

<u>Year Group:</u> <u>Year 2</u>	<u>Topic:</u> <u>What makes people prominent</u>	<u>Term:</u> <u>Spring 2</u>	<u>Main Focus:</u> <u>History</u>
<u>Rationale For Topic:</u> This unit explores the enquiry question “ What makes people prominent? ” by introducing Year 2 children to four significant individuals from the past: Queen Elizabeth I, Queen Victoria, Sister Dora, and Helen Keller . Across six lessons, pupils learn how leaders, helpers, and determined individuals shape history and earn recognition. They examine portraits, timelines, stories, and simple historical sources to understand each person’s achievements and impact. Children compare the figures, identify different types of prominence, and consider qualities such as bravery, kindness, leadership, and resilience. The unit develops historical understanding, empathy, and curiosity about how people influence their communities and the wider world.			
<u>Lesson Number</u>	<u>Learning Objective (s):</u>	<u>Success Criteria:</u>	<u>Brief outline / reasoning for sequence</u>
1	To understand the idea of being “prominent” and explore what makes someone well-known or important.	- I can say what “prominent” means. - I can talk about why some people are well known. - I can sort people based on why they are important.	Show pictures of several well-known people (modern and historical). Ask: “Do you know them? Why are they well known?” Introduce the word prominent – someone known for achievements or helping others. Children research prominent people and sort pictures of them into “prominent for helping others / prominent for being a leader / prominent for talents.” Introduce enquiry question: “What makes people prominent?” Children suggest qualities of prominent people (e.g., brave, kind, clever, leaders, helpers).

2	To find out who Queen Elizabeth I was and why she is remembered.	- I can name Queen Elizabeth I. - I can describe something she did that made her important. - I can explain one reason she is remembered today.	Show children a portrait of Elizabeth I – children describe what they notice. Read the child a short, simplified story of her life (her childhood, becoming queen, defeating the Spanish Armada, encouraging exploration). Compare two portraits – “What do these pictures tell us about how she wanted to be seen?”
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			Children create a simple fact file or royal poster about Elizabeth I. Discussion: “Why is she still prominent today?”
3	To learn who Queen Victoria was and how life changed during her reign.	- I can recognise Queen Victoria and place her in the past. - I can describe changes that happened during her reign. - I can say why she became a prominent figure.	Compare portraits of Elizabeth I and Queen Victoria – “What’s similar or different?” Read through a simple narrative of Queen Victoria’s life (long reign, railways, inventions, photographs becoming common). Look at pictures of Victorian inventions (telephone, bicycles, trains). Create a timeline strip of three important events in Victoria’s life. Discussion: “How did she help make Britain different?”

4	To understand why Sister Dora is important locally and how she helped people.	- I can say who Sister Dora was. - I can describe how she helped people in our local area. - I can explain why she is remembered today.	Show a picture of the Sister Dora statue or local memorial. Who Sister Dora was – a nurse who cared for railway workers and people during epidemics; known for kindness and bravery. Local link: Look at a map showing where she lived/worked. Task: Children sketch the statue or make a medal for kindness for Sister Dora, writing why she earned it. Discussion: “Why is she prominent in our local area?”
5	To learn who Helen Keller was and understand how she achieved great things despite challenges.	- I can say who Helen Keller was. - I can describe the challenges she faced. - I can explain how she showed determination.	Explore what our senses help us do. Helen Keller’s early life, how she learned to communicate, her writing, and campaigning. Hands-on Experience: Children try reading a few words in braille (printable sheets). Try a simple activity blindfolded (e.g., writing name with guidance) to build empathy. Task: Write or draw “How Helen Keller showed determination.” Discussion: “What makes Helen prominent?”

6	To compare the four individuals and answer the big enquiry question.	- I can compare two or more significant people we have studied. - I can describe different types of prominence (e.g., leader, helper, brave). - I can answer the enquiry question using examples.	Pictures of the four figures – children sort into leader / helper / changed the country / overcame challenges (some fit more than one). Children complete a comparison grid (e.g., Who were they? What did they achieve? Why are they remembered?) - whole class Whole-Class Discussion: What do these people have in common? What different kinds of prominence exist? Children answer the enquiry question: “What makes people prominent?” They give at least two reasons using examples.
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Areas of Study (NC)- Children will be taught about:

Events beyond living memory which 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.

Chronological Understanding

Show an awareness of the past and use the words past and present when telling others about an event.

Understand how to put people, events and objects in order of when they happened within a chronological framework (timeline)

Identify similarities and differences between ways of life in different periods

Knowledge and Understanding of events, people and changes in the past

Use information to describe the past.

Look at evidence to give and explain reasons why people in the past may have acted in the way they did.(Cause and consequence)

Recount the main events from a significant event in history.

Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.

Historical Interpretation

Think about and discuss the origins of these sources – do we know who made them, or took the photograph etc. Why did they do this?

Historical Enquiry

Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.

Organisation and communication

Use a wide vocabulary of everyday historical terms to describe objects, people or events in history.
Speak about how he/she has found out about the past e.g. through role-play.
Record what he/she has learned by drawing and writing, including using ICT.