

## Russell Lower School History MTP

### Year 2 Summer term

#### Significant people in the past

Significant historical events, people and places in their own locality: Henry VIII, Catherine of Aragon (Amphill link), Alexander Graham Bell, George Stevenson

Session	Key Learning (Knowledge learnt – Composite)	Key knowledge (Components)	Teaching sequence overview
1	To learn what Henry VIII was like through portraits and written sources.	<ul style="list-style-type: none"><li>- To ask and answer questions using a portrait as a source.</li><li>-To use sources to describe the appearance and characteristics of Henry VIII.</li><li>-To extract and interpret information from primary sources.</li></ul>	<p><b>1. To learn what Henry VIII was like through portraits and written sources.</b></p> <p>Children will use various sources to determine what Henry VIII was like in both appearance and character. Children will use primary sources to extract information and use this information to give an overview of what they think Henry was like.</p> <p>Display a portrait of Henry VIII on the slides or give children a copy of the Henry VIII Portrait sheet. Give children some time to study the picture and to discuss with a partner what they can learn about Henry from the portrait. Around the portrait on the slides, write some adjectives to describe what they think he was like as a class. Read the children the descriptions of Henry VIII by his contemporaries.</p> <p>EXTEND – do you think you can trust these primary sources to be accurate? Complete the word wall describing what Henry was like, both in appearance and personality, on the slides.</p>
2	To find out about Henry's marriage to Catherine of Aragon and the reasons for their divorce.	<ul style="list-style-type: none"><li>- To identify some of the problems faced by a Tudor King.</li><li>- To know some of the reasons for the divorce from Catherine of Aragon.</li><li>- To evaluate different points of view.</li></ul>	<p><b>2. To find out about Henry's marriage to Catherine of Aragon and the reasons for their divorce.</b></p> <p>Children will find out about Henry's marriage to Catherine of Aragon, looking at some of the reasons why the marriage failed. They will consider why there were differing opinions about the divorce and the ways in which it affected both Henry and Catherine.</p>

3	To know about significant people and places in our own locality. To find out about Ampthill's history and the links with Catherine of Aragon.	- To know that Henry VIII's first wife, Catherine of Aragon, spent time detained in Ampthill Castle. - To know where the castle once stood and how it looks and is remembered.	<p><b>3. To know about significant people and places in our own locality. To find out about Ampthill's history and the links with Catherine of Aragon.</b></p> <p>Children will find out about Ampthill's castle and its links to Henry VIII and Catherine of Aragon. Children will know that Catherine was detained in Ampthill's castle while her divorce from King Henry VIII was finalised.</p> <p>Children will know where the castle once stood and how Catherine's cross is now in position to remember this time in history.</p>
4	To investigate the invention of the telephone.	- To know that the telephone was invented by Alexander Graham Bell. - To understand how the invention of the telephone changed people's lives.	<p><b>4. To investigate the invention of the telephone.</b></p> <p>Children are introduced to Alexander Graham Bell and his invention of the telephone. The children will discuss the invention and how it may have affected people's lives at the time and after recent developments e.g. the invention of the smartphone. The children use their evaluating skills when testing different string telephones or they have the opportunity to design a phone of the future.</p>
5	To show our knowledge of a significant person from the past. Alexander Graham Bell.	- To know and write about the life of Alexander Graham Bell. To know where he was born, grew up and his family. To know what he invented and how his inventions changed the lives of others.	<p><b>5. To show our knowledge of a significant person from the past.</b></p> <p>Children revisit their previous learning and share what they know about the inventor Alexander Graham Bell.</p> <p>Watch the YouTube video about the inventor <a href="https://www.youtube.com/watch?v=MkgvuNale70">https://www.youtube.com/watch?v=MkgvuNale70</a></p> <p>From the video, scribe any knowledge and facts about his life. Children to share and use subheadings to help them to organise their writing when producing a non-chronological report.</p>
6	To investigate the invention of the train. George Stephenson	-To know about the life of George Stephenson. -To know about the invention of the steam train.	<p><b>6. To show our knowledge of a significant person from the past.</b></p> <p>Children learn about the life of George Stephenson, about his early life and how he came to build a locomotive. Children will learn about the first public railway and how George Stephenson was involved in this invention. In groups, children will work to reproduce a poster that tells the main facts about George Stephenson's life. One at a time children will come up and look at the teacher's poster. The children will report back to their group and work as a team to reproduce the poster that they saw. Remembering the facts and the position of facts/pictures on the poster.</p>

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