

Year 2 Term 2 - History Knowledge planner : *building a rich web of powerful knowledge*

“What was Victorian Britain like? ”

<p>Prior learning- establishing what was key/relevant prior learning (sticking new knowledge to old knowledge) , assessing any gaps so we can plug these in current work.</p> <ul style="list-style-type: none"> Build upon historical knowledge and understanding taught in Y1, focussed on toys and childhood in the past, changes within living memory. Developing understanding of some ways that we can find out about the past. Sorting artefacts and pictures. Sequencing events and objects in chronological order, beginning to identify similarities and differences between ways of life now and in the past. 		
<p>Big ideas/concepts A wide range of people, events, places and buildings have helped shape Bristol. Ways of life have changed over time.</p> <ul style="list-style-type: none"> The history of our school and surrounding areas What was it like for Victorian children - School,workhouse,toys (linking to and building on prior knowledge from Year 1 topic), food and clothes. The significance of George Muller to our city and local area The significance of IK Brunel to Bristol and internationally Bristol inventors and engineers (Brunel, Guppy) <p>We can find out about the past from a range of sources, including asking people about their memories.</p> <ul style="list-style-type: none"> To use artefacts, pictures, and other sources e.g. documents, census to find out about the past. To develop an awareness of the past (in context of how Bristol has changed since Victorian times) To identify similarities and differences between ways of life ‘now’ and ‘then’ - introduced through changes in living memory. (Speak to parents/grandparents etc, look at evolving pictures of the school etc 	<p>Key question/s:</p> <p>How can we find out about the past and about Bristol in the past?</p> <p>What is the history of our school?</p> <p>How has life changed for children in Bristol since Victorian times? (focus on schools, workhouse,food, clothes and toys (linking to and building on prior knowledge from Year 1 topic),</p> <p>What was life like for Victorian children and how has this changed?</p> <p>How did George Muller help children in our local area?</p> <p>How did Brunel make Bristol Brilliant? Who helped him? (Guppy)</p> <p>What inventions were made and how has it changed technology today?</p>	<p>Vocabulary (including etymology?)</p> <p>Past and present</p> <p>Chronological</p> <p>Historical figures</p> <p>Society</p> <p>Beliefs and values</p> <p>Inventors and engineers</p> <p>Similarities and differences</p> <p>Changes within living memory</p> <p>Artefacts and sources</p> <p>Opinions and viewpoints</p> <p>Stories and accounts</p>

throughout the years).		
<p>Plans - content, how will we teach this?</p> <ul style="list-style-type: none"> • Researching our school • Researching Muller, Brunel and Guppy • Analysing sources of information to ask and answer questions about the past. • Researching and imagining life as a child in Bristol in the past (orphanages, schools and railway travel). • <i>looking at photos of Bristol/local area and asking the children to identify what looks different to how we see it now.</i> <p>Link with Local Heritage Education Manager M Gorely email: michael.gorley@englishheritage.org.uk</p>	<p>Other curriculum areas with rich links to concepts or content?</p> <ul style="list-style-type: none"> • Artwork/DT related to bridges, engineering and Brunel. • English informational and narrative writing • ICT/Geography - 'Know your place' website • RE - background of Muller 	<p>Important figures/quotes- the best that has been thought/said/done</p> <p>George Muller (Whole school Geog/RE/History day)</p> <p>IK Brunel</p> <p>Sarah Guppy</p> <p>https://www.bristolpost.co.uk/news/history/five-ground-breaking-figures-bristols-661481 BME Bristol heroes</p>