








Year 2 History Curriculum Overview




Historical skills Key Stage 1:

	Say what we have found		We can ask questions
	Look at important individuals and events		Put events in time order (Chronology)
	See what is the same and different		The facts I need to know (Substantive knowledge)
	Look at pictures, photos, artefacts and stories from the past		


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>Lives of significant others who have contributed (compare against periods of time) Mary Seacole (1805-1881)</p>	<p>Events beyond living memory that are significant nationally Great Fire of London (2nd Sept - 6th Sept 1666)</p>	<p>Significant events, people and places in their the locality Josiah Wedgwood and slavery abolishment (founded 1759 -1795)</p>
<p>Previous learning Link to skills</p> <p>Historical skills used Look at primary sources from the past Chronological order Compare and contrast Say what I have found</p>	<p>Previous learning Why we have a monarchy (EYFS) Gun Powder Plot (year 1) (Monarchy and Parliament first order concept)</p> <p>Historical skills used All historical enquiry skills used</p>	<p>Previous learning Mary Seacole (Black History) links to Slavery abolishment</p> <p>Historical skills used All historical enquiry skills used</p>

Topic key questions


Immersion lesson - who, what where was Mary from. Outline what the Crimea war was and why. 

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 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

Immersion lesson

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 Pepys' etc) who was the most to blame for not doing more?

Topic key questions

Immersion - see separate lesson 

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

What are the 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)

Trip to Gladstone

<p>Comparisons to then and now</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>Comparison to then and now</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>Comparison to then and now</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>School artefacts</p> <p>Cannot buy artefacts for this topic</p>	<p>School artefacts</p> <p>Leather Fireman's helmet Leather water bucket Fire mark Lead Cross Quill and ink Plague mask</p>	<p>School artefacts</p> <p>Wedgewood Jasper ware</p>
<p>National curriculum</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>National curriculum</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>National curriculum</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>

Ofsted latest guidance of learning

TOPIC: Substantive Knowledge or first order concepts (The substance of the topic, facts and context. The aspects of the topic you will teach) For example: people, events, ideas

Topic knowledge

Pupils need a rich knowledge of the period, place, society,
(Who, where, when, what)

Chronological knowledge

Pupils need a secure overview of major developments and periods to contextualise their new learning. Children can see where events or features of a period 'fit in'.

In KS2 learn secure narrative across and within periods. (Use of timelines to discuss and compare)

Knowledge of substantive concepts

For example:

Monarchy, civilisation, parliament, democracy, tax,

TOPIC: Disciplinary knowledge or second order concepts (How historians learn about the past and form their arguments)

<p>Cause and consequence How historians construct arguments about causes and consequences of events</p>	<p>Change and continuity How historians construct arguments about the nature, pace and extent of change in the past</p>	<p>Historical significance How historians attribute significance to past events, people, deeming them worthy of study and attention</p>	<p>Similarity and difference How historians construct arguments about the similarity and differences between places, people and groups in the past</p>	<p>Sources and evidence How historians use evidence to answer questions about the past</p>	<p>Interpretations How historians construct the accounts of the past, including how and why these can differ</p>
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Key vocabulary for children

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
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

Key vocabulary for children

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
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

Key vocabulary for children

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
Entrepreneur	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
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

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

Key dates and events

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

Key dates and events

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