

History Year 2 Autumn 2 The Great Fire of London Topic Key Question: Why is Samuel Peeps a significant historical person?		Learning in this topic: Knowledge of Chronology Comparing life before (the plague) and after the Great Fire. Look at the impact of the Great Fire on housing and living standards . Order events from the Great Fire and discuss reasons for the events.			
NC objectives covered:	<ul style="list-style-type: none"> 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. 	Knowledge of Historical Terminology Monarch, King, Charles 11, class systems, wattle and daub, long ago, modern, recent, primary sources, plague, black death.			
Prior Knowledge needed:	<ul style="list-style-type: none"> History is the study of something that has already happened. Understand how we learn about History (pictures, reports, artefacts). Knowledge of how fire is made and spreads. Historical events can change how people live. 	Knowledge of Historical Enquiry: using evidence and communicating ideas Evaluating Samuel Pepys diary as primary evidence . Discussion about where there are no photographs of the Great Fire of London. Select and combine sources to help form a judgement on whether the Great Fire had positive outcomes .			
Curriculum Concepts and Themes:	The Great Fire of London Societal class Comparisons of houses over time Chronology Primary sources	Curriculum Skills Progression:	Use simple sources of information such as artefacts, photos and books to answer simple questions about the past. Use key evidence to support judgements and reasoning made about aspects of the past. Talk with increasing accuracy and detail about events, places and people beyond living memory. Use an increasing range of historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc. Talk about and describe, in simple terms features of key events and people in the past. Talk about the impact of events on the lives of the people of the time. Talk about and describe the home and the way people lived, e.g. day to day life, things they did, their house, their family etc. Describe and give reasons for similarities and differences between the lives of people. Compare similar events from the present and past. Describe key events in their life from a range of sources of information. Ask and answer questions about an archaeological site.	Direct links to made other subjects:	Science – how fire spreads English – diary writing Maths – chronology, days, dates and time Art and Design - DT – Making Bread, Wattle and Daub Music – old nursery rhymes Geography - maps
Inspirational Start: (hook to capture the imagination) Make structures using wattle and daub. Collect materials, look at how wattle was made and why daub was added to the wattle. Create an archaeological dig for children to ask questions about and dig up artifacts related to Samuel Peeps.		Mid-way Milestone: Controlled burn with support from the friends of Hednesford park. Looking at the impact of well made and well kept wattle and daub and the houses were built to withstand a fire.		Extraordinary End: (a recognised end point to work towards) Visit from the fire service to discuss fire safety and how houses today are built differently to stop the spread of fire.	

<u>History</u> <u>Year 2</u> <u>Spring 1</u> The Victorians Topic Key Question: What was life like for a Victorian child?		Learning in this topic: Knowledge of Chronology Create a timeline of important dates (own birth, starting school). Look at other historical events/periods and where they would go on a timeline (The Great Fire). Discuss where the Victorians would go on the timeline . Use key dates from the Victorian era to create a timeline which relate to children (restrictions of work, compulsory education etc) everyday Victorian life (e.g. electricity use) and Victoria herself (death, marriage etc).	
NC objectives covered:	<ul style="list-style-type: none"> • 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. • Comparison of aspects of life in different periods. 	Knowledge of Historical Terminology Monarch, Queen, Victoria, class systems, primary and secondary sources, timeline, chronology	Knowledge of Historical Enquiry: using evidence and communicating ideas Select and combine sources to help form a judgement on whether life was good for Victorian children. Children will look at artwork and photographs from the Victorian era and discuss what can be learnt from these as Primary sources. Discussion about the different sources we can use to find out about the Victorians.
Prior Knowledge needed:	<ul style="list-style-type: none"> • History is the study of something that has already happened. • Understand how we learn about History (pictures, reports, artefacts). • An understanding of some other historical times (Stewarts – Great Fire of London). • An understanding of James 1 (learned in Year 1 – Gun Powder Plot). 	Knowledge of Interpretations of History Investigating toys and who would have played with them. Children will use toys from the Victorian era (hired from the Cannock chase museum) to introduce the idea of artefacts, what these are and what we could learn from look at/playing with them. Investigate past times for children and how children had to go to work using pictures and books as secondary sources to look at the types of jobs children did. Children will use a card loom (link to art skills) to see whether children's jobs were enjoyable and safe (relate to machine that did this job) . Compare similarities and differences between their life and a Victorian child's life with a specific focus on school and education, looking at how a Victorian school was set up differently, the type of subjects taught and the discipline from different time periods. Discuss the different ways of life and the reasons for one being better than the other with reference to sources of evidence for life in different times.	Understanding of Historical Concepts: Continuity and change; Cause and Consequence; Similarity and Difference; Significance of people and events Comparing the life of people from different class systems (Queen Victoria, poor children) focusing on work of poor children in factories and chimney sweeps etc. Look at the different type of homes children lived in to compare rich and poor lifestyles. Look at how life changed for Victorian Children during the Victorians. Discuss the importance of Thomas Barnardo, events during his life (such as seeing poverty, turning away a boy who later dies) and how he changed life for Victorian children. Children will compare the reign of Queen Victoria and James 1 (who children learned about in Year 1).
Curriculum Concepts and Themes:	Victorian Life Societal class What schools were like in Victorian times Games and past times Working life of Victorians. Chronology Primary sources	Curriculum Skills Progression:	Direct links to made other subjects:
		Use simple sources of information such as artefacts, photos and books to answer simple questions about the past. Talk with increasing accuracy and detail about events, places and people beyond living memory. Use an increasing range of historical terms to describe the passage of time, e.g. <i>modern, recent, long ago, older etc.</i> Place a range of objects, people and events beyond own experiences in time order. Describe the changes and differences in lifestyle in the past and present. Talk about and describe events in the life of a well-known historical person.	Maths – chronology, days, dates and time Art and Design – Queen Victoria model English – Non-chronological report P.E – old games
Inspirational Start: (hook to capture the imagination) Create a 3D model of Queen Victoria.		Mid-way Milestone: Visitor from a Victorian (hot seating) Investigate Victorian toys (borrow toys or visit Cannock Chase Museum?)	
		Extraordinary End: (a recognised end point to work towards) Victorian School Day	

History Year 2 Summer 2 Space Exploration Topic Key Question: Could I be an astronaut?		Learning in this topic: Knowledge of Chronology: Children will look at History from a modern perspective and changes within living memory. Children will look at this these being events that have happened recently or modern events . Furthermore, children will look at how to sequence significant events from space exploration using years. By sequencing the events children will learn to use terms such as older, more recent etc Knowledge of Historical Terminology: explorer, evidence, primary source, secondary source, recount, modern, recent, compare, achievements, hidden figure.			
NC objectives covered:	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life the lives of significant individuals in the past who have contributed to national and international achievements.	Knowledge of Historical Enquiry: using evidence and communicating ideas: Children will look at primary sources of evidence related to space exploration that they haven't previously used. This may include newspaper clippings or news reports and how good these are as a source of evidence . Children will also look at the term ' living memory ' and how a personal recount could be used as a source of evidence . Children will use their evidence to help decide how significant figures are and which they see as more important. Knowledge of Interpretations of History Children will look at the ' hidden figure ' of Katherine Jackson and her achievements . As part of this, children will be asked why she wasn't recognised for these achievements until many years later. To do this, children will need to understand how the role of women and ethnic minorities was very different during the 1950's and 60's compared to today. Children will also look at the life of Neil Armstrong and why he went to space. Understanding of Historical Concepts: Continuity and change; Cause and Consequence; Similarity and Difference; Significance of people and events Children will discuss the significance of space exploration and what we can learn from this. Children will then use the evidence they have looked at to decide whether it would be possible to reach Mars in future. Significant figures of Katherine Jackson and Neil Armstrong . Children will also learn about the first British Astronaut Helen Sharman and how she won a competition to go to space.			
Prior Knowledge needed:	What we mean by space and exploration. What we mean by an astronaut How to use sources of evidence.				
Curriculum Concepts and Themes:	Chronology and changes over time. Significant British figures for Space exploration. Relating history to aspects of their own life based on evidence.	Curriculum Skills Progression:	<ul style="list-style-type: none"> • Use simple sources of information such as artefacts, photos and books to answer simple questions about the past. • Use key evidence to support judgements and reasoning made about aspects of the past. • Use an increasing range of historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc. • Talk about and describe, in simple terms features of key events and people in the past. • Place a range of objects, people and events beyond own experiences in time order. • Talk about and describe events in the life of a well-known historical person. • Talk about the actions of, and events in the life of a well-known historical person. 	Direct links to made other subjects:	Science – Earth and Space, forces English: discussion, questioning, writing Maths – chronology DT – spacecraft and electrical components.
Inspirational Start: Space craft crash on the school field. Space passport to commence the exploration.		Mid-way Milestone: Bottle rockets comparing which work better. Why? Relate them to Apollo 13 disaster?		Extraordinary End: News report relating to a discover on mars.	