identify the significant events in Viking history leading to its ending
---------------	---

Implementation	Create a class newspaper report recording key events.
-----------------------	---

Impact	Children will know when the Vikings were in Britain. They will gain an understanding of what Britain looked like under Viking and Anglo-Saxon rule. Children will gain knowledge of why the Viking era came to an end. Children will complete a post-quiz
---------------	---



<p style="text-align: center;"><u>Year 2 - Spring 2</u></p> <p style="text-align: center;"><u>Events beyond living memory - Great Fire of London:</u></p> <p style="text-align: center;"><u>HOW DID THE GREAT FIRE CHANGE LONDON?</u></p>	
1. What is History and its relationship the Great Fire of London?	
Intent	Children will understand the term relationship and explore an answer to the question.
Implementation	Children will annotate the Knowledge Organiser with prior knowledge Children will complete the pre-quiz
2. What significant event changed how London looks today?	
Intent	To know and understand key features of an event beyond living memory that are nationally significant in the context of finding out about the Great Fire of London and how it started.
Implementation	Children to create their own zig-zag book of the chronological events of the Great Fire.
3. Why did the Great Fire of London spread so quickly?	
Intent	To elicit the correct answers; a. all houses were very close together and made of wood; b. the wind was strong; c. there was no fire brigade; d. it had been hot so everything was dry and not much water left in the Thames to use to put out the fire.
Implementation	Sort the events of the Great Fire into the correct sequence using Great Fire of London Events Timeline.
4. Who is Samuel Pepys and why is he important?	
Intent	To understand some of the ways in which we find out about the past and identify different ways in which it is represented through discovering the primary sources depicting the Great Fire of London.
Implementation	Decide which sources can help them to find out more about what happened in the Great Fire of London.
5. How did the Great Fire of London affect the plague?	
Intent	Children will know the positive impact of the Great Fire of London on the plague.
Implementation	Use http://fireoflondon.org.uk/game to write a diary entry of Tom Porter, describing what happened to him during the Great Fire.
6. What impact did the Great Fire of London have on London?	
Intent	Children will understand key features of events, they will be able to choose and use parts of stories and ask and answer questions through discussion.
Implementation	Children to be an architect in 1666 who wants to re-design London as a safer place. Children to create a design of a London street for King Charles II, detailing their ideas about what the new houses and streets should look like, with labels for materials and new safety features.
7. What have we learnt from the Great Fire of London?	
Intent	Children will be able to identify changes that have been made in the way that we live today and our environment.
Implementation	Quiz to identify positive outcomes such as fire brigade, house insurance, modern buildings, churches, trading centres.
Impact	Children will develop an awareness of the past and where the Great Fire of London fits within the chronological framework. Children will be able to identify similarities and differences between ways of life in different periods. Children will understand some of the ways that we find out about the past and demonstrate ways in which it is represented. Children will be able to recall key facts of the Great Fire of London and the changes that resulted from it. Children will complete a post-quiz

Year 3 A history study into the changes in Britain during the Roman Era:
How did the Roman Empire influence Britain?

1. What is History and its relationship with the Roman Empire?

Intent	Children will explore answer to the question
Implementation	Children will annotate the Knowledge Organiser with prior knowledge Children will complete a pre-quiz

2. When did the Roman Empire come to Britain?

Intent	Children will understand the timespan of the Roman Empire and during which dates Britain was occupied. Children will also understand the interaction between the timeline of the Roman Era and Iron Age Britain.
Implementation	Create a pictorial and numerical timeline displaying the Roman occupation of Britain.

3. Why was the Roman army so powerful?

Intent	Children will know about the Roman army, including clothing, weaponry, procedures, and key terms.
Implementation	Use resources to conduct a study into the Roman army.

4. What happened when the Romans met the Britons?

Intent	Children will gain an increased understanding of the Iron Age tribes inhabiting Britain at the time of the Roman invasion. Children will also know about how Roman rule gained control of Britain, as well as specific instances of rebellion e.g. Boudicca
Implementation	Drama based activity on Roman invasion and infiltration of Celtic tribes and settlements. Study into Boudicca's rebellion.

5. Where was the Romanisation of Britain?

Intent	Children will know that Roman settlements were spread all over the British Isles, as well as being able to recognise names of some of the more infamous sites, e.g. Hadrian's wall.
Implementation	Investing the locations of Iron Age tribes in Britain at the time of the Roman invasion. Locating Roman settlements onto a map of the British Isles.

6. What impact did the Romans have on Britain?

Intent	Children will understand the difference between Iron Age Britain and the developments made by the Roman Empire, revisiting the idea of new discoveries driving progress.
Implementation	Investigations into Roman discoveries and developments and how they impacted everyday lifestyles.
Impact	Children will be confident in using a timeline showing BC and AD To place the key dates of Roman invasion, occupation and withdrawal upon it. To describe the lifestyles within Britain before, during and after the occupation Recognise some of the places where Romans lived. Gain a further understanding into the technological developments of the Roman Empire and how the people of Britain have been influenced by them.

A theme in British history that extends pupils' chronological knowledge beyond 1066:

What impact did the Windrush Generation have on Britain?

1. What is History and how has this impacted on our lives?

Intent Children will understand the term history and explore an answer to the question

Implementation Children will annotate the Knowledge Organiser with prior knowledge
Children will complete a pre-quiz

2. What was the Windrush?

Intent Children will study information slides to research information about what the Windrush was and what was offered to people living in British colonies.

Implementation Children will create an advert by the British government advertising across the British colonies in the Caribbean encouraging people to come to live and work in the UK or create a true or false quiz for their peers based on the information they have researched.
Quiz - Children will complete a teach me/ tell me activity to share their knowledge of what the Windrush was.

3. How were the Windrush Generation treated in Britain?

Intent Children will explore how people were treated when they arrived in Britain from the Caribbean using a range of sources of evidence.

Implementation [Windrush generation: Who are they and why are they facing problems? - BBC News](#)
Children will analyse sources of evidence from people who travelled to England on the HMT Windrush and compare with people already living in the UK. Children will question the reliability or bias of the information.

4. What was the Windrush scandal?

Intent Children will understand that in 2018 (60 years after HMT Windrush came to Britain) that many citizens, who arrived as children were falsely deemed as 'illegal immigrants'

Implementation Children will investigate the term 'illegal immigrants' and whether they believe the term applies to the Windrush Generation, providing an account of their views and reasoning.

5. What impact did the Windrush Generation have on Britain?

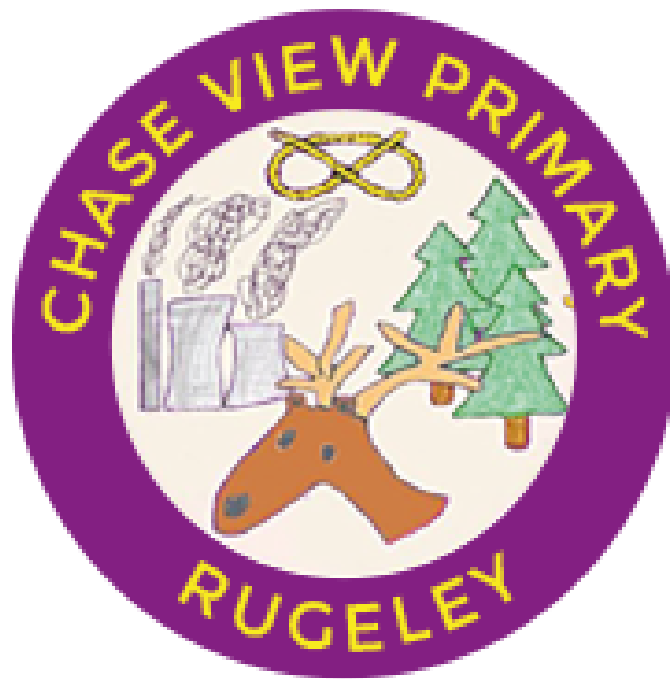
Intent Children will identify contributions the Windrush generation had on Britain.

Implementation Children will research the contributions individuals have made in Britain since arriving in 1948 and complete a double page information sheet with regards the information they have learnt.
Children will complete a post - quiz.

Impact Children will know who and what The Windrush Generation stood for. Children will understand the impact this movement had on Britain and how people were treated when they moved to live and work Britain. Children will analyse and study sources of evidence discussing bias and reliability and form their own opinions, giving reasoned and balanced views.

History

Summer Term



Intent,
Implementation,
Impact

Year 1 Summer 1 - History- What is a monarchy?

1. What is a Monarch?

Intent	To understand what a monarch is.
Implementation	Children to look at a range of Monarchs. Match the names of the Monarch to their picture and place them on a timeline.

2. Who is Queen Elizabeth II?

Intent	To explore the life of Queen Elizabeth II
Implementation	Children to use fact sheets, books and the internet to research Queen Elizabeth II and create a fact sheet about her. Children to compare the Silver, Golden and Diamond Jubilee celebrations. Children to write a letter/postcard about celebrating one of the jubilees.

3. Where does the Queen live?

Intent	To understand where monarchs live.
Implementation	Children will explore the different houses and palaces that monarchs have lived in. Children will match Monarchs to their residence. Children to write about what they would find inside a palace.

4. What is the Royal family?

Intent	To explore the family tree of the present monarchy
Implementation	Children to use information from home to make their own family tree. Children to create a poster of the current royal family tree.

5. What important jobs does the Queen do?

Intent	To explore the role queen plays in our country.
Implementation	Children will look at the different jobs that the queen does. Children will write a diary of a day in the life of the queen. Children will imagine what they would do if they were the queen

6. What are the key events of Queen Elizabeth life?

Intent	To identify some of the key aspects of the reign of Queen Elizabeth II
Implementation	Children will identify key events and arrange them in chronological order to create a timeline.

Impact

Why is the monarchy so important?

Children will be able to identify what a monarch is and name some of them. They will be able identify significant residences that have been used by the Royal family.

They will understand the important job that the monarch does and the importance of their role in British society.

They will be able to explain some key events in the life of a significant person within living memory.

History Year 2 - Summer 2
Significant Individuals Nurses: WHO SHAPED NURSING TODAY?

1. What is History and its relationship with Nursing?

Intent	Children will understand the term relationship and explore an answer to the question
Implementation	Children will annotate the Knowledge Organiser with prior knowledge Children will complete a pre quiz

2. Who are the important nurses in history?

Intent	To develop an awareness of the lives of significant individuals in the past that have contributed to national and international achievements in the context of finding out how Mary Seacole improved nursing.
Implementation	Board game involving Mary getting from Jamaica to the hospital in Crimea so she can help the soldiers and answering questions about her life. Fact File. Ingredients and usage information for Mary's herbal remedies activity.

3. What was Florence Nightingale known for?

Intent	To develop an awareness of the lives of significant individuals in the past that have contributed to national and international achievements in the context of finding out how Florence Nightingale improved nursing.
Implementation	Hospital improvement activity to match and explain the problems Florence faced to the solutions she found. Fact file. Florence Nightingale time line.

4. What did these significant individuals have in common?

Intent	To develop an awareness of the lives of significant individuals in the past that have contributed to national and international achievements in the context of comparing Edith Cavell, Mary Seacole and Florence Nightingale.
Implementation	Comparison activity to record similarities and differences.

5. How is nursing today different to in the past?

Intent	To identify the impact of those significant individuals and recognise the developments between now and then.
Implementation	Comparison activity for Victorian and modern-day hospitals.
Impact	Children will be able to recall some of the key events in Edith Cavell's, Mary Seacole and Florence Nightingales lives. They will describe how their actions had a positive impact on nursing today and describe some changes between now and then. Children will complete a post-quiz

