

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History

Year: Y2 Unit 3

NC/PoS: Lives of significant individuals

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally
- 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
- Significant historical events, people and places in their own locality

### **Prior Learning (what pupils already know and can do)**

- Know old and new
- Know change over time
- Know that they live in Warrington in the UK
- Know there are significant people to them such as family and friends
- Know that people have different cultures and beliefs

### **End Points (what pupils MUST know and remember)**

- Know events can happen beyond living memory and understand this means nobody alive today can remember the event.
- Know that historians identify a significant person as someone we remember due to their achievements or way of life
- Know that we can learn about people from beyond living memory by using a variety of sources
- Know that significant people may have an impact on our lives today.

### **Key Vocabulary**

Beyond living memory, significant, nationally, living memory, Cause, consequence, motivation, choices, evidence, biography, autobiography, significant, achievements, Impact

Enquiry question: **What impact have significant people from the past had on my life today?**

### **Session 1: What does famous or significant mean?**

What do we mean when we say someone is famous? Do children know someone famous? Why are they famous? Do they know someone famous from the past? Why do we still remember them? Sometimes the person is very famous because they have led a very interesting or unusual life. This makes them significant.

Explore briefly different famous people and explore the reasons for why we know them. We are now going to learn about significant people that have made an impact to lives globally.

**Vocab:** significant, living memory, Beyond living memory

## Session 2: Why was LS Lowry significant locally?

Recap/ introduce within 'living' living memory.

**Laurence Stephen Lowry** RBA [RA](#) ( [LAO-ree](#); 1 November 1887 – 23 February 1976) was an English artist. His drawings and paintings mainly depict [Pendlebury](#), [Lancashire](#), where he lived and worked for more than 40 years, Salford and its vicinity.

Lowry is famous for painting scenes of life in the industrial districts of [North West England](#) in the mid-20th century. He developed a distinctive style of painting and is best known for his urban landscapes peopled with human figures, often referred to as "matchstick men"

Lowry holds the record for [rejecting](#) British [honours](#) (five), including a [knighthood](#) (1968). A collection of his work is on display in The Lowry, a purpose-built art gallery on Salford Quays.

Lowry is able to capture the monotony of a lifestyle, of a place and a time, a theme replicated in many of his other paintings including, "Going to Work" housed at the Imperial War Museum. Lowry's famous style of urban landscapes, uniform figures and dismal backdrops slightly changed after the Second World War.

Mr Riley was a friend of the popular artist for many years after meeting him while he was a student. He said Lowry had been a "very private person and confided in very few people", something which impacted on his decision to refuse the knighthood.

Study Manchester's industrial past and how Lowry evidences everyday life through his paintings.

<https://www.youtube.com/watch?v=8LMM5LdOVWQ> LS Lowry

<https://www.youtube.com/watch?v=PuiISHxvvik> Industrialisation

**Vocab** - Beyond living memory, significant, nationally, living memory, Cause, consequence, , evidence, biography, autobiography, significant, achievements ,

## Session 3: Who was Walter Tull and what did he achieve?

Recap/ introduce 'beyond' living memory

Show two pictures of Walter Tull (one of him in his football kit and one of him wearing his soldier's uniform) and ask what we can deduce from these sources.

Are the clothes like the clothes footballers and soldiers wear now? How are they different? How can we tell that this person lived a very long time ago?

Explain Walter Tull lived between 1888 and 1918, that he was one of the first mixed-race professional footballers, and was also the first English black officer to lead white soldiers in WWI and that makes him doubly significant.

Place him correctly on a timeline

Show pictures of men going to enlist and the Kitchener poster. Describe briefly the events that led to Walter being sent to war in WWI, some of his achievements in battle and how he died.

Remind children that he was the first black officer to lead white men during war.

Explore how Walter Tull is celebrated (the memorial at Northampton football ground, on £5 coin etc.).

**Vocab:** Beyond living memory , significant, nationally, motivation, choices, biography, autobiography, achievements, evidence

Session 4: **Who was Edith Cavell and why is she significant?**

Recap/ introduce 'beyond' living memory.

Show the children a picture of Edith Cavell and ask what we can deduce from the picture.

Explain Edith Cavell lived between 1865 and 1915 that she was a nurse during WWI, saving many lives on both sides and help trained other nurses.

Show the children a picture and painting of Edith Cavell in her nursing uniform and compare to a picture of a modern-day nurse. How are they different (uniform, equipment and gender).

Describe briefly that Edith went to Belgium in 1907 and she trained nurses for hospitals, schools and nurseries but WWI broke out in 1914 and Germany invaded Belgium. She looked after British and French soldiers, and she secretly took 200 soldiers out of Belgium. This broke the law so the Germans arrested her and she died.

Explore how Edith Cavell is celebrated (Edith Cavell Memorial in London and Norwich)

**Vocab:** Beyond living memory , significant, nationally, motivation, choices, biography, autobiography, achievements, evidence

Session 5: **Who was Alan Turing?**

Recap 'beyond' living memory. Show pictures of Alan Turing and ask what we can deduce from these sources.

Alan Turing was a British mathematician and code-breaker during the Second World War. He played an important role in cracking enemy codes and helped Britain win the war. During his life, Alan Turing won a scholarship to Cambridge University and also invented one of the early computers. Alan Turing sadly died in 1954.

Twinkl info powerpoint

<https://www.youtube.com/watch?v=8nq7lWeRFD4> Alan Turing

Focus on why he is still remembered today.

**Vocab:** Beyond living memory , significant, nationally, motivation, choices, biography, autobiography, achievements, Cause, consequence, evidence

Session 6: **How have significant people impacted lives today?**

Recap key achievements of each person.

1. LS Lowry – Artist evidencing the industrial past of Manchester
2. Walter Tull – mixed race football – soldier in War
3. Edith Cavell – Nurse in WW1
4. Alan Turing – Inventor Enigma code WW1

What **impact** have significant people from the past had on life today?

Future learning this content supports:

- Anglo-Saxons and Vikings UKS2
- Conflicts through time UKS2