



## Year 2 History Coverage at a Glance

	<b>Year</b>	2	<b>Term</b>	Spring 2	<b>Theme</b>	<b>Community and Family</b>
	<b>Enquiry Question</b>	How had Skegby changed since the 1900s				
<b>Context</b>						
<p>In this unit, children will continue to use prior knowledge of their local area (Skegby, Nottinghamshire) and learn about the mining heritage and how important mining of coal was in the history of Skegby and how Skegby has have changed over time. Children will build up on their historical knowledge of Skegby and their local area from geography studies in EYFS and Year 1. The importance of understanding the history of our local area will develop children’s sense of community of skegby’s heritage and their life’s and contributions of their families. Children will have learnt about family trees in EYFS and Year 1.</p>						
<b>To know how</b>						
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Identify</b> similarities and differences between then and now.</li> <li><input type="checkbox"/> <b>Use</b> historical sources (e.g., photographs) to compare differences between then and now.</li> <li><input type="checkbox"/> <b>Recount</b> how coal mining has changed Skegby since the 1900s.</li> <li><input type="checkbox"/> <b>Use</b> simple historical vocabulary e.g., recently, before, after, past, present, then, now.</li> </ul>						
<b>To know</b>				<b>Concepts</b>	<b>Prior Learning</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Coal is a rock.</li> <li><input type="checkbox"/> During the Victorian era, coal was important in <b>powering</b> steam engines and machines in factories.</li> <li><input type="checkbox"/> Coal mining is the process of <b>extracting</b> coal from underground,</li> <li><input type="checkbox"/> A <b>colliery</b> is a coal mine.</li> <li><input type="checkbox"/> The village of Stanton Hill was built to house miners from all over the country and were <b>located</b> near Teversal, Sutton and Pleasley Colliery.</li> <li><input type="checkbox"/> Teversal Colliery produced coal from 1862 until 1972.</li> <li><input type="checkbox"/> Pleasley Colliery produced coal from 1970 until 1983. William Nightingale (<b>father</b> to the nurse Florence nightingale) was owner of Pleasley Pit.</li> <li><input type="checkbox"/> Sutton Colliery produced coal from 1874 until 1989.</li> <li><input type="checkbox"/> In 1870, 150 homes where built to for the miners on Cooperative Street, Institute and Cross Street – these were <b>recorded</b> as ‘Stanton Hill’.</li> <li><input type="checkbox"/> 805 people lived in Stanton Hill in 1970 to 3000 in 1900.</li> <li><input type="checkbox"/> The last pony to be <b>retired</b> for mining in the country was at Teversal Colliery in 1963.</li> <li><input type="checkbox"/> Over time, <b>conditions</b> and <b>machinery</b> for extracting coal improved.</li> <li><input type="checkbox"/> A Davy lamp warned miners of dangerous gages.</li> <li><input type="checkbox"/> In 1957 an explosion occurred at Sutton Colliery and five men died. A <b>monument</b> was built to remember the miner at Brierly Forest Park.</li> </ul> <p><i><b>Vocabulary</b> to be taught in the given context.</i></p>				<p><b>Technical advances</b></p> <p><b>Cultural change</b></p>	<p>(EYFS UkW F1/F2)</p> <p>( Ge1.1)</p> <p>(Ge2.1)</p>	



Year

2

Term

Spring 1

Theme

Quest for Knowledge

Enquiry Question

How did Mary Anning's discoveries change our understanding of the world?

**Context**

In this unit, children will learn about the life of dinosaurs and the history of time. They will learn about the importance of a significant individual (Mary Anning) and her impact on today's knowledge and understanding of the past. This will build on their knowledge and understanding of individuals in history from EYFS and year 1 (e.g. Florence Nightingale). There will be a focus on the significant achievement and cultural of women in history as in Year 1 to develop our children's aspirations and cultural diversity. Children will also learn about fossils in KS2 so this will provide a significant foundation to build on their sticky knowledge.

**To know how**

- Ask** questions about Mary Anning discoveries.
  - Sequence** the events of Mary Anning's life and how they contributed to her significance today.
  - Compare** the cultural changes from Mary Anning's early life to today (e.g. *Women in science*)
  - Use** words and phrases such as: years, decades and centuries in relation to Mary Anning discoveries.
- Describe** how important Mary Anning's discoveries were in understanding the world?

**To know**

**Concepts**

**Prior Learning**

- Dinosaurs were living things. Dinosaurs became **extinct** over 65 million years ago. They lived on earth over 200 years ago before becoming extinct. Dinosaurs were reptiles.
- Fossils are **remains** or **traces** of plants and animals that lived millions of years ago.
- palaeontologist are **individuals** that study fossils.
- Fossils allow scientist to **discover** more about the past about animals and plants that lived millions of years ago.
- Mary Anning's family was **dependent** on selling Lyme Regis' **ammonites** and other fossils to tourists.
- Mary Anning was a British palaeontologist who was born in 1799. She made many important fossil discoveries. In 1811, Mary discovered the fossilised skeleton dinosaur: The Plesiosarus.
- During the **era**, Anning was **disregarded** as a scientist because she was female.
- She lived on the **coast** of Lyme Regis in Dorset.
- Animals like the Western Black Rhino are now extinct.

**Equality and Diversity**

**(SC1.1) / (SC2.2)**

**(SC3) (SC3)**

**(Ge1.)**

**(Ge1.)**

**(SC2.1)**

**Vocabulary** to be taught in the given context.

