

# Year 2 History



Autumn Term	Spring Term	Summer Term
Where we study significant events and people from the past to think about how they have influenced our lives here and around the world.		
<p><b>Lives of significant others who have contributed (compare against periods of time)</b> Mary Seacole (1805-1881)</p>	<p><b>Events beyond living memory that are significant nationally</b> Great Fire of London (2<sup>nd</sup> Sept – 6<sup>th</sup> Sept 1666)</p>	<p><b>Significant events, people and places in their the locality</b> Josiah Wedgwood and slavery abolishment (founded 1759 -1795)</p>
	<p><b>Progression of Historical skills (developing)</b> Knowledge</p> <ul style="list-style-type: none"> <li>• Pupils can remember some key events about the areas they have studied</li> <li>• Pupils can consider how we know about past events</li> <li>• Pupils know they can find historical information in books</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Pupils can ask simple questions when they are unsure</li> <li>• Pupils can accurately answer most simple questions related to an area of study</li> <li>• Pupils can sometimes justify their answers using sources or stories</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Pupils can remember and use names and words specific to areas of study</li> <li>• Pupils can use words and phrases mostly accurately to indicate periods of time e.g. a long time ago, ancient, centuries</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Pupils can mostly accurately order events they have learnt about from furthest away to most recent</li> </ul>	<p><b>Progression of Historical skills (secure)</b> Knowledge</p> <ul style="list-style-type: none"> <li>• Pupils can remember key events about the areas they have studied</li> <li>• Pupils can begin to identify how we know about past events</li> <li>• Pupils can begin to identify different representations of history e.g. books, visual clips, letters</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Pupils can ask simple questions to develop their understanding</li> <li>• Pupils are able to accurately answer simple questions related to an area of study confidently</li> <li>• Pupils can justify their answers using sources or stories</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Pupils can remember and use a range of names and words specific to areas of study</li> <li>• Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries</li> </ul>

- Pupils can draw timelines
- Pupils can make some comparisons between areas of study, identifying some similarities between them
- Pupils can make some comparisons between areas of study, identifying some differences between them

### **Chronological understanding**

- Pupils can accurately order events they have learnt about from furthest away to most recent
- Pupils can draw timelines, beginning to place areas of study on them
- Pupils can compare areas of study, identifying similarities between them
- Pupils can compare areas of study, identifying differences between them

### Topic key questions

#### How do we know that Mary Seacole is famous?

Activity use the picture clues for chn to discuss and draw conclusions

#### What are the important moments in Mary's life?

Activity – Chn discuss and understand why important, create a timeline to record

#### What was Mary's work during the Crimean War and how do we know?

Activity – match the statements with the evidence to support – lots of discussion for reasons for choice

#### How did life change for Mary after the Crimean war?

Activity - Create a fortune graph showing some key highs and lows in her life.

#### What made Mary special?

Activity – pupils come up with own adjectives, then give them some to describe Mary – which is the odd one out. Finally, give the children some qualities and ask them to think of an example when Mary demonstrated this.

### Topic key questions

#### How did the great fire start?

Activity – using PPT and pictures, chn work out how the fire started. Create their own questions and see if can answer. Play song London's burning to set feel of era.

#### How do we know what happened during the fire?

Activity – using the sequence of pictures children have a list of statements and the match the sources by looking at the evidence. (for example, Pepys book)

#### Why did the great fire burn so many houses down?

Activity – outside set up some cardboard houses and close together and burn them down. Can children make connections – so close together, built of wood.

#### How did so many people manage to survive the fire?

Activity – teach reasons why more people did not die. Look at the reasons and put in priority to create a diamond shape.

#### Could more have been done to stop the spread of the fire?

Activity – (pre-teach) look at artefacts, what were they used for? Who might have used them? Now look at the list of people and statements against them (King Charles, Samuel Pepy's etc) who was the most to blame for not doing more?

#### Extra lesson - How should we rebuild the city?

Activity – children use their artist flair to redesign the city based on what they have learnt about the layout of the city, materials available and any other applicable learning

### Topic key questions

#### Can I make comparisons?

Activity – curator in role – child have samples/photos of early Wedgewood, Jasper ware and today's pottery. Make comparisons and between the then and now. Generate questions

#### Key events in the Pot bank industry

Activity show the children key times in the industry, including the growing popularity, boom and then slow decline. Create a living graph. Chn use this to record a news item on iMovie.

#### Who is Josiah Wedgewood?

Activity – use QR codes, clues, pictures to create a mind map of ideas of who he is

#### Why was Josiah Wedgewood one of the first entrepreneurs?

Activity – show today's entrepreneurs/brands. Ask chn what know about them. Teach that Josiah Wedgewood was one of the first and the methods he used that earned him this title.

#### What was slavery in this time period?

Activity – drama to teach and demonstrate what slavery is

#### How did Josiah Wedgewood help to abolish slavery?

Activity – teach that he was part of an anti-slavery society. They campaigned to stop it. Compare to modern day campaigns & BLM. Consider both then and now – how to campaign, who's attention to they need to get. Give photo clues, video clips ([antislavery.org.uk](http://antislavery.org.uk))

#### Trip to Gladstone

<p><b>Comparisons to then and now</b></p> <p>Holistic medicine is widely practised today  Mary wasn't an army medic, she took herself to the Crimean War – today we have people volunteering in war zones who may not be professionally trained.</p>	<p><b>Comparison to then and now</b></p> <p>Large wild fires that burn for weeks – areas of America, Portugal, Greece, Australia  How the advancements of the Fire brigade and their equipment has changed throughout time.  Crowdfunding was held after the fire. We crowd fund on a large scale today.</p>	<p><b>Comparison to then and now</b></p> <p>Wedgwood still has a factory at Barlaston, much is exported out to be made and then imported back in  Children and adults working in factories making clothes in Asian for very little money and in some dangerous conditions  Some modern-day slavery still exists today</p>																																
<p><b>School artefacts</b></p> <p>Cannot buy artefacts for this topic</p>	<p><b>School artefacts</b></p> <p>Leather Fireman's helmet  Nose gay  Leather water bucket  Fire mark  Lead Cross  Quill and ink  Plague mask</p>	<p><b>School artefacts</b></p> <p>Wedgewood Jasper ware</p>																																
<p><b>National curriculum</b></p> <p>Pupils 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p><b>National curriculum</b></p> <p>Pupils 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p><b>National curriculum</b></p> <p>Pupils 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>																																
<p><b>Key vocabulary for children</b></p> <table border="1" data-bbox="107 1166 763 1508"> <tr> <td>Nurse</td> <td>A person who looks after you when you are unwell</td> </tr> <tr> <td>Crimea</td> <td>Place in Eastern Europe where the war was taking place</td> </tr> <tr> <td>Soldier</td> <td>A person who fights for their countries in time of war</td> </tr> <tr> <td>Hygiene</td> <td>Making sure things are clean</td> </tr> </table>	Nurse	A person who looks after you when you are unwell	Crimea	Place in Eastern Europe where the war was taking place	Soldier	A person who fights for their countries in time of war	Hygiene	Making sure things are clean	<p><b>Key vocabulary for children</b></p> <table border="1" data-bbox="790 1166 1458 1481"> <tr> <td>Bakery</td> <td>A place that makes bread and cakes</td> </tr> <tr> <td>Fire spread</td> <td>A gap that stops fire spreading to nearby buildings</td> </tr> <tr> <td>Diary</td> <td>A book that people write in about their lives</td> </tr> <tr> <td>Embers</td> <td>Small pieces of glowing coal or wood in a dying fire.</td> </tr> <tr> <td>Leather bucket</td> <td>A bucket made from leather</td> </tr> </table>	Bakery	A place that makes bread and cakes	Fire spread	A gap that stops fire spreading to nearby buildings	Diary	A book that people write in about their lives	Embers	Small pieces of glowing coal or wood in a dying fire.	Leather bucket	A bucket made from leather	<p><b>Key vocabulary for children</b></p> <table border="1" data-bbox="1496 1166 2163 1453"> <tr> <td>Pot bank</td> <td>A factory that makes pottery</td> </tr> <tr> <td>Pottery</td> <td>Plates, cups, dishes made of clay</td> </tr> <tr> <td>Jasper ware</td> <td>A type of pottery made by Wedgewood</td> </tr> <tr> <td>Industry</td> <td>Making a product or item</td> </tr> <tr> <td>Tycoon</td> <td>A person who sets up a business</td> </tr> <tr> <td>Slavery</td> <td>When someone owns a person and forces them to work</td> </tr> <tr> <td>Abolish</td> <td>To put an end to something</td> </tr> </table>	Pot bank	A factory that makes pottery	Pottery	Plates, cups, dishes made of clay	Jasper ware	A type of pottery made by Wedgewood	Industry	Making a product or item	Tycoon	A person who sets up a business	Slavery	When someone owns a person and forces them to work	Abolish	To put an end to something
Nurse	A person who looks after you when you are unwell																																	
Crimea	Place in Eastern Europe where the war was taking place																																	
Soldier	A person who fights for their countries in time of war																																	
Hygiene	Making sure things are clean																																	
Bakery	A place that makes bread and cakes																																	
Fire spread	A gap that stops fire spreading to nearby buildings																																	
Diary	A book that people write in about their lives																																	
Embers	Small pieces of glowing coal or wood in a dying fire.																																	
Leather bucket	A bucket made from leather																																	
Pot bank	A factory that makes pottery																																	
Pottery	Plates, cups, dishes made of clay																																	
Jasper ware	A type of pottery made by Wedgewood																																	
Industry	Making a product or item																																	
Tycoon	A person who sets up a business																																	
Slavery	When someone owns a person and forces them to work																																	
Abolish	To put an end to something																																	

Legacy	Something handed down from the past
Influential	Someone with a lot of influence
Holistic	Medicines from made nature
Battle field	Where the fighting was taking place
Herbal remedies	Medicines made from herbs
Prejudice	Negative opinions without any reason or explanation

Tower of London	Important building belonging to the king
River Thames	Big river in London which was used for escaping.
St Paul's cathedral	A Christian place of worship destroyed by the fire.
Thatched roof	A roof made from straw and reeds.
Flammable	A material which can catch fire.
Eye witness	Somebody who saw the event happen

Boom	A good time in business, lots of sales and money made
Decline	Businesses start to lose money and close
Campaign	Organise a action to achieve a goal

### Key dates and events

<b>1805</b>	Mary is born in Kingston Jamaica
<b>1836</b>	Mary gets married
<b>1853</b>	The Crimean war starts
<b>1854</b>	Mary travels to England and offers to be a nurse but is turned down
<b>1855</b>	Mary travels to Crimea and starts her own British hospital
<b>1856</b>	Mary returns to England homeless and in bad health
<b>1857</b>	Mary writes her autobiography ( story of her own life)
<b>1881</b>	Mary dies

### Key dates and events

<b>2<sup>nd</sup> Sept 1666</b>	Fire starts at 1am in a bakery
<b>2<sup>nd</sup> Sept 1666 12pm</b>	Samuel Pepys starts to write his diary
<b>3<sup>rd</sup> Sept 1666</b>	Fire gets close to Tower of London
<b>4<sup>th</sup> Sept 1666</b>	St Paul's cathedral is destroyed by fire
<b>5<sup>th</sup> Sept 1666</b>	The wind drops and the fire starts to die down
<b>6<sup>th</sup> Sept 1666</b>	The fire is finally put out. Thousands of people are now homeless.

### Key dates and events

<b>July 1730</b>	Josiah Wedgwood is born
<b>1754</b>	Worked with Thomas Whieldon who was a renowned pottery maker. He was to be his long term partner till Thomas' death.
<b>1759</b>	Josiah Wedgwood opened his first factory
<b>1763</b>	Takes orders from royalty
<b>1764</b>	Takes first order from abroad
<b>1787</b>	Starts to campaign for the abolishment of slavery. Anti-Slavery medallion became famous
<b>1790</b>	Sold his pottery to every country in Europe
<b>January 1795</b>	Josiah dies

**Cross curriculum links**

Geography (locations/landscapes)

PE dance – Great Fire of London

Music (dance through the ages)

Literacy (spoken word, writing)

Maths (concept of time)

Science (materials)