

Year 2 HISTORY Topic 1: Firefighters (5 Weeks)

Key Assessment Questions

What does chronological mean? How was London different in 1666 from today? How are the fire services different? How do we know about the Great Fire? Can you name some sources? What do historians say about how the fire started?

SCHOOL VALUES (Autumn 1): Service and Friendship

Children will explore ways that the fire service now serves communities and the need for a fire service was highlighted in 1666 by the Great Fire of London. Understand how Christopher Wren and Samuel Pepys served the city of London.

KNOW

DO

UNDERSTAND

Know that **history** is about learning about the past.

Know that when looking at the past in Sparkhill in Year 1 is looking at the past **within living memory** because people can remember it.

Know that the Great Fire of London happened **beyond living memory** because no one is still alive who remembers it.

VOCABULARY

Connect learning to and build on understanding of past and present and chronological frameworks from [Early Learning Goals in Nursery, Reception and in Year 1](#). An awareness of the past should be deepening in Y2.

Explain with some support the terms (revisit): **history, history within living memory, history beyond living memory, chronological, timeline, source.**

New vocabulary introduced: **source, eyewitness, Samuel Pepys, Tudor, plague**

Chronological Understanding

Know what the word **chronological** means where events are put in the correct time order.

I know that **Tudor** means time of history in England when a family called Tudors were Kings and Queens of England.

Plot events of the Great Fire of London on a timeline (from Sunday 2nd September 1666 to Thursday 6th September 1666).

Place the Great Fire of London on a timeline along with other known events from Year 1 (see school timeline).

Make the connection between the Gunpowder Plot (Year 1) and the Great Fire of London – same period of history.

Enquiry (Sources and interpretation)

- Know that a **source** is a thing or a person that gives us information.
- Know that an **eyewitness account** means someone who was there explaining what happened.
- Know that reliable means that we can depend on it being true.

What happened during the Great Fire and how do we know?* (understand that historians use a range of sources, including: *eyewitness account by John Morgan, Pepys' Diary, London Gazette, Jan Griffner's painting, artefacts found like leather buckets to build a picture of what actually happened*)

Literacy Link: Diaries

As historical enquiry skills are developed, children should now be asking more questions about how we know about the past.

Begin to understand that historians use sources to begin to understand what happened in the past.

Enquiry: Cause & consequence, change & continuity, similarity & difference Significance

- Know that baker Thomas Farriner forgot to put out his fire one night.
- Know that there was not a proper fire service in England in 1666.
- I know that rats carried the **plague** and it killed lots of people. The fire was good for wiping many out.
- Christopher Wren was a famous architect and designer and helped to rebuild better buildings in London e.g. the new St Paul's Cathedral.

Why did the Great Fire of 1666 burn down so many more houses than other fires in London at that time?* (Explore how historians describe the causes of GFL – Look at except from **famous GFL historian Adrian Tinniswood. What does he argue the main causes were?**)

What happened to London as a result of the GFL (gave us the modern-day fire services and shaped better building and architecture - Christopher Wren)?

Describe differences between London now and London in Stuart times (especially buildings and houses).

Compare the fire service in Stuart times and the fire service now.

Moths Link – information handling and sorting skills to present similarities and differences (Carroll diagram).

Children will make connections between the Great Fire with wider Firefighter unit. As they explore the cause and effect of events in 1666, they will also explore how to keep themselves safe.

Year 2 HISTORY Topic 3: Does Chocolate Grow on Trees? (5 Weeks)			
<p>Key Assessment Questions <i>When did Cadburys start and what did the Cadbury family give to Birmingham and Bournville? Who were the Aztecs, where and when did they live? How do historians know about the Aztecs? What legacy did the Aztecs leave?</i></p>			
<p>SCHOOL VALUES (Autumn 2): Perseverance and Respect Children will explore ways that Aztecs showed perseverance in surviving in a difficult environment and adapting to their surroundings. They will look at Quaker beliefs and ways that the Bournville family showed respect and care for their workers in building a community for them.</p>			
	KNOW	DO	UNDERSTAND
	<p>Know that when looking at the past in Bournville in 1824 and the Aztecs, we are dealing with the past beyond living memory because no one who remembers it is still alive.</p> <p>Know that the Aztecs were an ancient civilisation, a people group who lived in modern day Mexico City.</p>	<p>VOCABULARY Explain with some support the terms (revisit): history, history within living memory, history beyond living memory, chronological, timeline, source. Vocabulary introduced: Empire, factory, Bournville, Aztecs, ancient civilisation</p>	
Chronological Understanding	<ul style="list-style-type: none"> Know what the word chronological means where events are put in the correct time order. Know that an Ancient Civilization means that a group of people a very long time ago who built a way of life. <p>Know <i>some</i> of the important dates of the growth of Cadburys 1824 first shop opened. 1831 factory opened. 1879 Bournville factory and village opened</p> <p>Know some significant events in the rise and fall of the Aztec Empire 1325 settle in Mexico City called Tenochtitlan. 1326 1350 canals and city are built 1327 1525 Spanish come and invade.</p>	<p>Plot known events from Y1 (see school timeline) and add 1824 Cadbury's first shop to it. Add the period of the Aztecs too.</p> <p>Explain some significant events in the Aztec Empire in chronological order.</p> <p>Show the history of chocolate (including both Aztec and Cadbury) on a timeline or sequenced picture board.</p>	<p>This unit introduces two periods, one ancient and one between 1800 and 1900. It builds on the concepts of living memory versus the past beyond living memory.</p> <p>Understand that the Cadbury history is more recent than the Aztecs.</p> <p>Understand the connection between Guy Fawkes (1605), Great Fire of London (1666) and the Aztecs (1100 – 1524).</p>
Enquiry (Sources and interpretation)	<p>I know that a source is a thing or a person that gives us information.</p> <p>Know that it is difficult to find detailed and correct information about the Aztecs because they were an Ancient Civilization</p> <p>Know that an empire is a group of people under one person or group's leadership.</p>	<p>Research what Aztec life was like (culture/beliefs/schools/clothing/food/medicine).</p> <p>What was life like for Aztecs and how do historians know?</p>	<p>Understand that the history of Cadburys and the Aztec Empire are shown in different ways by different kinds of sources.</p> <p>Geography Link: world maps, and Uk/Birmingham and Bournville maps for Cadburys.</p>
Enquiry: Cause & consequence, change & continuity, similarity & difference Significance	<p>Know that Bournville Village looked different in the past.</p> <p>Know that Aztecs gave the world many inventions:</p> <ul style="list-style-type: none"> chocolate medicine gum calendar <p>If it wasn't for the Aztecs and Cadburys, we wouldn't have chocolate that we have today.</p>	<p>Were the Aztecs only a bloodthirsty people? What image of the Aztecs do we have? Understand historian Camilla Townsend's argument that we have a wrong view of the Aztecs. *</p> <p>What legacy did the Cadbury family leave?</p> <p>What legacy did the Aztecs leave?</p>	<p>Geography Link: Explore the layout of Bournville Village. What were the values of the Cadbury family?</p> <p>PSHE, RE and British Values As the values of the Cadbury Family are explored, children should begin to ask questions about how they themselves treat others – link to school values and Golden Rule.</p>

Year 2 HISTORY Topic 4: Superheroes

Key Assessment Questions

What is an explorer and what is a humanitarian? Name 1 famous explorer and a famous humanitarian. When did he/she live? How have these people made the world a better place? Why do historians argue over how Columbus should be remembered? Name sources that tell us about explorers.

SCHOOL VALUES (Spring 1): Justice and Courage Children will explore the idea of bravery and courage of explorers and humanitarians. Justice and injustice can be explored when looking at Cook and Columbus, where slavery and colonisation can be introduced as concepts. Why was it wrong for these explorers to try to take over others' land? Children can also explore themes of injustice when looking at Hilary and Tenzing Norgay. Who are the Sherpa people and why are they marginalised?

KNOW

DO

UNDERSTAND

- Know that an **explorer** is someone who explores parts of world where others have not been.
- Know that a **humanitarian** is someone who works to help people.
- Know that some of the figures studied lived in periods **beyond living memory** (Florence Nightingale) and some lived in periods **within living memory** (Neil Armstrong).

VOCABULARY
 Explain with some support the terms (revisit): **history, history within living memory, history beyond living memory, chronological, timeline, source**

Vocabulary introduced: **explorer, humanitarian, equipment, log**

Chronological Understanding

- Know the name of one famous **explorer** (*Edmund Hilary of Everest, Robert Falcon Scott, Christopher Columbus, Neil Armstrong*).
- Know the name of one famous **humanitarian** (*Mary Seacole, Florence Nightingale, Edith Cavell*).

With support, place some known periods and events of history Y1/GF of London and a famous explorer on a chronological timeline.

Tell the narrative of the moon landings of 1969 or Scott's Antarctica trip 1910-1913, mostly accurately.

This unit's main focus is on researching the lives of significant individuals in the past who have contributed to national and international achievements.

Note the chronological connections between Christopher Columbus and the Aztecs. The Gunpowder Plot and Great Fire of London happened after the fall of the Aztec Empire.

Enquiry (Sources and interpretation)

- Know what a **source** is and that it helps us to find out about the past.
- Know that a **log** is like a diary entry and it is **evidence** of an **eye witness account**.
- Know that for an explorer like Christopher Columbus, it is more difficult to find sources because he lived a very long time ago.
- **Some people think that Columbus should be remembered well in history, while others don't agree).**

Name a source that tells historians something about the past e.g. *Neil Armstrong video footage compared to Columbus' letters to Spanish royalty*.

How have opinions of Columbus changed in the light of new evidence? * (Explore historians' differing arguments)

Geography Link: Use maths and geography skills when looking at famous explorers and world maps.

Literacy Link: Reading and writing logs

PSHE and British Values Children should be given opportunities to reflect on concepts of slavery and colonisation – taking over someone else's land (Columbus). **Why was this wrong?**

Children should begin to understand how historians use evidence/sources to argue what they think.

Enquiry: Cause & consequence, change & continuity, similarity & difference

- Know that some of these explorers had different equipment from each other and equipment used today.
- Know that explorers and people who have helped others are kind of superheroes because they have changed the world.
- Know the name of one famous humanitarian helping people right now (*Dr Rick Hodes Red Cross*).
- **I know that historians have influence over who is remembered from the past.**

Compare the lives and equipment of those explorer with explorers today.

Describe what these people did and how they have made the world a different place.

Who was Tenzing Norgay? Why was he not celebrated as much as Hilary?

Children should now begin to see how historians deem significance to individuals in history.

Recognise why people did things, why events happened and what happened as a result.

PSHE
Who are the Sherpa people and why are they marginalised?

PSHE and British Values
 Children should reflect on feelings of some of these individuals. Link perseverance and bravery to school values. What can we do to change the world for the better?

Year 2 HISTORY Topic 5: Suitcases and Sandcastles

Key Assessment Questions

Who were the Victorians, who are they named after and when did they live? How do we know about the Victorians? How are our holidays different from the Victorians' holidays in Britain?

SCHOOL VALUES (Spring 2): Compassion and Service

Children will explore these values in the context of Victorians and holidays. From work on Bournville and Csdburys, children will know that life was hard in Victorian times for ordinary people, holidays by the seaside would have been the best time of the year. How did others service people at resorts so that they could have a holiday?

KNOW

DO

UNDERSTAND

Victorians were people who lived under the reign/rule of Queen Victoria from 1837 to 1901

VOCABULARY

Describe what terms *past* and *present* mean in the context of seaside holidays in 1900s.
 Explain with some support the terms: *history, history within living memory, history beyond living memory, chronological, timeline, source*.
 Vocabulary introduced: **Victorian, monarch**

Chronological Understanding

I know that **Victorian** times were in the 1800s (1837 to 1901)

With support, place the Victorian period on a timeline, along with other known events (see school timeline).

Children should now have more secure understanding about placing events in chronological order.

While this unit provides a mostly geography focus, it still gives opportunity for children to examine sea sides in the past and now. Connect period with growth in Cadburys (1800-1900s).

Enquiry (Sources and interpretation)

Know that holidays and sea sides in the past in the UK were different from today.
 Know what a **source** is and that it helps us to find out about the past.

How do we know what holidays were like 100 years ago? * Name and describe 1 or 2 sources that tell historians about how Victorians enjoyed holidays by the sea (*photos, paintings, letters, clothes*).

Children should carry on asking questions about sources and how historians use them to build understanding of the past.

Enquiry: Cause & consequence, change & continuity, similarity & difference

Know that Victorians wore different clothes to swim and they used sea bathing machines.
 Know that we still enjoy eating ice cream and playing in the sand.

Compare and contrast features of the seaside then and now.

Begin to see how historians understand how life changed across different periods.

Year 2 HISTORY Topic 6: Go Wild

Key Assessment Questions

Who were the **Aboriginal people**, where do/did they live and when do they date back to? What does **indigenous** mean?
How do we know about life for Aboriginal people a long time ago? What kinds of sources help historians?

SCHOOL VALUES (Summer 1): Truthfulness and Trust

Children will explore the idea of how indigenous people were wronged by Europeans who look over lands in Australia and New Zealand. Children should recognise the importance of these governments now being honest about wrongs and apologising to the indigenous people groups for wrongs, and now helping these communities more.

	KNOW	DO	UNDERSTAND
	<p>Know that indigenous peoples means the people who have lived on a land for a very longtime, the first people to live there.</p> <p>Know that Aborginal is the name of a peoplegroup in Australia and New Zealand.</p>	<p><u>VOCABULARY</u></p> <p>Vocabulary introduced: Indigenous peoples, Aboriginal</p>	
Chronological Understanding	<p>Know that these people lived a very very longtime ago, but they had families, who had morefamilies and Aboriginal peoples are still in Australia and New Zealand today.</p>	<p>Understand that Aborginal people date back to prehistoric times, this would be right at the beginning of our school timeline.</p>	<p>Although this unit is a mostly geography and science focus, children should have the chance to learn about the history ofthe Aboriginal peoples.</p>
Enquiry (Sources and interpretation)	<p>Know that different sources can tell us different things about Aboriginal peoples.</p>	<p>How do historians compare simple aspects of Aboriginal life then and now (sources: <i>animal paintings, Aborginal dream stories, remains found in the ground</i>).</p>	<p>Children should make the connection between indigenouspeople of Australia and the indigenous people – Aztecs.</p> <p>Children should carry on asking questions about sources and how historians use them.</p>
Enquiry: Cause & consequence, change & continuity, similarity & difference Significance			<p>Children should also begin to see how historians think about change and continuity over a long period of time.</p> <p>Recognise why people did things, why events happened andwhat happened as a result.</p>