History – Year 2

Summer 2	Rebels in history					
Prior learning	Chln have encountered concepts of change, continuity and significant individuals (e.g. Nurses in Y1).					
Lesson objective	To recognise that people throughout history have challenged rules or beliefs.	To know who Guy Fawkes was and why he rebelled.	To understand who Emily Davison was and what the suffragettes wanted.	To know who Rosa Parks and Nelson Mandela were.	To understand who Malala and Greta are and what they campaign for.	To understand the concept of "legacy" and how historical figures actions affect us today.
Key vocabulary	Protest, rebel, fairness, rights, change	Government, gunpowder, plot, treason	Feminism, suffragette, rosette, protest	Segregation, apartheid, protest	Peace, modern, protest, education, climate change	Legacy, significant, change/continuity
Creative context		KS1 Guy Fawkes Biography Animation		Role play Books (Little People, Big Dreams: My First Leaders)	Videos of news footage	
Substantive knowledge		I can explain how rebels in history have shaped our civilisation today.	I can explain how some significant figures in history have disrupted the hierarchy.	I can explain how rebels in history have shaped our civilisation today.	I can explain how rebels in history have shaped our civilisation today.	I can explain how human rights have changed over time due to rebels in history.
Disciplinary knowledge	I can sequence pictures from different periods. I can order dates from earliest to latest on simple timelines.	I can know and recount episodes from stories and significant events in history. I can understand that there are reasons why people in the past acted as they did. I can describe significant individuals from the past.	I can know and recount episodes from stories and significant events in history. I can understand that there are reasons why people in the past acted as they did. I can describe significant individuals from the past.	I can know and recount episodes from stories and significant events in history. I can understand that there are reasons why people in the past acted as they did. I can describe significant individuals from the past.		I can use words and phrases (such as old, new, earliest, latest, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.
Recorded learning	Chln order the topics key figures	Chln create a "Wanted" poster for Guy Fawkes.	Chln design a suffragette rosette with a slogan to	Chln create a Venn diagram comparing the two figures	Chln create posters for a cause they care about	Chln write a sentence for each key 'rebel' using

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	on a timeline by ordering the dates.		summarise key beliefs (e.g. “Votes for women” “Female rights”). Chln write a sentence below to explain what Emily Davidson fought for.	(could write in, or cut and stick phrases/widgets/ pictures).	(education, environment, kindness).	sentence stem “_ *fought for* _” (next to their pictures- stuck down left-hand side of book).
Future learning	Chln will continue to learn about significant individuals throughout time (e.g. during the industrial revolution).					