

Cumwhinton School Curriculum - History Y2 SPR

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| Y2 | NC CONTENT | <p>Significant historical events, people and places in their own locality.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> |
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History

Abstract themes across history Historical Concepts Historical Methods Historical Perspectives

Mapping across the Year

| | AUTUMN | SPRING | SUMMMER |
|--------------------------------|---|---|---|
| Abstract themes across history | Significant historical events, people and places in their own locality. (Beatrix Potter) | | The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Comparing Rosa Parks and Malala Yousfzai) |
| Historical concepts | Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] (The Gunpowder Plot) | | |
| Historical methods | | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (Holidays) | |
| Historical Perspectives | | | |

CONCEPTUAL SCHOOL AMBITION DRIVERS

| | EYFS & KS1 | LKS2 | UKS2 |
|-----|----------------|----------|----------------|
| AUT | Diversity | Fairness | Individuality |
| SPR | Truth | Change | Resilience |
| SUM | Responsibility | Equality | Sustainability |

History - SPRING - Year 2

INNOVATION - Truth

Abstract themes across history Historical Concepts Historical Methods Historical Perspectives

Does travelling further make holidays more special?

| | NC CONTENT | CUMWHINTON CURRICULUM |
|------------------------------------|--|---|
| Finding out (Facts & knowledge) | <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>(Holidays; Now and Then)</p> | <p>Show children images of holidays (past and present, including images of modern holidays overseas and past British seaside holidays). Ask them to look closely at the photographs think of questions to ask about them. Children to sort images into a table with two columns: Past and Present. Why have they sorted them like they did? (Black and white, clothing, country)</p> <p>Explain to the children that we will be learning about holidays in the past and looking for changes between then and now.</p> <p>https://www.bbc.co.uk/bitesize/topics/zj3nf82/articles/zxx2xbk</p> <p>In the Victorian days, railways changed people's lives as they could now visit the seaside for the day by steam train! The other way to travel was by horse drawn carts but that took 8 hours! Bicycles also became popular but trains were certainly quicker!</p> <p>Eventually, cars became popular. Some people went to the seaside on open topped buses. Now people also go by coach or electric train.</p> <p>What to wear</p> <p>In the Victorian days, people visiting the seaside would wear their usual day clothes for walking on the beach. For bathing, they would use bathing machines to change and get into the sea, with men and women bathing in separate areas of the beach. Later, people began to wear long bathing costume.</p> <p>Now people wear swimming costumes, trunks or bikinis.</p> <p>On the beach</p> <p>In the Victorian days and until recently, children could take donkey rides on the beach at most seascides. Just like today, people also used to make sandcastles with flags, sit in deckchairs on the sand, play sports and go for walks along the beach. Punch and Judy shows were popular but not so much now.</p> <p>In the water</p> <p>In the Victorian days people used bathing machines. People hired them to use as private changing rooms to get into their bathing suits and then back into their clothes. The bathing machines were pulled by horses to move them up and down the beach as the tide came in or went out, so that people could get into the sea without having to walk on the beach where others could see them in their bathing costumes. There were separate machines for men and women who would bathe on different parts of the beach.</p> <p>Like today, women and children enjoyed paddling in rock pools or in the sea, collecting treasures in their buckets, looking at the sea creatures and plants or checking to see what they have caught in their nets.</p> |
| Using (Applying & analysing) | | <p>Focus on 2 images (1x past and 1x present showing the sea). What do you notice that is the same? What do you notice that is different? Scribe notes onto board or large piece of paper for children to see.</p> <p>Give children 2 photographs (BBC link has a good gallery) and they must note similarities and differences for each one.</p> <p><u>How do we know about holidays of the past?</u></p> <p>Ask children to look at examples of the below without telling them what they are. Can they think about how we might find out about the past, because we weren't there!</p> <p>Photographs Images Books Postcards Diaries: https://www.broadlandmemories.co.uk/edwardianseasideholiday.html</p> <p><u>Discuss seaside holidays then and now.</u></p> <p>Children to write a postcard as if they were on a Victorian seaside holiday. Remember to include where they went, how they travelled, what they wore and the activities that they did.</p> |

Concluding
(Evaluating &
summarising)

[Are holidays now much different than Victorian holidays? Why?](#)

Children to give personal responses to the question taking into account things they have learned so far?

Useful images and links:

<https://www.broadheath.coventry.sch.uk/how-has-the-seaside-changed/>

<https://www.bbc.co.uk/bitesize/topics/zj3nf82/articles/zxx2xbk>

<https://www.moreland-islington.co.uk/topic-1/>

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/seaside-past-beyond-living-memory/>

