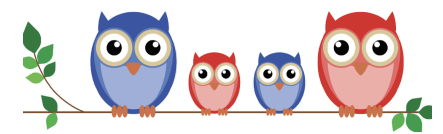


Talking about a person from the past	Understanding what a monarch is	Describing important life events	Using pictures and written sources as evidence	Identifying change over time	Identifying continuity and change
Understanding that the past is different	Sequencing important events	Using simple sources (paintings, portraits)	Describing working conditions in the past	Understanding that childhood was different	Comparing Britain at the start and end of a period
Using simple historical vocabulary	Using words like <i>before, after, then</i>	Making observations from images	Understanding that life was different for rich and poor	Using historical sources to find information	Using simple timelines
Asking questions about feelings and experiences	Recognising significant national events	Comparing past and present weddings	Asking questions about fairness	Talking about cause and effect	Summarising key learning
Sequencing events in a life	Retelling events in order	Using evidence to answer questions	Making simple comparisons	Developing empathy	Explaining why changes were important
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Monarch, melancholy	Coronation, Prime Minister, Government, Law	Cousin handsome, marry propose	Factories, chimney, spire	Mines chimney sweep sources	Laws education

History Year 2

Photographs from history: what can they tell us about Britain's recent past?	Thread: Trade, ideas and communication	NC Focus: Events beyond living memory that are significant globally or nationally
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Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
Why do historians find old photographs interesting?	What were some of the challenges of early photography compared with photography today?	What can we learn from a family portrait photograph taken 140 years ago?	What's the same and what's different about trips to the seaside in the Victorian times to now?	How can photographs help us to find out what life was like in the 1940s and 1950s?	Can photographs from the 1960s and 1970s help us to describe some features of Britain?

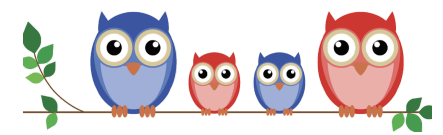


Photography, photographs, camera, historian	Developed, camera film	Portrait, wealthy, fashionable, pastimes	Victorian, changed, pier	Second World War, prefabricated, transport	Fashion, childhood, protest
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History Year 2

Castle linked to the Local Study - Halton Castle	Thread: Empire, persecution and resistance	NC Focus: significant historical events, people and places in their own locality.
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Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
What Is a Castle and why were they built?	Where is Halton Castle and why was it built?	What was life like in a medieval castle?	What does Halton castle look like now compared to when it was built?	How has Runcorn changed over time?	How can people find out about Halton Castle?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
<p>What a castle is.</p> <p>Features of castles: keep, moat, battlements, drawbridge, turret.</p> <p>Vocabulary linked to castle structure and defence.</p> <p>Basic idea that castles were built for protection</p>	<p>Halton Castle is in Runcorn and was built in the Norman period.</p> <p>Key events in the castle's timeline (built, lived in, courthouse, ruins).</p> <p>The idea of a <i>local historic site</i>.</p> <p>Simple map knowledge of where the castle is.</p>	<p>Roles in a medieval castle: knights, servants, cooks, lord/lady.</p> <p>How people lived (food, clothing, heating, entertainment, safety).</p> <p>Differences between medieval life and today.</p>	<p>Real features of Halton Castle that remain today (ruins, walls, gatehouse).</p> <p>Evidence that the castle is old (deterioration, stonework, missing parts).</p> <p>Local geography around the site.</p>	<p>Knowledge of old vs. modern Runcorn: transport, houses, landscape, bridges, shops.</p> <p>Understanding that towns grow and change.</p> <p>Awareness of the role of the castle in earlier Runcorn history.</p>	<p>Key facts about Halton Castle (its purpose, location, features, history).</p> <p>Key vocabulary from the unit.</p> <p>Understanding that historical information can be shared in different formats.</p>
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
<p>Identifying features in historical images.</p> <p>Beginning to describe how artefacts/structures tell</p>	<p>Understanding chronology (ordering 3-5 events).</p>	<p>Comparing past and present using evidence (pictures, objects, descriptions).</p>	<p>Observing and recording evidence from a historical site.</p>	<p>Comparing sources (old photographs, new photographs, maps).</p>	<p>Selecting and organising historical information.</p>



<p>us about the past.</p> <p>Using simple historical vocabulary.</p>	<p>Using a map as a source of evidence.</p> <p>Asking and answering historical questions (e.g., "What was it used for?").</p> <p>Recognising that places change over time.</p>	<p>Recognising continuity and change (what is similar/different).</p> <p>Using historical vocabulary: <i>then, now, past, present</i>.</p>	<p>Using first-hand observation as a historical source.</p> <p>Asking questions about the past based on what they see.</p> <p>Understanding that evidence is incomplete.</p>	<p>Identifying similarities and differences over time.</p> <p>Using chronological language appropriately.</p> <p>Recognising that sources give clues about the past.</p>	<p>Presenting historical understanding clearly.</p> <p>Demonstrating cumulative historical thinking (description, comparison, evidence).</p> <p>Using evidence to support statements (e.g., "We know this because...").</p>
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
<p>castle, moat, turret, battlements, drawbridge, walls, gatehouse, defend, attack</p>	<p>halton castle, runcorn local area norman, past, ruins history, timeline</p>	<p>past / present, then / now, compare, medieval, knight, armour, lord / lady servant, feast, great hall, fireplace</p>	<p>ruins, remains, stonework, walls gatehouse, sketch observe, feature old, evidence, questions</p>	<p>present, change, old / new, town bridge, transport houses, shops compare, similar / different</p>	<p>guidebook, visitor information, fact, picture / illustration castle features (keep, wall, turret, moat, ruins) local history, title label, describe</p>