



**SUBJECT MEDIUM TERM PLANNING – SUBJECT – History**

<b>Year Group:</b> 2	<b>TERM:</b> Spring 1	<b>Theme:</b> The Sheffield Flood
<p><b>National Curriculum:</b>          significant historical events, people and places in their own locality.          Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.          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.</p>		
<p><b>Context:</b>          Children are building on their learning of the Victorian period nationally by zooming in on a Victorian event within Sheffield. They can use their knowledge of how people lived in Victorian times and how <i>technology</i> was changing rapidly during this period. The impact of this led to <i>societal change</i> such as population growth and the need for vast changes, such as the building of the dams in Sheffield which led to the flood.          The children have learnt about other significant disasterous events in history in year 1 (The Titanic and The Great Fire of London). They are building on the skills of understanding how an event like this happened in year one to why and who could be responsible through historical enquiry and critical thinking skills.          The children will learn to understand the chronological context of the Sheffield Flood by placing it on a timeline within the Victorian period.</p>	<p><b>Concepts:</b>  <b>Society</b> – children learn about the Sheffield Flood in the context of societal changes in Victorian times and how that impacted Sheffield. They can explain how Sheffield grew and changed in Victorian times.  <b>Technology</b> – children can explain why the new Dams were built in Sheffield and link it to previous technological advances such as building the Titanic. They can also explain how the changes in <b>society</b> and <b>technology</b> are linked – the growing of cities like Sheffield was due to technological change. As a result of this large new dams were needed to support the population.</p>	<p><b>Vocabulary:</b> Reservoir, Dam, local, government, mayor, flood, Sheffield Flood, Sheffield Waterworks Company, Dale Dyke Dam, Bradfield, Damflask, Malin Bridge, Loxley, factory, population.</p>

<p>The children will use historical interpretation to explain how historians find out about the past, building on their previous knowledge of using sources in the Titanic and Victorian topics. They will also begin to draw together their understanding of how technology has changed and beyond living memory to explain why historians find out about different time periods in different ways.</p>		
<p><b>Prior Knowledge:</b>  <b>Year 1</b>  <b>Conceptual knowledge:</b>  <b>Technology</b> – advances in technology that led to the building of the Titanic. How technology changed as a result of the fire of London – the houses were rebuilt in brick instead of wood.  <b>Society</b> – children have learnt about rich and poor through the classes on the Titanic. They have learnt that the way people lived in the past is different to the way that they live today.  <b>Disciplinary knowledge</b>  Some events happened within living memory and some beyond living memory. Children have compared life in the past with today. Children can explain why disasters such as the sinking of the Titanic happened. We can learn about the past by using primary and secondary sources such as books, pictures, videos and real artefacts.  <b>Year 1, Victorians</b>  <b>Conceptual knowledge:</b>  <b>Society</b> – children have learnt about the differences between rich and poor in Victorian society.  <b>Technology</b> – children learn some of the ways the Victorian technology was different to technology today.  <b>Disciplinary knowledge</b>  Children will have used sources to compare and contrast the differences between Victorians and today. Children can use their historical understanding to explain how they might feel going to school in Victorian times.</p>	<p><b>Future Knowledge:</b>  <b>Year 2 – Significant People</b>  <b>Conceptual knowledge:</b>  <b>Society</b> – children learn about people who have made a significant impact on society and the lives of others  <b>Disciplinary knowledge</b>  Children will use secondary sources such as books, videos and the internet to find out about the past.  Children can compare different significant figures.  Children can offer reasons for why significant changes occurred in the way they did.  <b>Year 3 (Stone Age)</b>  <b>Technology</b> – Children will examine how people lived without modern tools we have now and how the invention of new tools changed the way that people lived and worked.  <b>Disciplinary knowledge</b>  Children will use sources such as artefacts and photographs to gather information about how stone aged people live. They will use this evidence to answer questions about the past such as “What was it like for people?” and “What is the impact of these changes?”  Children will create timelines in which they can add BC and AD events and time periods, as well as their own lives to show how far back in time the stone age was.</p>	

**End points /by the end of this unit pupils will..**

Understand where the Sheffield Flood fits on a chronological timeline

Describe and explain the events of the Sheffield Flood

Children will be able to explain how society had changed as an impact of technological changes in the Victorian period.

Children will record key dates from the event of the Sheffield flood and compare to the 2007 floods in terms of emergency services response.

Use historical sources to learn about the past.

Give reasons for why people acted the way they did during the floods.

**Crucial Knowledge**

The Victorian period is the time when Queen Victoria was on the throne.

The Sheffield Flood is an event during the Victorian period.

During Victorian times lots of new factories were built, meaning that people moved from living in the countryside to towns and cities like Sheffield.

Population is the number of people who live in a town or city.

People need water to drink, cook, clean and to run the factories. When there are more people and factories in a city, more water is needed.

A reservoir is a large man-made body of water.

A dam is a tall wall that keeps water in a reservoir.

Lesson Number 1

<p><b>Key learning:</b> Understand the events of the Sheffield Flood of 1864.</p>	<p><b>Concepts:</b> Significance Local Historical sources Chronology Impact</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Intro – What do you remember about the Victorian times? What was life like for Victorians. Remind children of where Victorian period is on a timeline using visuals.</p> <p>Direct teaching – Introduce The Sheffield Flood. Find the date on the timeline to show that it was within the Victorian period.</p>
<p><b>Success Criteria:</b> <b>This should what the children should be able to do by the end of the lesson</b> - I can show when the Sheffield Flood happened on a timeline. I can act out the key events of the Sheffield Flood through a Mantle of the Expert activity. I can recall the key events of the Sheffield Flood.</p>	<p><b>Suggested resources:</b></p>	<p>Talk about life in Sheffield in Victorian times. Explain that the children will be learning about a local disaster that happened in Sheffield during the Victorian period. Use maps to show what Sheffield looked like in Victorian times. Find key parts of Sheffield the children might recognise and find Dale Dyke Dam, where the Sheffield Flood started.</p> <p>Activities – Mantle of the Expert – using the teacher in the role of expert, act out the events of the Sheffield Flood with the children acting parts within the story. (Separate planning) Construct visual timeline of the events of the Sheffield Flood during the mantle of the expert activity to help the children understand the chronology of the disaster.</p> <p>Key questions – What was life like in Victorian times? How might people in Sheffield have lived during Victorian times? How did the Sheffield Flood start? What was the impact of the Sheffield Flood? How would it have felt for the people of Sheffield?</p> <p>Challenge: Who’s fault was it that the Sheffield Flood started? Interviewing 3 candidates as part of the Mantle of the Expert activity. Can the children decide who’s fault it was or why the flood happened? Adaptive teaching for SEND: Consider a smaller Mantle of the Expert group for those who would find it challenging to access a whole group activity. Picture cards to order the events of the Sheffield flood. Colour coded timelines given to SEN children to support their understanding.</p>

**Vocabulary:** Chronology, Time line, Beyond Living Memory, Sheffield Waterworks Company, Dam Dale Dyke, Dam, Reservoir, Victorian times, Mayor, Witness

Lesson Number 2

**Key learning:** Recall a significant historical event in chronological order

**Concepts:**  
Chronology  
Significance  
Causation

Lesson structure: Introduction, direct teaching, activities, key questions

Intro – use pictures of the mantle of the expert activity to help children recall what happened during the Sheffield Flood.

Direct teaching– Discuss what is meant by chronology and putting events into an order. Discuss why this is important for historians – it helps them to understand events in the past and what caused these events to happen. It is also important because it helps stop disasters like the Sheffield Flood from happening again.

**Success Criteria:**  
**This should what the children should be able to do by the end of the lesson**  
- Recall the events of the Sheffield Flood  
- Order events of the Sheffield Flood  
- Create a timeline of the events using a scale given to me by my teacher  
- Use my timeline to tell someone else what happened during the Sheffield Flood.

**Suggested resources:**  
Timeline  
Cards with Sheffield flood for ordering  
Timeline with a scale provided for the children to order the events  
Pictures/writing to match the different events of the story.

Activities- order the events of the Sheffield Flood at tables using pictures or writing describing the different parts of the flood. Ensure that timings are included.  
Children given a scaled timeline of the Sheffield Flood. They add the different events of the flood to the timeline in chronological order. NB – timeline must be blue (colour coded to show beyond living memory) and have arrows at either ends to show that time carries on beyond the timeline.  
Children explain to the their partners what happened during the Sheffield Flood using their timeline to help them. Alternatively could take them home to explain to their parents.

Key questions –  
What happened during the Sheffield Flood?  
What is chronological order?  
How do you know which order to put the events in?  
Why is it important to put the Sheffield Flood in chronological order?  
**Challenge:** Explain how the scale has been created to place the events in chronological order. Why do some events appear closer together than others on a scaled timeline?  
**Adaptive teaching for SEND:** Use pictures of the Sheffield Flood instead of written text. Create timeline as a group and photograph it.

**Vocabulary:** Chronology, Time line, Beyond Living Memory, Sheffield Waterworks Company, Damn, Dale Dyke Damn, Reservoir

Lesson Number 3

<p><b>Key learning:</b> Use a variety of sources to interpret the past</p>	<p><b>Concepts:</b> Significance Causation Enquiry</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Introduce – show children pictures of the flood- what do these pictures show? What clues could a historian get from them?</p>
<p><b>Success Criteria:</b> <b>This should what the children should be able to do by the end of the lesson</b></p> <ul style="list-style-type: none"> <li>- Name some different ways the historians can learn about the past.</li> <li>- Use photographs, maps, eye witness accounts and newspaper articles to find out more about the past.</li> <li>- Ask questions that prompt further research about the past.</li> <li>-</li> </ul>	<p><b>Suggested resources:</b> Historical sources about the Sheffield Flood – maps, eye witness accounts, newspaper articles, photos, books etc</p>	<p>Direct teaching – Introduce sources as a way of finding out about the past. Discuss the sort of sources that historians use.</p> <p>Activities – Write down 4 different sources a historian can use to find out about the past. Children decide a question they would like to find out about using the sources and write it in their books. Children explore various sources from the Sheffield Flood. They discuss with partners what the sources show and what they can learn about the flood from them. Give each table on source to look at more closely. What does the source show? What can you learn from it? Children write about which sources they used to answer their question and how it helped them. If children couldn't answer their question, where could they look to find out more?</p> <p><b>Challenge:</b> Reliable sources – what makes a source reliable? What makes it a useful source for historians to use?</p> <p><b>Adaptive teaching for SEND:</b> Word mats, oral recording, group work.</p>

**Vocabulary:** sources, eye witness, historian, interpret

Lesson Number 4

<p><b>Key learning:</b> Recall significant historical events in our own locality.</p>	<p><b>Concepts:</b> Chronology Significance Causation</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Intro – Tell your partner what you remember of the story of the Great Sheffield Flood.</p> <p>Direct teaching – Remind children of the events and key facts about the flood. Watch videos to remind the children what happened.</p>
<p><b>Success Criteria:</b> <b>This should what the children should be able to do by the end of the lesson</b> I can order the story of the Sheffield Flood. I can recall the key events of the Sheffield Flood. I can write a chronological recount of the events of the Sheffield Flood.</p>	<p><b>Suggested resources:</b> Key events of the flood to order</p>	<p>Activity – Order the events of the Sheffield Flood. Planning sheet – children imagine they are a villager in lower Bradfield. What did you see? What did you hear? What did you feel? Include key historical facts – dates, times, number of houses that were destroyed etc. Children write a chronological narrative of the Sheffield Flood, imagining that they were in the flood. Use key historical facts.</p> <p>Key questions – What are the key facts about the Sheffield Flood? What order did the events happen in? How would you feel if you were alive during the flood? What would you do?</p> <p><b>Challenge:</b> Describe how the event would impact life for people alive during the flood. How would life change? <b>Adaptive teaching for SEND:</b> TA scribe, Clicker 8, word mats, oral recording, pictures of the event</p>
<p><b>Vocabulary:</b> Significant, chronological, historical, local, Sheffield Waterworks Company, Damn, Dale Dyke Damn, Reservoir</p>		

Lesson Number 5

<p><b>Key learning:</b> Compare significant historical events in our own localiry. Context: Sheffield Floods 2007.</p>	<p><b>Concepts:</b> Similarity Difference Comparison Living/beyong living memory</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Intro – Recall where the Sheffield Flood of 1864 sits on a timeline. Is it within or beyond living memory? If no one is alive to remember it, how do we know it happened? Link back to sources lesson.</p> <p>Direct teaching – Details of the floods in 2007. Use sources such as pictures, maps and news reports to show the children what happened. Put the 2007 flood on a timeline which shows within and beyond living memory. Discuss with children that it is beyond their living memory but within the living memory of their parents, teachers etc.</p>
<p><b>Success Criteria:</b> <b>This should what the children should be able to do by the end of the lesson:</b></p> <ul style="list-style-type: none"> <li>- Understand what happened during the Sheffield Flood in 2007.</li> <li>- Show where the 2007 and 1864 floods sit on a time.</li> <li>- Understand that the 2007 flood is in living memory, the 1864 flood is beyond living memory.</li> <li>- Compare how the two events are similar and different.</li> </ul>	<p><b>Suggested resources:</b></p>	<p>Activities – Sort statements about the 1864 and 2007 floods onto a venn diagram. Include key facts, as well as statements such as ‘within living memory’ ‘beyond living memory’ ‘we could ask someone alive then’ ‘we could watch a video to find out about it’ ‘we can read eye witness accounts’ to reinforce the chronology of the floods.</p> <p>Key questions –How can we find out about the 1864 floods? Is this different to the 2007 floods? How are the events the same? How are they different?</p> <p><b>Challenge:</b> Children explain sources they would use to find out about 2007 flood and 1864. Explain why these are the best sources to use for each flood and why, for example, we couldn’t watch a video of the 1864 flood but we can of the 2007 flood.</p> <p><b>Adaptive teaching for SEND:</b> Timeline the different floods as a small group. Talk in more details about how they would find out about the 2007 flood and the 1864 flood. Venn diagram in a group using hoops and reduce the amount of statements used.</p>

**Vocabulary:** Compare, Sheffield, local, historical, within living memory, beyond living memory, significant.