







Springdale First School







Imagine, Believe, Achieve

Year 2 / History / Seafaring – How did water make Britain great?

 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<ul style="list-style-type: none"> The seas around England 	Trip to Poole museum to see a prehistoric canoe Links with RLNI and Grace Darling (this is the Victorian era)	Anchor: sailor, canal, explorer, pirate, boat Goldilocks: Captain James Cook, Hannah Snell, trade, navy, vikings, Francis Egerton, canoe, steam boat, barge, schooner, sail boat, submarine, destroyer, viking long ship Step on: navigator

Enquiry Question: Are all boats the same?	Enquiry Question: Who sailed boats and why?	Enquiry Question: Who was Captain James Cook and what did he do?
Concept: Similarities and Differences Thread: Invention and Technology Enquiry Skill: Chronology	Concept: Change and continuity Enquiry Skill: Researching	Concept: Significance Thread: Exploration, Trade, Empire Enquiry Skill: Researching
 Children will learn that boats are one of the oldest forms of transport. Their propulsion methods changed from oar, sail, steam, fuel, electric, and finally, nuclear. They will know that boats have been made from wood, plastic, and steel. Possible resource: https://rnli.org/youth-education/education-resources/upper-primary/boating-through-the-ages Task: Practise: Students will look at different boats from different ages and talk about what is the same and what is different? Apply: Children will order different boats from oldest to newest. Deepen: Children will justify their order based on the technology used.	 Students will learn that people have sailed boats to explore new lands, to travel, to trade goods, to attack and defend, and to steal. We name people who use boats as: explorers, navigators, traders, pirates, navy, vikings etc. Task: Practise: Students will match people with explanations as to why they sailed (draw lines) Apply: Students can match boats to the profession Deepen: Children explain their choice.	 Children will learn that Captain Cook travelled around the world to explore new areas. He also brought back new goods to England and took convicts to Australia. Task: Practise: Students complete a closed passage about Captain Cook. Apply: Students complete the sentence stems: <i>Captain Cook was an explorer because... Captain Cook was a trader because... Captain Cook helped the empire because...</i> Deepen: Do you think it was more important for Captain Cook to trade or grow the empire?

Enquiry Question: Who was Francis Egerton?	Enquiry Question: Which is more important – overseas trade or local trade?	Enquiry Question: Were all sailors men?
Concept: Significance, Cause and Consequence Thread: Trade, Invention Enquiry Skill: Researching	Concept: Assessment (oral debate) Enquiry Skill: Organising, Communicating, and Presenting findings	Concept: Significance, Continuity and Change Enquiry Skill: Researching
 <p>Children will learn that people needed to safely move goods from one place to another. Cars were not invented and the roads were very bumpy and poorly kept. Francis Egerton decided to build canals to link the north of England with the south and also different ports to help move goods.</p> <p>Task:</p> <p>Practise: Students will look at pictures of Francis Egerton, bumpy road and horse and cart and ask questions, try to make links between them. Talk about pro and cons of using a horse and cart.</p> <p>Apply: Show students a canal transporting goods. What is the same as the horse and cart?</p> <p>Deepen: Why did Francis Egerton create canals?</p> <ul style="list-style-type: none"> • Research: pictures on tables numbered 1, 2 and 3 (Francis Egerton, bumpy road, horse and cart). Children to turn the pictures over and discuss questions: Who do you think this is? When were these pictures taken? What are the problems with the roads? • Children to decide on true or false statements in books. CHECK back in and assess understanding • Whole class verbal discussion about why canals are important and what Francis Egerton did. 	 <p>Children will debate whether they feel it was more important for Britain to trade goods from overseas or trade goods locally.</p> <p>Task:</p> <p>Practise: Students will use a Venn diagram to sort statements about James Cook and Francis Egerton.</p> <p>Deepen: Which do you think is more important: overseas or local trade?</p> <ul style="list-style-type: none"> • Venn diagram with Captain James Cook and Francis Egerton. Children to sort statements between the diagram. • Verbal discussion/debate with class – who was the most important? Which is more important now? How did they each impact trade today? • *Scribe and bubble up ideas and discussion points* 	 <p>Children will learn that Hannah Snell was a navy soldier who kept her identity as a girl secret. She then revealed this to her fellow soldiers who supported her and also received a King's pension.</p> <p>Practise: Students will number key events in Hannah Snell's life.</p> <p>Apply: Show pictures of modern navy, including women. What is the same, what is different from Hannah Snell's time in the navy?</p> <p>Deepen: Do you think that women should be allowed to join the armed forces? Yes, No, My own idea</p>

Enquiry Question: What have I learnt about sea voyagers?
Enquiry Skill: Researching
 <p>Children will complete an assessment where children get to share their knowledge based on: Trade, Invention, Empire, Exploration</p>