



## Portfields Primary School Medium Term Plan

Year Group – 2

Subject – **History**

Topic – **Our Local Heroes**

Term – **Summer 2**



Rising Stars POS Statements	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links
1.5.1 Understand some of the ways in which they can find out about the past and identify different ways it is represented.  1.6.1 Ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms.  1.5.1 Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	What makes someone a hero? What can images tell us about our local heroes? What can objects tell us about our local heroes? What can documents tell us about our local heroes? What can a visit or visitor tell us about our local heroes?		I understand what makes a hero.  I can identify some local heroes from the past.	Significant Local Biased Sequence Compare Contrast Chronological order Source Image Photograph Observe	- Who is your hero? Why? - Have you ever been visited by someone that lots of people call a hero, like a policeman, fireman or a paramedic? - Have you ever watched Iron Man, or Superman? Are these just heroes because they have powers?
	Technical Questions		Know where the people I have studied fit within a chronological framework (class timeline)	Technical Vocabulary	Key Figures/Time Periods
	Can you name a local hero and what they did? <i>The answer to this will change based on who you choose to study.</i>  What makes a hero? <i>The answer to this question may change depending on who you choose to study. Pupils may say: they have saved lots of people, they have had a good impact on the lives of others, they have invented something that improved people's wellbeing.</i>	Which type of source was most useful to find out about our local heroes why? <i>The answer to this question may change depending on who you choose to study. Pupils may say: the document, because it was written when the person was alive, or, the photograph because we could see that they were doing something particular, or the object because we could feel and touch what that person felt.</i>			
	What sources can we use to find out about the past? <i>We can use images, objects, documents and visitors.</i>  Why might documents be a good way of finding out about people in the past? <i>They were written by people at that time, so they would show what their lives were like.</i>	Why might we not believe everything we read in a document from the past? <i>The person who wrote the document in the past could have lied. We should look in more than one place to double-check the information.</i>	Disciplinary Knowledge  I can use an image as a source to find out about a person in the past.  I can use a wide vocabulary of everyday historical terms.  Use common words and phrases relating to the passing of time	Portrait Hero Courage Experts Local Fragile Objects Texture Material Inscription Web material Diary entries Census	This will vary depending on the local heroes you choose to focus on.  To meet the NC aims, you must choose a time period from before the children were born so they have little knowledge of it and need to use sources of evidence to find information about the heroes.

### Lesson Breakdown

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Flashback Four</b>	<b>Flashback Four</b>	<b>Flashback Four</b>	<b>Flashback Four</b>	<b>Flashback Four</b>
<u>Last Lesson</u> In the 1950s, where would low-income families go on holiday? Where would high-income families go on holiday? <i>Low-income families would go to UK seaside resorts. High-income families would go abroad to Spain.</i>  <u>Last Topic</u> Why didn't many people go on holiday to seaside resorts in the 1950s? <i>They had more money so chose to went on holiday to other countries like Spain.</i>  <u>Last Year</u> Who created the first aeroplane in 1903? <i>The Wright Brothers.</i>  <u>Last Key Stage</u> N/A	<u>Last Lesson</u> Who is Leah Williamson? <i>A woman's footballer, known locally as a hero and captain of the England women's national team.</i>  <u>Last Topic</u> What year was the first recorded postcard? <i>1894.</i>  <u>Last Year</u> Name one difference between the Wright Brothers's Flyer and aeroplanes today. <i>Pupils may state: The Wright Brothers's Flyer had an engine propeller/It was made from wood. Modern aeroplanes have engines, no propellers and are made from metal and plastic.</i>  <u>Last Key Stage</u> N/A	<u>Last Lesson</u> Who was Walter Tull? <i>He was the first black man to achieve two things - to become a footballer with Tottenham Hotspur and to become an infantry officer in the British Army.</i>  <u>Last Topic</u> What is a souvenir? Can you give an example? <i>A souvenir is something you take home from holiday to remember your time there. It could be a mug, t-shirt, magnet or more.</i>  <u>Last Year</u> Can you name the 4 ways that aeroplanes are used today? <i>Travel, transporting food, trade and warfare.</i>  <u>Last Key Stage</u> N/A	<u>Last Lesson</u> Why is it helpful to see photos from the past when you're looking at that period of history? <i>You can see what things were like, such as clothing, people and events.</i>  <u>Last Topic</u> Why can we still use the story from last lesson as a historical source, even though it's fiction? <i>Because it was written by someone who experienced a holiday in the 1950s.</i>  <u>Last Year</u> What were the Rainhill Trials? <i>An 1829 competition to find an engine for the passenger railway.</i>  <u>Last Key Stage</u> N/A	<u>Last Lesson</u> Can you give an example of a document that could be used as a historical source? <i>A newspaper.</i>  <u>Last Topic</u> What was first invented in 1900 so people could take photos on holiday for a low cost? <i>The Box Brownie camera.</i>  <u>Last Year</u> What is the main use of trains today? <i>Transporting goods to be sold in shops.</i>  <u>Last Key Stage</u> N/A
<u>Learning Objective</u> To understand what makes a hero, and identify some local heroes from the past <u>Success Criteria</u> <ul style="list-style-type: none"><li>I understand what makes someone a hero.</li><li>I can identify qualities of people who are considered heroes and explain why they are significant</li><li>I can locate these people's lives on a timeline.</li></ul>	<u>Learning Objective</u> LO to use an image as a source to find out about a person in the past, <u>Success Criteria</u> <ul style="list-style-type: none"><li>I can use a photo, drawing or painting to give me information about a person.</li><li>I can reach conclusions from the information provided by the image.</li></ul>	<u>Learning Objective</u> LO to use an object as a source to find out about a person in the past. <u>Success Criteria</u> <ul style="list-style-type: none"><li>I can use an object to give me information about a person.</li><li>I can reach conclusions from the information provided by the object.</li></ul>	<u>Learning Objective</u> LO to use a document as a source to find out about a person from the past. <u>Success Criteria</u> <ul style="list-style-type: none"><li>I can use a document to give me information about a person.</li><li>I can reach conclusions from the information provided by the document.</li></ul>	<u>Learning Objective</u> LO to be able to use a visit or visitor to find out about a local hero. <u>Success Criteria</u> <ul style="list-style-type: none"><li>I can use a visit or visitor to provide information about a person.</li><li>I can reach conclusions from the information provided by the visit or visitor.</li></ul>

<p><u>Star Knowledge</u> Leah Williamson, a woman’s footballer, is known locally as a hero and captain of the England women’s national team.</p>	<p>- I understand the limitations of using just one type of source.</p> <p><u>Star Knowledge</u> Walter Tull was the first black man to achieve two things - to become a footballer with Tottenham Hotspur and to become an infantry officer in the British Army.</p>	<p>- I understand the limitations of using just one type of sources.</p> <p><u>Star Knowledge</u> Different sources have different limitations. With the war medals in this lesson, you have an actual object from that time in history, but you can’t tell what people thought about it and how they used it. With pictures from the past, you can see and hear what the past was like but pieces of information like the photo’s date or who took it might be missing.</p>	<p>- I understand the limitations of using just one type of source.</p> <p><u>Star Knowledge</u> Documents that we can use as sources of information include newspapers and diary entries. They are useful because they are from that time in history and often contain recounts of events from people that experience them. However, they may be biased.</p>	<p>- I can understand the limitations of using just one type of source.</p> <p><u>Star Knowledge</u> A visitor can be a good source of information because you can ask them lots of questions to find out about a historical event. However, sometimes historical events might have happened too long ago for anyone to be alive, or the visitor might be biased.</p>
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*If, after completing the orange paper assessment, you find a large amount of your pupils lack understanding of one particular star knowledge, you should adapt the flashback four questions for "Last Topic" in the next topic, in order to give you time to re-visit this. Please speak to the subject lead to discuss how to do this before editing the questions.*