

YEAR 2 UNIT 3 – OUR LOCAL HEROES: Who are our local heroes?

Related units: *Year 1 Unit 2: The Greatest Explorers* and *Year 3 Unit 3: Local History*

Unit overview

In this unit, the children will learn about the lives of some of the most significant people in the history of their locality. The unit will support the children in gaining an understanding of the breadth of contributions people can make in order to become significant, and will make links with the prior learning in *Year 1 Unit 2: The Greatest Explorers*. The children will use a range of sources of evidence, including oral history, visual images and written documents. They will also visit the locality to investigate places of interest related to the significant figures. It is recommended that this topic is taught in the summer to facilitate opportunities for off-site visits in good weather.

The unit builds on the skills introduced throughout the other Key Stage 1 units, particularly the use of sources. It will revisit and embed some of the key vocabulary and concepts from previous topics, while introducing new and more challenging terms ready for study at Key Stage 2.

The Big Finish in week 6 recommends that the children create a mini museum dedicated to the significant people they have studied. This opportunity will provide a memorable experience for children and parents to mark the end of the children's time in Key Stage 1.

Knowledge, skills and concepts

In this unit, the children will:

- use common words and phrases relating to the passing of time
- know where the people they study fit within a chronological framework
- ask and answer questions
- study significant historical people and places in their own locality
- understand some of the ways in which we find out about the past and identify different ways in which it is represented
- choose parts of sources to show that they know and understand key features of events
- use a wide vocabulary of everyday historical terms.

Cross-curricular links

- **Art:** photography on visits
- **DT:** museum design
- **English:** interviewing skills
- **Geography:** map work

Key vocabulary

Portrait, hero, significant, local, courage, past, sequence, chronological order, source, image, photograph, experts, observe, heroes, evidence, clues, artefact, fragile, experts, objects (and related words e.g. texture, material, inscription), document (and related vocabulary, e.g. census return, handwritten), information, significant, museum, display, exhibit, curator.

Related books for wider reading

- Check with your local library as you may find some children's books written about local significant people.
- You could provide the children with books (both fiction and non-fiction) related to the achievements made by the significant people, for example related to the wars, nursing, inventions, etc. Please check the content for suitability for this age group.

Places to visit

As the children will be creating their own mini museum, it is a good idea to build in a visit to the local museum, if this has not already taken place within Key Stage 1. If this is not possible, local museums frequently offer outreach sessions in schools.

Subject knowledge and teaching guidance

The unit focuses on your school's locality. What is meant by 'local' is very much dependent on the range of significant people in the immediate area. It is advantageous to keep within visiting distance of school, though you may feel a broader perspective enables you to select a more diverse group of individuals. There is an opportunity to link to geography-learning in the local area too (in particular, *Rising Stars Geography Year 1 Unit 1: Our Local Area*). So far as is practical, select people from various fields of achievement, of both sexes, of differing cultural, ethnic and social backgrounds and from different eras. The number of heroes studied within the unit can be adapted to fit in with the range available in your area.

To make this unit relevant to the children, you will need to undertake some research relating to the locality and acquire some local sources. We recommend introducing this topic to the school, parents and, if possible, to members of the local community at the beginning of the year. This could be in the form of an assembly or a post in the parish newsletter asking for help and resources. We do appreciate that this is not always possible, and so have provided some general resources to support the children in their studies.

The subject knowledge within this unit is very dependent on the significant people available and selected. You will need to be familiar with good practice related to the range of sources used within the unit. To build up your confidence, we recommend a visit to the local museum and/or archives. The subject knowledge sections within the plans will provide you with further support on approaches and the use of subject specific vocabulary.

Assessment

Opportunities for assessment for learning are built in throughout the unit through questioning and activities. The children can both self and peer assess as appropriate using approaches familiar to them. The quiz is intended to be used during week 6, and will review knowledge, skills and concepts acquired during the unit. The Rising Stars Progression Framework assessment focuses on: *understand some of the ways in which they find out about the past and identify different ways in which it is represented*.

It is intended that you collect evidence for the assessment throughout the unit. If you consider it more practical, you could decide to undertake this at the end of week 5 or the beginning of week 6. Adults working with groups investigating sources could keep a record of the children's progress. You could also collect written or oral evidence at the following points during the unit:

Week 2: Using the visual source and making observations.

Week 4: Do you think using documents are a good way of finding out about people in the past? Is there anything we cannot find out from using documents?

Week 6: Which type of source was most useful to find out about our local heroes? Why?

More information can be found within the individual session plans. Detailed information on the task can be found on the key assessment opportunity sheet.