



## Godfrey Ermen Primary School Year 2 History Unit Overview



Autumn Unit 1- Local History	Spring Unit 2- British History	Summer Unit 3-World History
<b>Significant Local People and Places: Why is our school called Godfrey Ermen? What are the most famous buildings in Salford? LS Lowry</b>	<b>Events Beyond Living Memory: The Great Fire of London</b>	<b>Significant Individuals in the Past: Fight for Your Rights! Rosa Parks and Emmeline Pankhurst</b>
<p>L1: <i>I can share what I already know about Godfrey Ermen and the buildings in my local area. Timeline work plotting period studied and revisiting previous periods studied</i> <b>HCh</b></p> <p><b>Who was Godfrey Ermen and why is our school named after him?</b> <b>HCh HI HCo HE HL</b> <i>Use evidence about Godfrey Ermen and about the school (photographs, website excerpts) for the children to try and deduce who Godfrey Ermen was.</i></p> <p>-To learn about the lives of significant individuals - Use evidence to draw conclusions.</p> <p>L2: <b>What was life like in Salford in the times of Godfrey Ermen?</b> <b>HE HL</b> <i>Using images, maps and written accounts of Salford from the 1800s children to work out what life was like in the industrial city.</i></p> <p>-make inference based on evidence</p> <p>L3: <b>Who is LS Lowry and why is he important to our local area?</b> <b>HCh HI HCo HE HL</b> <i>Use evidence about LS Lowry (photographs, books paintings, website excerpts) for the children to try and deduce who LS Lowry was and why he was important.</i></p> <p>-To learn about the lives of significant individuals - Use evidence to draw conclusions.</p> <p>L4: <b>What can we tell about life in the North West from Lowry's paintings?</b> <b>HI HE HL</b> <i>Children to work as detectives looking at Lowry paintings to determine what life was like in the North West. Discuss how different people have different perceptions and views.</i></p>	<p>L1: <i>I can share what I already know about the Great Fire of London. Timeline work plotting period studied and revisiting previous periods studied</i> <b>HCh</b></p> <p><b>How can we work out how the Great Fire Started?</b> <b>HI HCo HE</b> <i>Using a range of evidence make a judgement as to how the Great Fire Began.</i></p> <p>-To raise valid questions relevant to the enquiry -To extract information from sources - To combine information to make judgements - To learn how to make deductions from maps</p> <p>L2: <b>What actually happened during the Great Fire and how can we know for sure 350 years later?</b> <b>HCh HI HCo HE</b> <i>Sequence 5 main events from the Great Fire in chronological order and analyse evidence discussing its reliability.</i></p> <p>-Sequencing events in chronological order -Describing changes over time - Analysing evidence</p> <p>L3: <b>Why did the Great Fire burn down so many buildings?</b> <b>HI HCo HE</b> <i>To analyse multiple sources of evidence and make judgements as to the reasons why so many buildings burnt down.</i></p> <p>-Developing explanations based on evidence -Make inferences based on evidence.</p> <p>L4: <b>Could more have been done to stop the Fire?</b> <b>HI HCo HE</b></p>	<p>L1: <i>I can share what I already know about equal rights and significant individuals linked to this. Timeline work plotting period studied and revisiting previous periods studied</i> <b>HCh</b></p> <p><b>Who was Emmeline Pankhurst and why was she famous?</b> <b>HCh HI HCo HE HL</b> <i>Using a range of evidence children to gather information about Emmeline Pankhurst and sequence key events.</i></p> <p>-To raise valid questions relevant to the enquiry -To extract information from sources - To combine information to make judgements</p> <p>L2: <b>What can we learn about what sort of person Emmeline Pankhurst was from stories of her early life?</b> <b>HI HE</b> <i>Pupils to make inferences about the sort of person Emmeline Pankhurst was based on evidence.</i></p> <p>-Make inferences from evidence -Make links cause/effect</p> <p>L3: <b>What was life like for women in Emmeline Pankhurst's time?</b> <b>HCh HE</b> <i>Using a range of images pupils to determine what was discriminatory and how that would make women feel.</i></p> <p>-cause and effect -using sources of evidence to make judgements</p>

HI- Historical Interpretation

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<p>-To understand people have different views and perspectives in history and events can be presented differently.</p> <p>L5:</p> <p><b>What are the most famous buildings in Salford? HE HL</b></p> <p>Examine the most famous buildings in Salford from the present and past including Ordsall Hall, Lark Hill Mansion House, The Lowry, Media City, Bridgewater Mill, The Barton Aqueduct. Why are they famous?</p> <p>- To learn about local historical context.</p> <p>L6:</p> <p><b>How have the buildings in Salford changed over the years? HE HL HCh</b></p> <p>To explore how buildings in our local area from the past compare to modern buildings. What were the buildings used for and what are they used for now?</p> <p>-To compare and contrast old and new - To see changes of use over time.</p> <p>L7:</p> <p><b>Assessment Task: How has Salford changed from when Godfrey Ermen was alive to now?</b></p> <p>Using a series of unseen images pupils similar to ones previously seen pupils to explain how Salford has changed over time referencing important local buildings/ people.</p> <p>-To use evidence to justify views -To compare and contrast</p> <p><b>Revisit mind map and timeline recording new learning and key events within the period. Link to Y1 unit on Toys from Y1. HCh</b></p>	<p>Pupils look at statements and decide who performed which actions during the Great Fire- good and bad. Pupils to then make a judgement who was at fault for the fire.</p> <p>-To give reasons as to why different members of society had different reactions to The Great Fire.</p> <p>L5:</p> <p><b>How did people manage to live through the Great Fire? HE</b></p> <p>To understand the reasons as to why so few people were killed in the Great Fire.</p> <p>-To understand the role of key organisations and individuals. - To make connections with disasters of today and how the response differs.</p> <p>L6:</p> <p><b>How could we rebuild London and what lessons were learnt? HE</b></p> <p>To use their knowledge of the causes of the Great Fire to plan how to remedy the main issues in modern times.</p> <p>-Use knowledge learnt throughout the unit to suggest evidence-based changes.</p> <p>L7:</p> <p><b>What was London like in 1666 compared to now? HCh HE HL</b></p> <p>Compare and contrast images of London in 1666 and 2023. What are the main similarities and differences. How do buildings in our local area compare to those in London in 1666?</p> <p>-Comparing and contrasting</p> <p>L8: Assessment Task: <b>Why did the Great Fire cause so much devastation? Picture Stimulus</b></p> <p>Using an unseen image pupils to use the stimulus to explain why the Great Fire caused so much devastation.</p> <p>-To summarise main theories -To refer to evidence</p>	<p><b>L4: Who was Rosa Parks and why was she famous? HCh HI HCo HE</b></p> <p>Using a range of evidence children to gather information about Rosa Parks and sequence key events.</p> <p>-To raise valid questions relevant to the enquiry -To extract information from sources - To combine information to make judgements</p> <p><b>L5: What can we learn about what sort of person Rosa Parks was from stories of her early life? HE</b></p> <p>Pupils to make inferences about the sort of person Rosa Parks was based on evidence.</p> <p>-Re-tell historical events through role play -Make inferences from evidence -Make links cause/effect</p> <p><b>L6: What was life like for black people living in Southern USA in 1950s. HCh HE</b></p> <p>Using a range of images pupils to determine what was discriminatory and how that would make Black people feel.</p> <p>-cause and effect -using sources of evidence to make judgements</p> <p><b>L7: How has the world changed for women in the UK and Black people in the USA since Emmeline and Rosa's time? HCh HE</b></p> <p>Using images and written accounts make simple deductions about the changes in society. Have things changed for the better or are there still improvements to be made?</p> <p>-Compare and contrast present day and the past. - Base judgements on sources of evidence</p>
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	<p>Revisit mind map and timeline recording new learning and key events within the period. Link to Y2 unit on Who was Godfrey Ermen and what Buildings are special in Salford. <b>HCh</b></p>	<p><b>L8 Assessment Task:</b></p> <p><b>Why do we remember Rosa Parks and Emmeline Pankhurst? How are they similar and how are they different? HCo HE</b></p> <p>Using stimulus images of Rosa Parks and Emmeline Pankhurst children to produce an account of Rosa Parks and Emmeline Pankhurst's greatest achievements. To compare and contrast them as individuals.</p> <ul style="list-style-type: none"><li>-Compare and contrast</li><li>-Summarise main achievements</li></ul> <p>Revisit mind map and timeline recording new learning and key events within the period. Link to Y1 unit on Florence Nightingale and Mary Seacole Y1. <b>HCh</b></p>
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