



LEADERSHIP • ORGANISATION • RESILIENCE
INITIATIVE • COMMUNICATION • KINDNESS

HISTORY

MEDIUM TERM PLANS

*Inspiring curiosity. Understanding the past.
Shaping the future.*

FROM *Tiny Footsteps* TO **GIANT LEAPS**

LAUGHING & LEARNING ALL THE WAY



LEGACY

*Learning from the past
to shape the future.*



INVASIONS

*Understanding conflict
and its impact.*



HIERARCHY & POWER

*Exploring leadership,
authority and influence.*



SETTLEMENTS

*Investigating where people
live and why.*

OUR THREADS

Year 2 History Medium Term Plans

Year 2	<u>Dover: Castles and Coastlines</u> <u>Castles</u>	<u>Queens and the United Kingdom</u> <u>Famous Queens</u>	<u>Why do people visit different places?</u> <u>Seaside</u>
Prior Learning	• Know that some events happened a long time ago and can use words such as past, present, before and after. • Use a simple timeline to order events. • Know that historians use evidence such as photographs, artefacts and fossils to learn about the past. • Know that significant people from history are remembered because of their achievements.	• Know that some people from the past are significant because they changed history. • Know that events and people can be placed on a timeline. • Compare life in the past with life today. • Use simple historical vocabulary such as past, present, long ago and timeline.	• Compare life in the past with life today. • Know that transport has changed over time. • Understand that changes over time affect how people live and travel. • Use photographs and other sources to identify similarities and differences between the past and present.
	Why were castles built, and why is Dover Castle still important today? Covers: ✓ Chronology ✓ Life in the past ✓ Significant individuals ✓ Local history ✓ Similarities and differences ✓ Historical evidence	How did queens help change Britain? Covers: ✓ Chronology ✓ Significant individuals ✓ Changes over time ✓ Past and present ✓ Technology and invention ✓ Local and national significance	How have seaside holidays changed over time? Covers: ✓ Chronology ✓ Changes within living memory ✓ Victorian Britain ✓ Significant individuals ✓ Local history ✓ Similarities and differences
Question 1	What is a castle, and why were castles built? WALT: understand what castles are and why they were built. Children: • Explore castles from the past • Discuss why people needed castles • Introduce castles as buildings from a long time ago Skills:	Who were Victoria and Elizabeth II? WALT: learn about two important queens from the past. Children: • Learn who the queens were • Place them on a timeline • Use past and present vocabulary Skills:	What is the seaside, and why do people visit it? WALT: identify key features of the seaside. Children: Explore: • beach • sea • harbour • cliffs • promenade

	✓ Develops awareness of the past ✓ Uses time vocabulary ✓ Asks historical questions Vocabulary: castle, past, long ago, king, queen, protect, defend Children might say: <i>"Castles were built to keep people safe."</i>	✓ Uses chronology ✓ Studies significant individuals ✓ Uses historical vocabulary Vocabulary: queen, monarch, past, present, timeline, long ago, reign Children might say: <i>"Queen Victoria lived before Queen Elizabeth II."</i>	• shops Discuss visits to: • Dover seafront • local beaches in Kent Skills: ✓ Develops awareness of the past and present ✓ Uses historical vocabulary ✓ Makes local links Vocabulary: seaside, beach, sea, harbour, cliff, holiday, past, present Children might say: <i>"People visit the seaside to relax and have fun."</i>
Question 2	What are the different parts of a castle? WALT: identify and describe the main parts of a castle. Children: Explore: • towers • walls • gates • moat • drawbridge • battlements Compare castles with modern buildings. Skills: ✓ Identifies similarities and differences ✓ Uses historical vocabulary ✓ Makes observations from sources Vocabulary: moat, drawbridge, tower, wall, gate, battlements Children might say: <i>"Castles have thick walls to keep enemies out."</i>	What was life like for children in Victorian times? WALT: compare life for children in the past and present. Children: Explore: • school • toys • clothes • jobs • homes Compare with their own lives. Skills: ✓ Compares past and present ✓ Identifies similarities and differences Vocabulary: Victorian, school, toy, child, compare, different, similar Children might say: <i>"Victorian children had different toys from us."</i>	What is a seaside holiday like today? WALT: understand what seaside holidays are like today. Children: Explore: • family holidays • beach activities • food • transport • photographs from today Skills: ✓ Talks about present day life ✓ Begins recognising change over time Vocabulary: holiday, modern, today, family, travel, beach Children might say: <i>"Today people travel to the seaside by car or train."</i>

Question 3	What was life like inside a castle? WALT: understand what life was like in a castle. Children: Explore: • kings and queens • servants • knights • food • sleeping • jobs Compare castle life with life today. Skills: ✓ Compares past and present ✓ Understands daily life in different periods Vocabulary: knight, servant, hall, feast, armour, king, queen Children might say: "People in castles lived differently from us."	What does a monarch do? WALT: understand the role of a monarch. Children: Explore: • leadership • rules • ceremonies • national events Compare the role of queens past and present. Skills: ✓ Understands historical roles ✓ Uses chronology and comparison Vocabulary: monarch, crown, ruler, ceremony, palace, leader Children might say "A monarch helps represent the country."	What were seaside holidays like in Victorian times? WALT: understand what seaside holidays were like in the past. Children: Explore: • Victorian clothes • bathing machines • entertainment • transport • rules and routines Skills: ✓ Studies the past beyond living memory ✓ Uses historical sources ✓ Compares periods Vocabulary: Victorian, long ago, bathing machine, pier, past, compare Children might say: "Victorian families wore different clothes at the seaside."
Question 4	How were castles attacked and defended? WALT: understand how castles were defended. Children: Explore: • castle defence • attacking and defending • weapons and armour Compare past and present protection. Skills: ✓ Understands cause and purpose ✓ Compares different periods Vocabulary: defend, attack, armour, shield, arrow, protect	How did inventions and technology change people's lives? WALT: understand how technology changed life over time. Children: Compare life during: • Victoria's reign • Elizabeth II's reign Explore: • trains • electricity • telephones • television • computers Skills:	Who was Matthew Webb, and why is he important to Dover? WALT: learn about an important person from our local area. Children: Learn about: • Captain Matthew Webb • swimming the English Channel • local pride and achievement Skills: ✓ Studies significant individuals ✓ Makes links to local history ✓ Understands significance

	Children might say: "The moat helped protect the castle."	✓ Identifies change over time ✓ Compares different historical periods ✓ Understands how inventions changed lives Vocabulary: invention, technology, electricity, transport, communication, change Children might say: "People had trains and electricity in Victorian times, but computers came much later."	Vocabulary: captain, swimmer, channel, local, achievement, significant Children might say: "Matthew Webb is important because he swam from Dover to France."
Question 5	Which kings and queens lived in castles? WALT: learn about important people who lived in castles. Children: Study significant individuals such as: • William the Conqueror • Henry II • Elizabeth I (nice female representation) Place them on a simple timeline. Skills: ✓ Studies significant individuals ✓ Uses chronology ✓ Understands historical significance Vocabulary: monarch, king, queen, ruler, timeline, century Children might say: "Kings and queens lived in castles to rule and stay safe."	Why are royal celebrations important? WALT: understand why royal events are remembered. Children: Explore events such as: • coronations • jubilees • celebrations in Britain Make local links to celebrations in Dover or school/community celebrations. Skills: ✓ Studies significant events ✓ Makes local and national links ✓ Understands significance Vocabulary: celebration, coronation, jubilee, community, memory, tradition Children might say: "People celebrate important royal events together."	How are seaside holidays different from the past? WALT: compare seaside holidays past and present. Children: Compare: Victorian holidays vs modern holidays Explore: • clothes • travel • food • games • family life Skills: ✓ Identifies similarities and differences ✓ Uses evidence to compare periods Vocabulary: similar, different, compare, old, modern, change Children might say: "People still visit the seaside, but holidays look different now."
Question 6	Why is Dover Castle still important today? WALT: understand why Dover Castle is important. Children: • Study local history • Compare Dover Castle past and present • Discuss why it is remembered today	Why do we still remember Victoria and Elizabeth II? WALT: understand why these queens are remembered today. Children: Use: • photographs	How have seaside holidays changed over time? WALT: place seaside holidays on a timeline. Children: Create: • simple timelines • posters

	Skills: ✓ Makes links to local history ✓ Identifies significance ✓ Uses evidence to answer questions Why were castles built, and why is Dover Castle still important today? Vocabulary: local, history, important, protect, timeline, castle, monarch Children might say: "Dover Castle helped protect England a long time ago and is still important today."	• paintings • videos • books • stories • artefacts Reflect on: • their lives • their achievements • their impact on Britain Skills: ✓ Uses historical sources ✓ Understands significance ✓ Uses evidence to answer questions How did queens help change Britain? Vocabulary: monarch, queen, reign, past, present, timeline, celebration, significant Children might say: "We remember Queen Victoria and Queen Elizabeth II because they helped lead Britain during important changes."	• role play • floorbook pages Include: • Victorian holidays • Matthew Webb • modern holidays Skills: ✓ Uses chronology ✓ Communicates historical understanding ✓ Uses evidence to answer questions How have seaside holidays changed over time? Vocabulary: timeline, Victorian, holiday, local, seaside, past, present, change Children might say: "Seaside holidays have changed because transport, clothes and activities are different now."
Assessment	Final enquiry question: "Why were castles built and why is Dover Castle still important today?" Children could: Complete a simple written response. Create a poster. Record an oral explanation.	Final Enquiry Question: <i>"How did queens help change Britain?"</i> Children could: • Create a comparison poster. • Complete a simple written explanation. • Participate in a class presentation. • Sort facts about each queen and explain their significance.	Final Enquiry Question: <i>"How have seaside holidays changed over time?"</i> Children could: • Create a comparison poster. • Produce a simple written explanation. • Complete a Venn diagram comparing past and present. • Present findings from photographs and sources.
End Point	By the end of this unit, children will know that castles were built for defence and control, understand the purpose of key castle features,	By the end of this unit, children will know that Queen Victoria and Queen Elizabeth II were significant monarchs who ruled Britain during different periods of history. They	By the end of this unit, children will know that the seaside is a popular destination for visitors and understand why people choose to visit different

	and recognise why Dover Castle is a significant historical site. Children will be able to use historical vocabulary, place events and buildings in chronological order, identify similarities and differences between castles over time, and explain why Dover Castle remains important today.	will understand how life in Britain changed during each reign and be able to compare aspects of life in the past with life today. Children will use historical vocabulary, place events and significant individuals on a timeline, and explain why these queens are remembered and studied today.	seaside locations. They will be able to identify physical and human features of the seaside, compare seaside holidays in the past and present, and explain how seaside locations, including Dover seafront, have changed over time. Children will use historical vocabulary accurately and make simple comparisons between places.
Substantive Knowledge (What children need to remember)	Children will know: • Castles were built after the Norman invasion to defend land and maintain control. • Castles were homes for important people, including kings, queens and nobles. • Castle features such as moats, drawbridges, towers and battlements were designed for defence. • Dover Castle is one of Britain's most important castles and has played a significant role in British history. • Castles have changed over time, and some are now preserved as historical sites for visitors. • Historians use evidence to learn about the past and understand how people lived.	Children will know: • A monarch is a king or queen who rules a country. • Queen Victoria reigned from 1837 to 1901 and Queen Elizabeth II reigned from 1952 to 2022. • Queen Victoria and Queen Elizabeth II were significant individuals in British history. • Life for children in Victorian Britain was different from life today. • Britain changed significantly during both queens' reigns due to developments in transport, technology, communication and society. • Some aspects of life have changed over time while others have remained the same. • Historians study significant individuals to help understand the past and how Britain has developed.	Children will know: • The seaside is where land meets the sea. • Physical features of the seaside include beaches, cliffs, the sea and coastal landforms. • Human features of the seaside include piers, harbours, promenades, shops and tourist attractions. • People visit the seaside for holidays, recreation, tourism and leisure activities. • Seaside holidays have changed over time, particularly since Victorian times. • Improvements in transport have made seaside locations easier to access. • Dover seafront is an important local coastal location that has changed over time. • Different seaside locations attract visitors for different reasons.
Disciplinary Knowledge (Thinking like a historian)	Children will: • Use photographs, artefacts, maps and other sources to learn about the past. • Ask and answer questions about historical evidence. • Identify similarities and differences between castles from different periods.	Children will: • Use photographs, portraits, artefacts and other sources to learn about the lives of people in the past. • Compare similarities and differences between different historical periods.	Children will: • Use photographs, maps and fieldwork observations to learn about places. • Identify and describe physical and human features of seaside locations. • Compare similarities and differences between places and time periods.

	• Use historical vocabulary such as <i>past, present, chronology, evidence</i> and <i>significant</i>. • Place events, people and buildings on a simple timeline. • Explain how evidence helps historians understand what happened in the past.	• Place significant individuals and events on a simple timeline. • Use historical vocabulary such as <i>past, present, chronology, monarch, reign</i> and <i>significant</i>. • Ask and answer questions about historical evidence. • Explain how historians use sources to learn about the lives of significant people and the changes that have occurred over time.	• Use geographical vocabulary such as <i>coast, beach, cliff, harbour, tourism</i> and <i>location</i>. • Ask and answer geographical questions about places and environments. • Use evidence from photographs, maps and observations to explain how places have changed over time. • Explain why different locations are used for different purposes.
Adaptive Teaching	Support • Visual aids, photographs and labelled diagrams. • Vocabulary mats and word banks. • Sentence stems to support discussion and written responses. • Adult-guided group work and opportunities for oral rehearsal. • Retrieval activities to reinforce key knowledge and vocabulary. Challenge • Explain and justify opinions using historical evidence. • Compare castles from different periods and identify changes over time. • Consider why certain castle features were more important than others. • Explain why Dover Castle remains significant today using evidence from the unit.	Support • Visual timelines showing the reigns of Queen Victoria and Queen Elizabeth II. • Photographs, portraits and artefacts to support understanding. • Vocabulary mats, word banks and labelled images. • Sentence stems to support speaking and writing. • Adult-guided discussion and opportunities for oral rehearsal. • Retrieval activities to revisit key knowledge and vocabulary. Challenge • Compare the impact of each queen on Britain. • Explain how Britain changed during each reign using historical evidence. • Consider why Queen Victoria and Queen Elizabeth II are remembered today. • Justify opinions using evidence from sources and learning throughout the unit. • Identify similarities and differences between the two periods of history.	Support • Photographs, maps and labelled diagrams of seaside locations. • Vocabulary mats, picture cards and word banks. • Sentence stems to support discussion and written responses. • Adult-guided discussions and opportunities for oral rehearsal. • Retrieval activities to revisit key geographical knowledge and vocabulary. • Visual comparisons between past and present seaside holidays. Challenge • Explain why different seaside locations attract different visitors. • Compare physical and human features independently. • Use geographical evidence to explain changes over time. • Justify opinions about preferred seaside locations using geographical vocabulary.

			Explain how transport and tourism influence where people choose to visit.
Assessment for Learning	Throughout the unit, teachers will assess understanding through questioning, discussion, retrieval activities, vocabulary checks, labelling tasks and source-based enquiries. Enquiry Question: <i>"Why were castles built and why is Dover Castle still important today?"</i> Children will demonstrate their understanding by: - Explaining why castles were built. - Identifying and describing the purpose of key castle features. - Using historical vocabulary accurately. - Explaining why Dover Castle is significant using evidence from their learning. Evidence may be gathered through discussion, written responses, presentations, posters or other age-appropriate outcomes. This format is very much in line with what many schools and trusts now use for foundation subject medium-term planning.	Throughout the unit, teachers will assess understanding through questioning, discussion, retrieval activities, vocabulary checks, timeline activities, source-based enquiries and comparison tasks. Enquiry Question: <i>"How did queens help change Britain?"</i> Children will demonstrate their understanding by: - Identifying Queen Victoria and Queen Elizabeth II as significant monarchs. - Explaining some of the changes that occurred during each reign. - Comparing aspects of life in the past and present. - Using historical vocabulary accurately. - Explaining why these queens are significant in British history. Evidence may be gathered through discussion, written responses, presentations, comparison charts, timelines or other age-appropriate outcomes.	Throughout the unit, teachers will assess understanding through questioning, discussion, retrieval activities, vocabulary checks, map work, photograph analysis, comparison activities and geographical enquiries. Enquiry Question: <i>"How have seaside holidays changed over time?"</i> Children will demonstrate their understanding by: - Identifying physical and human features of the seaside. - Explaining why people visit seaside locations. - Comparing seaside holidays in the past and present. - Describing changes to Dover seafront over time. - Using geographical vocabulary accurately to explain their understanding. Evidence may be gathered through discussion, written responses, presentations, comparison charts, map work, posters or other age-appropriate outcomes.



HISTORY TIMELINE GRAPHICS

Whole School History Progression



EYFS

Me, My Family and Special Times



Stories from the Past



Toys and Everyday Life



People Who Help Us



YEAR 1



YEAR 2

Dover: Castles and Coastlines (Castles)



Queens and the United Kingdom (Famous Queens)

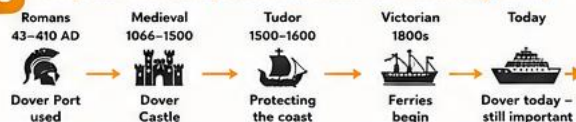


Why do people visit different places? (Seaside)



YEAR 3

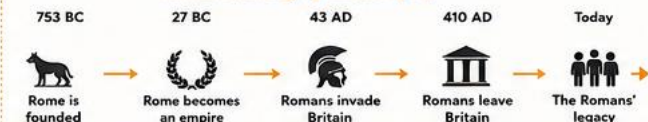
Why has Dover always been important? (Dover through time)



How does the Earth shape human life? (Stone Age to Iron Age)



Romans (Changing Landscapes)

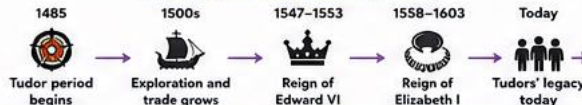


YEAR 4

Anglo Saxons - Vikings (Vikings: Migration and Settlement)



Tudors, Trade and Towns (Tudors)



Life Along the Nile (Egypt)



YEAR 5

Who were the Ancient Greeks? (Ancient Greece)



Terror, Treason and Triumph (Stuarts)



Do we learn from the past? (Crime and Punishment)

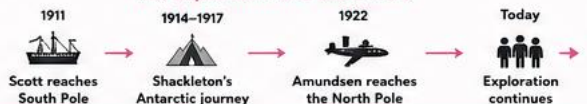


YEAR 6

WW2



Ice, Exploration and Endurance



Kingdom of Benin



OUR AIM

To inspire curiosity, develop knowledge and understanding of the past and build a sense of identity, empathy and responsibility.



Curiosity



Knowledge



Empathy



Respect



Resilience



Communication



THROUGHOUT OUR JOURNEY WE...

✓ Ask questions • Explore evidence • Make connections
Understand change • Share our ideas • Think historically

