

Medium term Plan For Year 2 Cycle 2

Please ensure that you have addressed the required prior learning that will have already taken place during your prior learning launch lesson.

Prior Learning		
Autumn	Spring	Summer
<p>Summer Term Cycle 1: - Seaside</p> <p>Children will have learnt about Grace Darling's life and the impact she had on sea rescues. They will be able to compare old and new from two time periods - Grace's lifetime and their lifetime whilst being able to explain the cause/consequence/effect of her key life events.</p> <p>Skills (beyond their lifetime): sequencing events and timelines, describing change, making</p>	<p><u>Autumn Term Cycle 2: Amy Johnson</u></p> <p>The children will be able to explain who Amy Johnson was and why she had such an impact in history.</p> <p>They will know key events in her lifetime and the impact these had on Hull and the rest of the world.</p> <p>They will have used secondary sources as part of their research on Amy's life and will</p>	<p>Spring Term Cycle 2: GFoL</p> <p>The children will be embedding and consolidating key historical skills taught in previous term.</p> <p>They will be able to explain, sequence and order events of the GFoL - before, during and after whilst being able to explain cause/effect for each event.</p> <p>The children will be able to make comparisons and identify how houses and handling large fires has changed since 1666 to now.</p>

<i>comparisons, use secondary sources for research and identify what has changed/stayed the same since Grace Darling.</i>	<i>be able to sequence events on a timeline.</i>	
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Year 2 - Cycle 2

Let's Go Down Under	Great Fire of London	Football Frenzy
<p>Key Concepts Covered</p> 	<p>Key Concepts Covered</p> 	<p>Key Concepts Covered</p> 
<p><u>National Curriculum</u> Significant historical events, people and places in their own locality - Amy Johnson.</p> <p>Second Order Concepts Taught</p> <p>I can order events on a timeline from beyond my lifetime (C)</p> <p>I can compare and contrast changes (S&D)</p> <p>I can spot old and new things in pictures.(S&D)</p> <p>I can explain why an important person from history acted the way they did and what the impact of this was (C&C)</p>	<p><u>National Curriculum</u> Events beyond living memory that are significant nationally or globally: for example, the Great Fire of London</p> <p>Second Order Concepts Taught</p> <p>I can order events on a timeline from beyond my lifetime (C)</p> <p>I can describe change beyond living memory (S&D)</p> <p>I can spot old and new things in pictures.(S&D)</p> <p>I can compare and contrast changes (S&D)</p>	<p><u>National Curriculum</u> The lives of significant individuals in the past who have contributed to national and international achievements: Christopher Columbus</p> <p>Second Order Concepts Taught</p> <p>I can order events on a timeline from beyond my lifetime (C)</p> <p>I can spot old and new things in pictures.(S&D)</p> <p>I can explain why a historical event happened and what happened as a result (C&C)</p> <p>I can explain why an important person from history acted the way</p>

<p><i>I can explain how historical events and people changed things (S)</i></p> <p><i>I can explain what an object from the past might have been used for (CO&C)</i></p> <p><i>I can identify things that have changed or stayed the same from times before living memory (CO&C)</i></p> <p><i>I can research the past using a variety of secondary sources.(HE)</i></p>	<p><i>I can explain what an object from the past might have been used for (CO&C)</i></p> <p><i>I can identify things that have changed or stayed the same from times before living memory (CO&C)</i></p> <p><i>I can research the past using a variety of secondary sources.(HE)</i></p>	<p><i>they did and what the impact of this was (C&C)</i></p> <p><i>I can explain what an object from the past might have been used for (CO&C)</i></p> <p><i>I can identify things that have changed or stayed the same and from times before living memory (CO&C)</i></p> <p><i>I can research the past using a variety of secondary sources.(HE)</i></p>
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End points

At the end of each unit the children will:

Autumn	Spring	Summer
<p><i>Know:</i></p> <ul style="list-style-type: none"> - What old and new things look like and explain/compare how they are/were used - About the life of Amy Johnson in depth and her impact on society relating the events to their own lives and feelings <p><i>And know how to:</i></p> <ul style="list-style-type: none"> - Explain the purpose of objects noticing similarities and differences - Identify how things have changed over time noticing similarities and differences - Research using a secondary resource 	<p><i>Know:</i></p> <ul style="list-style-type: none"> - What old and new things look like and explain why they know - When the Great Fire London took place and where it sits compared to other events studied on a timeline - the impact of the Great Fire of London - How the way buildings are constructed have changed as a consequence of the disaster <p><i>And know how to:</i></p> <ul style="list-style-type: none"> - Use, read and apply historical phrases and vocab - Sequence this event and others studied on a timeline - Research, record and present the past using secondary sources 	<p><i>Know:</i></p> <ul style="list-style-type: none"> - The order of all the events studied in Year 1 and 2 (on a timeline) - When USA was discovered and why - What happened following the discovery of America involving native Americans <p><i>And know how to:</i></p> <ul style="list-style-type: none"> - Use, read and apply historical phrases and vocab - Explain the purpose of objects noticing similarities and differences

Year 2 History - Autumn Term 2 *Let's Go Down Under*

- Key Concepts Addressed



- Delivered through the following Second Order concepts

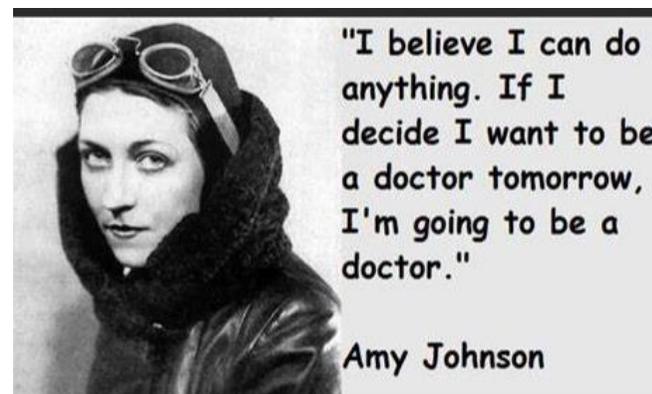
<i>Chronology</i> <i>C</i>	<i>Similarity & Difference</i> <i>(S & D)</i>	<i>Cause & Consequence</i> <i>(C & C)</i>	<i>Continuity & Change</i> <i>(CO & C)</i>	<i>Significance</i> <i>(S)</i>	<i>Historical Enquiry</i> <i>(HE)</i>
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National Curriculum: Significant historical events, people and places in their own locality - Amy Johnson.

- I can order events on a timeline from beyond my lifetime (C)
- I can compare and contrast changes (S&D)
- I can spot old and new things in pictures.(S&D)
- I can explain why an important person from history acted the way they did and what the impact of this was (C&C)
- I can explain how historical events and people changed things (S)
- I can explain what an object from the past might have been used for (CO&C)
- I can identify things that have changed or stayed the same from times before living memory (CO&C)
- I can research the past using a variety of secondary sources.(HE)

ACTIVITIES - WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.

POTENTIAL TRIP: Hull History Centre



Wellbeing/learning attitude> inspire chn with this quote each lesson.

Lesson	Objective	Activity
1	<ul style="list-style-type: none"> • I can spot old and new things in pictures. (S&D) • I can compare and contrast changes (S&D) 	<p>Introduce key vocabulary for this unit</p> <ul style="list-style-type: none"> - Like, before, after, past, present, then and now - have on display and refer to - What other words can they think of? E.g. yesterday, today, years ago and add to vocabulary wall - Refer to this language throughout all lessons - Discussion: What does history mean? Ensure children that this subject covers what has happened in the past (point to key vocabulary) MTYT with key words - Explain that we will be learning about an important figure in Hull's history, Amy Johnson, and what she did. - Show (PP) images of these key things past/present

		<ul style="list-style-type: none"> - Children should spot and point out old/new things in pictures 1. Plane 2. Pilot 3. Map (UK/ Aus) present 4. Hull 5. <u>Couple wedding photo</u> <u>1932/modern 2021</u> <p><u>Outcome:</u> Amy Johnson photos in books chn to label old/new things in each picture.</p> 
2	<ul style="list-style-type: none"> - I can explain why an important person from history acted the way they did and what the impact of this was (C&C) 	<p>Introduce Amy Johnson Hook <u>Who is Amy Johnson? (Amy Aviation's UK Tour) - YouTube</u></p> <p>Then show a PP (twinkl/tes) reiterating her achievements.</p> <p>Google earth : Start at Hull and travel to Australia so chn can see visually how far away it is. Show plane she flew. How long is a flight to Australia? Would you want to fly in (modern plane) or... Amy Johnson's plane?</p>

		<p><i>Impact: explain meaning of word and in groups discuss the impact Amy Johnson has had on Hull. Play video again and pause to talk about that impact e.g. made more women want to fly. Made chn want to be brave and win Cup of Courage. Helped Britain win WW2. Made aviation progress further - proved long flights could be achieved.</i></p> <p><i>Outcome: Simple facts on Amy Johnson and match that fact to the correct impact of this. Use Seesaw evidence discussion - why was Amy Johnson important? What did she do and achieve?</i></p>
3	<p><i>I can explain what an object from the past might have been used for (CO&C)</i></p> <p><i>I can identify things that have changed or stayed the same from times before living memory (CO&C)</i></p>	<p><i>Recap on last week's lesson - who was Amy Johnson? Go over again if necessary.</i></p> <p><i>Key vocab: past - what does past mean? TYYP, gauge understanding, consolidate, refer to lesson 1 vocab</i></p> <p><i>Explain going to look at objects from the past and get children to identify what item is and what they might have been used for:</i></p> <p><i>PP - show images of (google image search 1930s.... - Plane, pilot goggles, aviation jacket, water bottle, pilot hat, pilot watch, pilot</i></p>

		<p>equipment, pilot uniform, parachute, lunch box.</p> <p><u>Outcome:</u></p> <p>Picture of each object with a written definition in books.</p> <p>Table Same/Different, children sort out things that have changed or stayed the same since Amy Johnson's lifetime.</p>
4	I can order events on a timeline from beyond my lifetime (C)	<ul style="list-style-type: none"> • Go over Amy's life recap • Cover how to order years in order on a timeline - model <p>Use another example from beyond their lifetime - use a historical figure from Black History month e.g. simple Nelson Mandela timeline</p> <p>Use classroom timeline as point of reference.</p> <p><u>Outcome:</u> chn produce a timeline of A Johnson's life in chronological order, introduce concept of BC and AD (preloading for Y3 objective)</p>
5	I can research the past using a variety of	<p>- Vocab - what is a secondary source? Explain what it is with some examples compare to Primary source.</p>

secondary sources. (HE)

I can order events on a timeline from beyond my lifetime (C)

Extra consolidation of skill from previous lesson

Primary Sources vs Secondary Sources

A piece of evidence created by someone at the time of the event.

Examples include:

- Letters
- Diaries
- Government records
- Autobiographies
- Artifact
- Computer software



Information created by someone who was not present at an event, after an event happened.

Examples include:

- Newspaper articles
- Textbooks
- Biographies
- Encyclopedias
- Dictionaries
- Atlases



Outcome: I can show Amy Johnson's life using secondary sources.

Progression from Yr 1 (Yr 1 sources given in order)

Chn to use secondary sources to create a timeline of her life put into chronological order. Use fact file as a support method to put sources in chronological order. Use all key events of her life (progressing from Yr 1)

1. World map - circle Hull and draw flight across to Australia(circle) - Add label of year she did flight

		<p>2. Newspaper of achievement add label 'successfully flew to Australia'</p>  <p>'Amy Johnson's Great Feat. ROYAL CONGRATULATIONS. Tributes to Heroine of the Air. STORY OF A WONDERFUL FLIGHT.</p> <p>DARWIN, Saturday. Miss Amy Johnson landed at Darwin at 3.55 this afternoon (Owens time). She made a graceful landing, and waving cheer from an airplane.</p> <p>3. Newspaper article/photo - Amy Johnson gets married to Scottish aviator. add date label to photo</p> <p>4. UK Map - zoom in on London - find the river Thames and add label stating 'Amy Johnson died here in ...' with newspaper article announcement of death</p> 
6	Possible school trip tp Hull History Museum	Gypsy Moth Hunt - are these still about? Homework- find the maths...
	Vocabulary - <u>before, after, past, present, then and now</u> , famous, event, describe, recount, spot, brave, courageous, source, aviation, flight, plane, Australia, travel, explore, fly	

Year 2 History - Spring Term 2 *Great Fire of London*

National Curriculum: Events beyond living memory that are significant nationally or globally: for example, the Great Fire of London



Key concepts:

<i>Chronology</i> <i>C</i>	<i>Similarity & Difference</i> <i>(S & D)</i>	<i>Cause & Consequence</i> <i>(C & C)</i>	<i>Continuity & Change</i> <i>(CO & C)</i>	<i>Significance</i> <i>(S)</i>	<i>Historical Enquiry</i> <i>(HE)</i>
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- I can order events on a timeline from beyond my lifetime (C)
- I can describe change beyond living memory (S&D)
- I can spot old and new things in pictures.(S&D)
- I can compare and contrast changes (S&D)
- I can explain what an object from the past might have been used for (CO&C)
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- I can research the past using a variety of secondary sources.(HE)

ACTIVITIES - WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.

<i>Lesson</i>	<i>Objective</i>	<i>Activity</i>
*	Prior learning session	<i>Prior Learning:</i> The children will be able to explain who Amy Johnson was and why she had such an

	<ol style="list-style-type: none"> 1. I can explain how historical events and people changed things (S) 2. I can order events on a timeline from beyond my lifetime (C) 	<p>impact in history. They will know key events in her lifetime and the impact these had on Hull and the rest of the world.</p> <p>They will have used secondary sources as part of their research on Amy's life and will be able to sequence events on a timeline.</p> <p>Activity: recap - How did Amy Johnson's flight to Australia change things? (S+L)</p> <p>Sort the historical events on a timeline (Amy J dates, Queen Victoria (from Year 1), Toys, (year 1), Seaside (Year 1 - Grace Darling)</p>
	<ul style="list-style-type: none"> • I can spot old and new things in pictures. (S&D) • I can compare and contrast changes (S&D) • I can describe change beyond living memory (S&D) <p>LO: I can find out some ways in which London has changed.</p>	<p>Question: How has London changed?</p> <p>Stoneferry Starter: Where might it be? What can they see? For both pictures, what is similar what is different old/new (S+L)</p> <div data-bbox="857 802 1453 1011" data-label="Image"> </div> <p>Vocabulary: year, century, Britain, London, capital city, past, present, old, modern, change, River Thames.</p> <p>Lesson London past+present presentation - look at pictures of past London. S+L discuss changes. Repeat for present day London - how was London different in the past? (Try not to give away information about life during the 17th century at this point - you are trying to ascertain what the children currently think</p>

		<p>and know about this historical period and their awareness of the past.)</p> <p><i>Outcome:</i> London Past and Present pictures of London in 1666 and today. Sort into old and new. Write 2 short paragraphs with bullet points - this is old London because..., this is new London because</p> <p>SEN/WB - sentence stems and matching activity. this is old because... this is new because..</p> <p><i>Plenary:</i> other words for old? (to increase vocab)</p>
2	<ul style="list-style-type: none"> I can order events on a timeline from beyond my lifetime (C) 	<p><i>Question:</i> When was the Great Fire of London?</p> <p><i>Stoneferry Starter:</i> what is happening in this picture?</p>  <p>(Speech+ Language)</p> <p><i>Vocabulary:</i> BC, AD, thousands, hundreds, years, decades, days, weeks</p> <p><i>Lesson:</i> discussion - when do the children think this is happening? In past or present? Any clues? Explain in 1666 (350 yrs ago -ish) there was a disastrous fire that destroyed parts of London. They will be learning about how this fire started and what happened during/after.</p> <p>Shared timeline - blank line with one end showing 0 BC Jesus Born, other end showing present day 2022 AD. Explain that 2000 and 22 yrs have passed since Jesus was born to show how long ago it was. Need concept of how far back in time they are going. Then add on Amy Johnson (born 1900 AD time). Then add</p>

		<p>on GFo L 1666. Explain how far back 1666 is and discuss.</p> <p>Go through the events of the GFo L - how it started, continued, ended.</p> <p>Outcome: produce their own detailed timeline of GFo L events.</p> <p>Plenary: S+L: Looking at the timeline, how big was this fire? Why? What does the timeline show us?</p>
3	<p>I can explain what an object from the past might have been used for (CO&C)</p>	<p>Question: What were these items used for on Pudding Lane in 1666?</p> <p>Stoneferry Starter: Virtual whiteboard, dates - Amy J 1900, 1666, 2022, add dates correctly onto timeline</p> <p>Vocabulary: baker, oven, bread, bakery, <i>stove, spark, embers</i> * Yr 2</p> <p>Lesson: Show children pictures of objects from 1666 bakery on Pudding Lane.</p> <ul style="list-style-type: none"> - E.g. Oven, bread, baker's hat, baking equipment, candle holders, shovel (examples below) <div data-bbox="954 1019 1397 1129" data-label="Image"> </div> <p>Outcome: in a table, caption the object under the picture and write a short definition as what the object might have been used for.</p> <p>Plenary: S+L what does a bakery look like nowadays? How has it changed? E.g. discuss, Cooplands,</p>

		<p>Gregg's , British Bake-off Kitchen (show a snippet of them baking bread) how food is now baked?</p>
4	<ul style="list-style-type: none"> I can research the past using a variety of secondary sources.(HE) <p>LO: I can research the Great Fire of London using secondary sources.</p> <p><u>How do we know about the Great Fire of London?</u> (<u>thenationalacademy</u>)</p>	<p>Question: What was the Great Fire of London?</p> <p>Stoneferry Starter: Use the objects and choose which one you believe could cause a fire and explain why. (S+L)</p> <p>Vocabulary: secondary source, sources, primary sources</p> <div data-bbox="860 523 1200 721" style="border: 1px solid black; padding: 5px; background-color: #e0f2f1;"> <p style="text-align: center;">What are sources?</p> <p>Primary sources originate from the past.</p> <p>Secondary sources are second-hand accounts that interpret primary sources.</p> <p>Secondary sources tend to use primary sources as the basis for their content.</p> </div> <p>Lesson: Explain to children what a secondary source is with examples.</p> <p>Hook: Video - play to children (BBC) how did the GFoL start? (Select suitability for your class)</p> <p><u>The Great Fire of London History KS1 BBC Teach - YouTube</u></p> <p>This one includes a quiz to gauge learning <u>The Great Fire of London for kids - Simple facts and fun quiz - YouTube</u></p> <p><u>Game - The Great Fire of London ></u> Powerpoint of story with slides but interactive activities e.g. drag items to help put out fire in 1666.</p>

		<p><i>Outcome: What does the secondary source tell us about the Great Fire of London? Children to write a short description of what the secondary sources tells us as historians.</i></p> <p><i>Plenary: How can we put out big fires nowadays? (S+L)</i></p>
5	<ul style="list-style-type: none"> • <i>I can identify things that have changed or stayed the same during my life and from times before living memory (CO&C)</i> • <i>I can describe change beyond living memory (S&D)</i> 	<p><i>Question: How has handling big fires changed since 1666?</i></p> <p><i>Stoneferry Starter: How do we know about the Great Fire of London? (thenationalacademy) Quick quiz with score for key facts of G Fo L</i></p> <p><i>Vocabulary: fire, engines, emergency, firefighters, 999, hosepipes, telephones, mobile phones, water, supplies, flammable, non-flammable, materials</i></p> <p><i>Lesson: Discuss with children why the G Fo L spread so quickly and why it caused so much damage (houses made of wood, dry summer, built close together, poor system for fighting big fires eg. Buckets, little pumps, need mayor's approval to tear down a building)</i></p> <p><i>How is combating fires dealt with now? Are we better at fighting fires now? Why? S+L, what factors made firefighting really difficult back in 1666? Why?</i></p> <p><i>Outcome: Children to produce non-chronological report style piece with key question in middle > HOW HAS FIGHTING FIRE CHANGED SINCE 1666?</i></p>

		<p>And subheadings with 1666/2022 for then/now comparisons Eg. Equipment, houses, who to call for help, community</p> <p>Plenary: What would you have done if you lived on Pudding Lane in 1666 when the fire broke out? Why?</p>
6	<p>To continue lesson 5 if more time needed with writing non-chronological report.</p> <p>Or History day- trip with Yr 2 based on G Fo L</p>	

Year 2 History – Summer Term 2 – Explorers (Christopher Columbus)

National Curriculum: Events beyond living memory that are significant nationally or globally: for example, the Great Fire of London



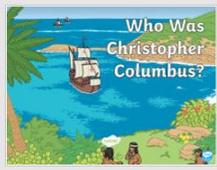
Key concepts:

<i>Chronology</i> C	<i>Similarity & Difference (S & D)</i>	<i>Cause & Consequence</i> (C & C)	<i>Continuity & Change</i> (CO & C)	<i>Significance</i> (S)	<i>Historical Enquiry</i> (HE)
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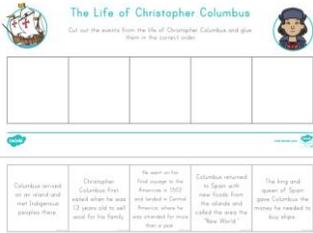
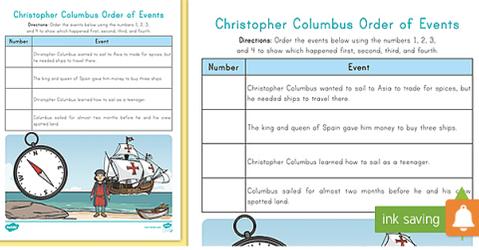
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ACTIVITIES – WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.

<u>Lesson</u>	<u>Objective</u>	<u>Activity</u>
	<p>Prior learning session</p> <p>Children will have learnt about Amy Johnson the pilot from Hull who flew to Australia in 1930 almost 100 years ago.</p> <p>They will have studied GFoL and studied what life was like in 1666, what houses/landscape, vehicles, clothes and transport was like and how that compares to modern day.</p> <ul style="list-style-type: none"> • LO: I can identify things that have changed or stayed the 	<p>Recap: who was Amy Johnson? What did she do? How did she travel the world? Where is Australia? Locate on map.</p> <p>What is an explorer? Children to write a short definition of an explorer. <i>An explorer is....</i></p> <p>Show 3 images of explorers from different times (15th century, 1930, 2022)</p> <div style="display: flex; justify-content: space-around;">    </div>

	<p>same and from times before living memory (CO&C)</p> <ul style="list-style-type: none"> I can spot old and new things in pictures.(S&D) 	<p>All following to be evidenced in books.</p> <ul style="list-style-type: none"> Children to sort photos from oldest to newest. Caption the years underneath the pictures. They should be able to recognise one is a painting, B+W photo, modern day photo, and recognise old/new things with their clothes and accessories. e.g. sword in one, camera in 1930s, modern watch/rucksack in 2022 Write notes/short words of what they can see in each picture. World map – locate America on the map, and the UK. (to build into next lesson) use google earth to travel from Hull to New York as a visual. Bullet point list to show how exploring the world has changed throughout history. <p>Plenary: S+L How far away is America? How could you travel there? How would they have travelled back in 1666?</p>
1	<p>I can explain why an important person from history acted the way they did and what the impact of this was (C&C)Christopher Columbus</p>	<p>Question: Who was Christopher Columbus? (CC)</p> <p>Stoneferry Starter: S+L: Show a picture of CC – children to talk about who he might be, what clothes he is wearing, how long ago is this picture?</p> <p>Vocabulary: exploration, voyage, discovery, America, USA</p> <p>Lesson: Show children Twinkl powerpoint of Who was ChrisC? (see )</p> <p>resources in shared area)</p> <p>Emphasise 1. Why he wanted to travel and what would that mean for him and Europe?</p> <p>Explain good/bad impact CC had on exploration i.e.</p> <ul style="list-style-type: none"> - Discovered new fruit/veg and introduced to other countries - Brought back diseases with him from voyage e.g. small pox, measles, influenza - Brought slaves back – was this right and ethical?

		<p>Outcome: Table listing good/bad reasons about CC exploring. Children to read and sort into good/bad reasons on a table, include title <i>The Impact of CC Exploring the World</i></p> <p>Plenary: S+L. Do you think CC should have gone on his voyages? Why?</p>
2	I can explain why a historical event happened and what happened as a result (C&C)	<p>Question: What was the New World?</p> <p>Stoneferry Starter: S+L: Show an image of Cuba and the Bahamas, then America. Discuss the islands, what does it look like and what might be in there? Show Cuba and Bahamas, then America on a map.</p> <p>Vocabulary:</p> <p>Lesson: Teacher input: use PP or video to show CC discovery of the new world and order of the 3 places (Bahamas> Cuba> America)</p> <p>Outcome: Children to have 3 images Bahamas> Cuba> America) produce a flow chart with arrows from 1-3.</p> <ul style="list-style-type: none"> • Where? (name of place in the new world with picture) • What happened as a result? (Chn to write a short description of what happened as a result, what did CC do?) • Produce a short historical summarising events and what happened as a result. <p>Plenary: Why did CC and his crew describe their discoveries as the 'new world'? what does 'new world' mean? See their interpretations of this phrase and support chn infer the meaning.</p>
3	I can explain what an object from the past might have been used for (CO&C)	<p>Question: What were these objects used for in the time of CC?</p> <p>Stoneferry Starter: S+L: Recap – GFoL. Show an image of an artefact from GFoL artefact lesson. What is it? What was it used for? See if chn can recall from last unit to make links to new unit.</p> <p>Vocabulary: object, artefact, historical, usage</p> <p>Lesson: Photos and images of objects from Christopher Columbus' time, and a definition for each one all mixed up.</p> <p>Children match the object to the correct definition.</p> <p>Objects to include (1492 year roughly): compass, map, ship's wheel, CC hat, anchor, British flag on a boat, cannon, bell, coin, clock/watch, mast</p> <p>Outcome: chn will have write a definition for each object and its usage in a table.</p>

		<p>Plenary: Out of all the objects, which one do you think is of the most important historical value for giving us clues about CC? Why?</p> <p>Question: What was CC's life of exploring like?</p>
4	<p>I can order events on a timeline from beyond my lifetime (C) events of discovery of Carribean timeline</p> <p>Resources to use below:</p>  	<p>Stoneferry Starter: S+L: Show Amy Johnson, GFoL and CC with a key date under each one. Then add a picture of them with the year 2022 underneath. Can they order the 4 key events in order from most recent to earliest?</p> <p>Vocabulary: timeline, earliest, latest, sequence, event, chronological</p> <p>Lesson: Show a short video or PP of Christopher Columbus's life.</p> <p>Explain that they are going to sequence the key events of his life in chronological order.</p> <p>Provide chn with a suitable timeline.</p> <p>Outcome: children will have produced a timeline in chronological order with a description for each key event.</p> <p>Plenary: Use spaghetti (raw) – show one to the children and explain 1 straw represents 100 years ago. How long ago did CC live? Use a spaghetti piece and keep going back 100 years until 1451 when he was born. Chn should visually be able to see by the long spaghetti line how long ago and discuss how far back in time this period is compared to GFoL and Amy J. Add to school timeline post it to show where they are.</p>
5	<p>I can research the past using a variety of secondary sources.(HE)</p>	<p>Question: What food did Christopher Columbus bring to Europe?</p> <p>Stoneferry Starter: S+L: Show some images of different foods from around the world and foods that are naturally from the UK. Which of those foods did CC bring to Europe? Chn to discuss their thoughts and ideas.</p> <p>Vocabulary: secondary source, discover, import, native (to the country)</p> <p>Lesson: Teacher input: When Christopher Columbus arrived in the Americas in 1492, he found lots of different types of food that were indigenous to America. Columbus brought back some of these foods with him to Europe, including potatoes, tomatoes, pineapples, turkeys, corn, and cacao. Some of these foods are grown successfully in Europe and</p>

		<p>children will be very familiar with them but they may not be aware of the origins of them.</p> <p>Use Twinkl PP> Story Of Christopher Columbus PowerPoint?</p> <p>Explain that the children will be using secondary sources to discover the foods Christopher C brought back to Europe. Discuss examples of secondary sources.</p> <p>Activity: have several secondary sources for chn about CC discovering food. Textbooks, posters (twinkl have some) a video on youtube etc.</p> <p>Chn to note down foods he discovered.</p> <p>Outcome: chn to produce a non-chronological report of the foods that CC brought back to Europe on his travels. Include subheadings, secondary sources and captions of where the foods came from as well to cross curricular with geography.</p> <p>Plenary: which foods are you glad CC discovered and brought back to UK ? Why? Are there any foods you haven't tried? Add to Non-Chronological report.</p>
6.	<p>I can research the past using a variety of secondary sources.(HE)</p>	<p>Question: Why is CC seen as such a famous explorer?</p> <p>Stoneferry Starter: S+L: Why do people want to explore? Create a mind map on reasons people want to explore? Why did CC wish to explore?</p> <p>Vocabulary: voyage, mission, expedition, discovery</p> <p>Lesson: Remind chn and ask what secondary sources are.</p> <p>Children to use a range of secondary sources, including laptops/ipads to find out some information about CC to apply to a fact file.</p> <p>Outcome: children a list of key questions about CC. They will have used their previous work such as timelines to support their learning and research. Ipads/books/laptops to research and answer questions.</p> <p>Plenary: S+L : Children to give their top 3 reasons as to why CC was a brilliant explorer based on their research.</p>

