


Year 2 Long Term Plan

	Remembrance	Why is the circus important to the city of Leeds? (Leeds Curriculum)	How have holidays changed over time?	How did the first flight change the world?
	Autumn 2 (During week of Remembrance)	Autumn 2	Spring 2	Summer 1
Key Vocabulary	Commemoration Remembrance Armed Forces World War Poppies Royal British Legion	Beyond Living Memory (introduce on timeline) Within Living Memory (introduce on timeline) Decade Century Monarch Reign Town Hall Trade Arcade Briggate Circus	Beyond Living Memory (introduce on timeline) Within Living Memory (introduce on timeline) Decade Century Past / present Chronological Tradition Bathing machines / Brass bands / carousels / promenade	Beyond Living Memory (introduce on timeline) Within Living Memory (introduce on timeline) Decade Century Glider Bi-plane Trade Military Conflict Migration Climate change
Previous Knowledge	Nursery Reception Understanding the world provision area - children begin to make sense of their own family history. We celebrate anniversaries / birthdays every year – why? ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling. Why we wear poppies. Year 1 Children commemorated Remembrance last year and understand poppies are a symbol of remembrance.	Nursery Understanding the world – children begin to make sense of their own family history. Reception Understanding the world provision area – children begin to make sense of their own family history. Comment on pictures of familiar toys from the past. Compare and contrast pictures and stories. ELG – Understand Past and Present – talk about the lives of people around them. Know some similarities and differences when comparing things in the past and now. Year 1 Children were introduced to timelines and understand that beyond living memory means that no-one is alive today to tell their story. They were introduced to the Victorian period when looking at toys in the past. They were introduced to the concept of Monarchy through their work on Castles.	Nursery Understanding the world – children begin to make sense of their own life story – holidays / travelling to a different country/ using different methods of transport. Reception Understanding the world provision area – children begin to make sense of their own life story – holidays / travelling to a different country/using different methods of transport. ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling. Year 1 Children were introduced to timelines and understand that beyond living memory means that no-one is alive today to tell their story. They were introduced to the Victorian period when looking at toys in the past. Year 2 The children learnt more about the Victorian period and life in Victorian cities in Aut 1 and are beginning to understand that life was different for rich and poor.	Nursery Understanding the world – children begin to make sense of their own life story – travelling to a different country on holiday/ using different methods of transport. Reception Understanding the world provision area - Compare and contrast characters from stories, including figures from the past. Role play checking in at an airport or being on a plane (if they have been). Look at photos of how transport has changed. Year 1 Children were introduced to timelines and understand that beyond living memory means that no-one is alive today to tell their story. They were introduced to the Victorian period when looking at toys in the past. They understand what an explorer is which will help them understand the bravery and achievements of the Wright brothers, Amy Johnson and astronauts such as Neil Armstrong and Helen Sharman. Year 2 The children have learnt more about the Victorian period in Britain and how the development of transport (trains) have an impact (consequence) on society. They know through learning about Remembrance that there have been 2 World Wars which will aid their understanding of how quickly flight developed as a direct result.
NC Objectives Lesson sequence	NC – Events beyond living memory – commemorated through anniversaries.	NC – significant historical events, people, and places in their own locality. Who were the Victorians? How do we know that Victorian Leeds was becoming an important city? What is a circus? When and where did the circus come to Leeds? How has the circus in Leeds changed over time?	NC – changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. What are they key features of a seaside holiday? What were seaside holidays like in the past? When and how did seaside holidays become popular in the past? What were seaside holidays like 100 years ago? Can I sequence photographs of seaside holidays in order? How and why have seaside holidays changed over time?	NC – events beyond living memory that are significant nationally or globally (for example: the first aeroplane flight) When was the first flight and how do we know? Who were the Wright Brothers? How does flight feature in the world today? How long has Leeds had an airport and how has it changed? Can we compare Amy Johnson and Helen Sharman? How did the first flight change the world?

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Key knowledge		Remembrance Day takes place every year and commemorates people (armed forces) who have died during the World Wars. WW1 key dates 1914-18 WW2 key dates 1939-45 The Poppy is the symbol of Remembrance.	<ul style="list-style-type: none">Queen Victoria began her reign in 1837 – her reign is known as the Victorian Era.The British Empire was enormously powerful, and Britain went through the Industrial Revolution.Leeds grew very quickly as people moved here for work.Leeds Town Hall was built as a sign that Leeds was becoming important.Queen Victoria was the 1st reigning monarch to visit the city. She opened the Town Hall in 1858. It is considered one of the city's most significant occasions in its history.There is evidence of the Queen’s visit in Leeds which you can see on a visit.Circus became particularly important to the city in the Victorian period. Pablo Fanque has many links including his grave at Leeds Uni.	<ul style="list-style-type: none">200 years ago, rich people started to go to the seaside travelling by horse and carriage.Holidays were traditionally celebrated during religious festivals (holy day) but the reason for holidays has changed over time (break from work).Victorians developed the steam train which allowed people (including poorer people) to travel further from their homes.People wanted to escape dirty cities for the fresh air of the seaside.The way people have booked holidays has changed over time – from writing letters to hotels to reserve rooms, to using the internet.Some leisure activities have remained the same, but many have changed due to changes in technology over time (jet skis etc)	<ul style="list-style-type: none">Children understand that there was a time that flight did not exist, and the 1st powered flight happened 120 years ago.The first flight happened in the USA in a town called Kitty Hawk. It was developed by the Wright brothers.Using photographs, the children can see how airplanes have changed through time.Children can identify that aeroplane sometimes have different roles including transporting goods (Trade), people, the military.Children need to be able to evaluate the positives (holidays, migration, space travel) and negatives of the development of flight (wars, climate change) and the impact this has on the world.Leeds Bradford Airport has changed greatly over time from being an aerodrome in 1931, its role in the war, to commercial flights commencing in the 1960s.Links to changes in holidays.Compare Amy Johnson and Helen Sharmann
Skills and Disciplinary concepts. THREADS		CHRONOLOGICAL UNDERSTANDING Significance Cause and consequence Power - (Empire Commonwealth)	CHRONOLOGICAL UNDERSTANDING Significance Similarity and difference (then and now) Continuity and change Historical interpretations (photos, sketches, posters) Power - (Monarchy, Empire, Government), Trade, Society (Childhood), Achievements	CHRONOLOGICAL UNDERSTANDING Continuity and change Cause and consequence (transport) Historical interpretations (photos, sketches) Transport, Technology, Religion, Society (Childhood)	CHRONOLOGICAL UNDERSTANDING Significance Cause and consequence (transport) Historical interpretations (photos, sketches, stories) Trade, (Society – Government), Society (Childhood), Transport, Technology
Diversity		Soldiers who were on the side of the Allies came from many parts of the world. Show pictures of soldiers from Commonwealth countries.	Difference between rich and poor in Victorian Leeds. Pablo Fanque (Victorian Black circus owner with links to Leeds).	Rich and poor (development in railways enabled poorer families to travel further).	Amy Johnson (Yorkshire) Helen Sharman
Local		Local war memorial	Local in this unit means Leeds.	Where do our families in school go on holiday? Where did your parents? Where did your grandparents?	History of Leeds Bradford Airport
Misconceptions			Everyone in the Victorian period had the same experiences.	People have always gone on holid	The Wright Brothers were not the first to fly a powered flying machine. It is not just wings which allow a plane to fly – it needs different forces.
What does this look like at Bramhope?	Resources	Story books Resources to make poppies Pictures of the Bramhope War Memorial	Timeline constructed in class Photos, sketches, maps	Timeline constructed in class Maps (link to Geography) Sketches, photos, old postcards	Timeline constructed in class Resources to construct their own hot air balloons or planes like the Wright brothers Images to make observations Books (Amy Johnson / Wright Brothers)
	Activities	Read story of Moina Michaels. Create a poppy display.	Look at the image of Queen Victoria opening the Town Hall – compare and contrast with more recent visits to the city by monarchs (King Charles III visited in November 2022). Create a freeze frame drama of Queen Victoria’s visit – what would the noise have been like? What were people wearing? Compare posters of circuses in Leeds over time including resources from Leeds Museums.	Create a timeline and order photos chronologically. Explore the features of holidays in the past and now. Write a Victorian postcard outlining what activities you are doing. Create a role play of seaside holidays in the past. Create a Victorian seaside poster showing how train travel has made going to the seaside possible. Explore photos of holidays from three different periods of time (within living memory).	Create a timeline of flight, sequence photos of flight through time. Create fact files on the Wright brothers. Explore the different ways that flight is used around the world. Oral testimony – first time grandparents took a flight – when? where did they go? How did they feel? Compare the lives and achievements of two explorers – Amy Johnson (first woman to fly solo from England to Australia) and Helen Sharman (first British astronaut and first Western European astronaut in space) Mind map how flight has changed the world.
	Enrichment	N/A	Consider a visit to Leeds City Centre to visit the Town Hall, walk down Briggate looking at the Arcades and theatres.	Consider a visit to Whitby.... One day Creative – new workshop	Virtual workshops with RAF Cosford. A pilot visit in school to talk to children – do we have a parent?? Consider a visit to Leeds Bradford Airport (or approach Jet2 – do they do outreach?)

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	Cross Curricular links/Texts	• Flo of the Somme	• DT – Design and make a circus big top diorama	<ul style="list-style-type: none">Geography – Continents and OceansGeography – UKScience – Everyday materials	DT – make a paper airplane considering design features to make it fly??
Outdoor Learning		Find a special place within the school grounds and plant poppies.	Re-enacting Queen Victoria’s parade through Leeds in the playground emulating sounds and emotions.	Consider a trip to Whitby / Scarborough	
Assessments of concepts		Children can explain that we commemorate special anniversaries. Children relate Remembrance to soldiers which have died in war. Children understand that Bramhope has a memorial because some soldiers who fought in the wars came from the village. Children can explain that we wear poppies as a sign of Remembrance.	Chronological understanding: Children can place the events on a timeline and understand the terms Beyond and Within Living Memory. Source Analysis, Interpretation and Evaluation – they can use sources and interpretations to extract information and use them to understand significance, continuity and change, similarity and difference, cause and consequence. Historical Enquiry – children can use key knowledge, sources and interpretations to answer the key enquiry question.	Chronological understanding: Children can place the events on a timeline and understand the terms Beyond and Within Living Memory. Source Analysis, Interpretation and Evaluation – they can use sources and interpretations to extract information and use them to understand significance, continuity and change, similarity and difference, cause and consequence. Historical Enquiry – children can use key knowledge, sources and interpretations to answer the key enquiry question. Greater Depth – children can explain which of the changes have been the most significant.	Chronological understanding: Children can place the events on a timeline and understand the terms Beyond and Within Living Memory. Source Analysis, Interpretation and Evaluation – they can use sources and interpretations to extract information and use them to understand significance, continuity and change, similarity and difference, cause and consequence. Historical Enquiry – children can use key knowledge, sources and interpretations to answer the key enquiry question. Greater depth – children can explain which of the developments / changes have been the most important.
Curriculum End Points		Children can explain that we commemorate special anniversaries. Children relate Remembrance to soldiers which have died in war. Children understand that Bramhope has a memorial because some soldiers who fought in the wars came from the village. Children can explain that we wear poppies as a sign of Remembrance.	<p>I can place the events of the Victorian period on a timeline and understand that it was Beyond Living Memory (Chronology).</p> <p>I can explain that the building of the Town Hall was as a result of Leeds becoming an important city and a give a reason why (Significance).</p> <p>I understand why Queen Victoria’s visit was important and that Leeds has a rich Victorian past (Significance).</p> <p>I can explain that the circus was an important form of entertainment in the Victorian period and many circuses took place in Leeds and still do to this day (Significance, Chronology).</p> <p>I can explain why Pablo Fanque was a significant individual and his connection to the city of Leeds (Significance).</p> <p>I can use sources and interpretations to explain how the circus in Leeds has changed over time (Continuity and Change).</p> <p>I can use key knowledge, sources and interpretations to answer the question: Why was the circus important to the city of Leeds? (Historical Enquiry).</p>	<p>I can place the Victorian period on a timeline and makes links to my knowledge about Victorian Leeds (Chronology).</p> <p>I can look at photos and sequence them correctly (Chronology).</p> <p>I can use sources and interpretations to extract information and explain similarities and differences between different periods of seaside history (Historical Interpretation).</p> <p>I can answer the overall enquiry question recognising the role that changes in transport and technology have had on holidays over time (Historical Enquiry).</p> <p>Greater Depth – children can explain which of the changes to holidays have been the most significant.</p>	<p>I can recap previous learning on the Victorian period and understand that the 1st powered flight happened towards the end of this period (Chronology).</p> <p>I understand centuries and decades and can sequence events related to developments in flight (Chronology).</p> <p>I understand that the World Wars sped up the development of flight, leading to development of commercial airlines and space travel after the war (Cause and Consequence).</p> <p>I can explain how the development of flight changed the way in which people and goods could move around the world impacting trade, migration and holidays (Cause and Consequence, Change).</p> <p>I understand that space travel has developed as technology with flight became more sophisticated (Cause and Consequence, Change).</p> <p>I can use my knowledge and sources/interpretations to form an answer to the enquiry question: How did the first flight change the word? (Historical Interpretation).</p> <p>Greater depth – children can explain which of the developments / changes have been the most important.</p>