



Year 2 History Curriculum Overview

The Big Picture

Children should understand that there have been significant people who have changed the way we live today. These people have lived in the past and faced challenges of their own and have usually had to overcome adversity to strive for the change.

Children will learn that finding out about these famous people can also help us understand how people lived in the past. Children can use what they have learnt to imagine what life would be like if these people and events had not happened.

Children will continue to build up their knowledge of sources to learn about the past and use their historical enquiry skills to interpret information from these sources. Children can continue to ask questions about the past to build their own understanding as well as continue to build their understanding of chronology before moving into their Key Stage 2 curriculum.

What do we already know?

Knowledge Retrieval:

- Children will know History is a study of people and events that happened in the past.
- Children should already have a basic understanding of historical language such as before, after, yesterday and today.
- Children will be able to sort simple images/sources into past/present and give simple explanations as to why they think they are either from the past or present. They will also understand what artefacts are and that they are often kept in museums.
- Children will be beginning to understand the monarchy and important figure heads within this.

Year 2 History – A Day in the Life

NC objectives – Key Stage 1

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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality
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Key unit objectives

- To know stories about a range of people who have lived in a variety of cultures in the past such as Florence Nightingale in the Victorian Era.
- To be able to ask and answer questions about the past
- To be able to use key words and phrases relating to the passing of time – using specific examples of units previously studied.
- To be able to identify differences between their own lives and those of people who have lived in the past – including specific reference to jobs.
- To look at the lives and job roles of Florence Nightingale, Mary Seacole and Edith Cavell and compare this to modern day nurses.
- To be able to find out about aspects of the past from a range of sources of information
- To be able to communicate their historical knowledge and understanding in a variety of ways including discussions and presentations.
- To understand that events and people's actions have causes and effects including the lives of Florence Nightingale, Mary Seacole and Edith Cavell.
- To know that time can be grouped into chunks and this helps us understand different points in time – such as the Victorian Era.

Key vocabulary and understanding for concept connectors

Chronology is a word used in **history** to explain that something is going in **time order**.

A **significant person** in history is a person that **changed** how people lived their lives.

Florence Nightingale was the first professional **nurse**.

Mary Seacole provided care during the **Crimean War**.

Edith Cavell was a nurse in the **First World War**.

It is called the **Victorian Era** because of the **Queen** of the time being called Victoria.

Key Questions

- What is time order?
- Why was it called the Victorian Era?
- Why are each of the nurses significant people?

Key Texts

- Florence Nightingale – Little People, Big Dreams
- Hoorah for Mary Seacole – Trish Cooke
- Brave Nurses : Mary Seacole and Edith Cavell – Collins Big Cat
- The Worst Children's Jobs in History – Sir Tony Robinson



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The Big Picture

Children should understand that as well as significant people who have changed the way we live, there have also been historical events that have happened locally and nationally. These events from living memory or beyond living memory have shaped and changed our lives today.

In this unit, we will continue to introduce the key skills of a good historian. To see the 'big picture', historians will have to put together clues, often from very different sources. This unit takes a local and national historical event and asks children to become detectives, using sources to uncover information and raise questions which they can then go on to answer.

What do we already know?

Knowledge Retrieval:

Children will know History is a study of people and events that happened in the past and children will have studied significant people.

Children should already have a basic understanding of historical language such as before, after, yesterday, today, chronology, past and present.

Children will be able to sort simple images/sources into past/present and give simple explanations as to why they think they are either from the past or present. They will also understand what artefacts are and that they are often kept in museums.

Children will be beginning to understand the monarchy and important figure heads within this.

Year 2 History –
Time Travellers

NC objectives – Key Stage 1

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- significant historical events, people and places in their own locality

Key unit objectives

To understand that chronology is a word used in history to explain that something is going in time order.

To know what makes a significant event.

To understand that a significant event can happen over a number of days.

To know that

To know that the Great Fire of London was a significant event that happened a long time ago in history when a Great Fire broke out in London.

To know the key events of the Great Fire of London, its cause (where it started- Pudding Lane) and why it spread so quickly and burned for so long- what has changed as a result? Housing/emergency services.

To understand that no one acted at first to put the fire out when it was little and why this happened.

To learn and recall significant dates for The Great Fire of London such as 2nd September 1666 – When the fire started.

To know that the monarch of the time was King Charles II and that he fled London during the fire- what did people think of this?

To know that Samuel Pepys diary is an account of what happened.

To know that an account can be used as a source of information about historical events.

To understand that emergency services such as the fire service were created after this event and this is another reason that The Great Fire of London is a significant event.

To use a variety of sources to gather information about the fire.

Key vocabulary and understanding for concept connectors

Chronology is a word used in history to explain that something is going in **time order**.

A **significant event in history** is an event that changed how people lived their lives.

The **Great Fire of London** was a **significant event in history** because it was a big disaster that made us **change** the way we do things.

The fire spread so easily because houses were built closely together and were made of **flammable material**.

The **fire brigade** was created to stop **future** fire from being so uncontrollable.

Key Questions

What is chronology?

What happened in the Great Fire of London?

Why was this a significant event?

Key Texts

The Great Fire of London – Emma Adams

The Baker's Boy and the Great Fire of London – Tom and Tony Bradman

Range of non-fiction books to be used.