

# Year 2 History Curriculum

## History Curriculum - Technical Information

	Early Years	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
<b>Main Period</b>	In living memory	Local History Study	Significant local event	Significant National event	Local History Study	Stone Age to Iron Age	Ancient Greeks	Romans	Egyptians	Anglo-Saxons & Vikings	Local Study	Maya	Post-1066 Study
<b>Enquiry Questions</b>	<p>How have I changed since I was a baby?</p> <p>How have toys changed over time?</p> <p>Why do we wear different clothes at different times of the year?</p> <p>What are our favourite celebrations each year?</p>	<p>What was life like in Howdon/ Killingworth 100 years ago?</p> <p>How has transport evolved in recent times?</p> <p>(George Stephenson)</p>	<p>What impact did the Great Fire of Gateshead have on our locality?</p>	<p>What impact did the Great Fire of London have on the nation?</p>	<p>Why are castles so important to our heritage?</p>	<p>Which period of prehistory do you prefer?</p>	<p>How did the Ancient Greeks compare to early Britain?</p>	<p>What made the Romans crucial to Britain's culture today?</p>	<p>How significant was the River Nile to Ancient Egypt's survival?</p>	<p>Was the post Roman period of Britain a never ending fight for survival?</p> <p>Which industry has had the biggest impact on our local area?</p>	<p>How did the Mayan civilisation compare to Early Britain?</p>	<p>Was the effect of WW2 the most devastating disaster in British history?</p>	
<b>Chronological Knowledge/ Understanding</b>	<ul style="list-style-type: none"> <li>- Develop an awareness of the past and present.</li> <li>- Use common words and phrases related to the passing of time.</li> <li>- An understanding why putting events in the correct sequence is important for explaining why events took place.</li> <li>- Begin to understand intervals</li> </ul>					<ul style="list-style-type: none"> <li>- An understanding of the <b>duration</b> of British, Local and World History.</li> <li>- An understanding that some events will overlap (<b>concurrence</b>)</li> <li>- Increasingly more confident in using <b>scaling</b> to understand the passing of time for the period they are studying.</li> <li>- Be able to use a wider range of time terms securely</li> </ul>			<ul style="list-style-type: none"> <li>- Able to <b>compare and contrast</b> between different periods</li> <li>- <b>Continuity and change</b>- what stayed the same over the period and what has changed - able to say why this is significant.</li> <li>- Be able to use a wider range of complex time terms securely 'last century', 'decade'.</li> </ul>				
<b>Historical Enquiry / Skills</b>	<ul style="list-style-type: none"> <li>- <b>Ask</b> and answer questions.</li> <li>- Understand some ways we find out about the past.</li> <li>- Choose and use parts of stories and other sources to show understanding of key events.</li> </ul>					<ul style="list-style-type: none"> <li>- Ask valid questions about <b>cause</b> and <b>significance</b> and same and difference. Understand <b>cause and consequence</b>.</li> <li>- What is the same and different between these periods and our world today?</li> </ul>			<ul style="list-style-type: none"> <li>- Know about <b>connections, contrasts</b> and <b>trends</b> over time</li> <li>Make a reasoned justification using a range of sources to answer the <b>enquiry</b> question.</li> <li>- Suggest strategies to help them to answer enquiry questions.</li> </ul>				
<b>Specific skills</b>	<p><b>Extracting</b> - is what children learn from a particular source.</p> <p><b>Evaluating</b> - Is the source of information reliable and valid?</p>					<p><b>Interrogation</b> - what else would the children like to find out?</p>							
<b>Key Threads</b>	Achievements (What is their legacy?)			Society	Settlements	Battles	Entertainment	Diet	Transport	Religion			

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### What's the big picture?

In Year 1 the children were introduced to the key threads which run throughout our history curriculum. They completed a local area study, exploring maps and other sources to make links between the past and present. They completed an in depth study of the work of George Stephenson and how transport has evolved, this included sequencing timelines in order to develop early chronological understanding.

They have also learnt about the Great Fire of Gateshead, which happened after the Great Fire of London - they will use this prior learning to make comparisons between the two events.

### National Curriculum Principles

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time
- 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.
- Pupils 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
- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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
- Significant historical events, people and places in their own locality.

### Websites/ Resources

<https://www.mrtdoeshistory.com>

<http://www.chronozoom.com/#/t00000000-0000-0000-0000-000000000000> - An interactive timeline resource to explore the scale of time

<https://www.timemaps.com> - An interactive timeline resource to help children concurrence

<https://www.mylearning.org> - Sources and artefacts from museums and archives

<https://schools.firstnews.co.uk/wp-content/uploads/sites/3/2018/09/Ancient-Wonders-Then-and-Now-Teacher-Pack.pdf>

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[www.mrcarterrocks.wixsite.com/historyrocks](http://www.mrcarterrocks.wixsite.com/historyrocks)

Enquiry Question - What impact did the Great Fire of London have on the nation?			
Objectives	Suggested enquiry specific 'I can' statements	Key Threads	Knowledge and Key Vocabulary
<ul style="list-style-type: none"> <li>I can show knowledge and aspects of the past beyond living memory, identifying characteristic features of a period.</li> <li>I can place Stuart England and 1666 on a timeline of British history, with a particular focus to the Great Fire of Gateshead.</li> <li>I can show understanding that the past has been interpreted in different ways.</li> <li>I can begin to realise that there are reasons why people acted as they did.</li> <li>I can select and combine information from different sources.</li> <li>I can give reasons for and results of changes.</li> <li>I can give reasons for actions.</li> <li>I can select 3 examples to demonstrate what they think might be significant.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify characteristics of Stuart London in 1666.</li> <li>I can assess the achievements of Stuart England, justifying which I believe to be most significant.</li> <li>I can compare and contrast housing of Stuart and Victorian Britain.</li> <li>I can identify similarities and differences in British Society.</li> <li>I recognise there may be different viewpoints about what or who caused the fire.</li> <li>I can recognise Samuel Pepys as significant, giving reasons.</li> <li>I can recall the key events of the Great Fire of London.</li> <li>I can consider lessons the people of Gateshead should have learnt from this fire, writing recommendations.</li> </ul>	<p><b>Maps</b> Timeline Artefacts</p> <p>Significant Event / Individuals</p> <p>Settlements (types of housing)</p> <p>Society</p> <p>Entertainment - toys and games in Stuart times.</p> <p>Transport (no fire service)</p> <p>Achievements (legacy)</p>	<p>Look at maps of the area this event took place. Identify when Stuart England was in comparison to history studied to date. Look at artefacts of Stuart England - diary/written accounts; photographs. Which 'Great Fire' came first (<a href="#">link back to Year 1 history</a>)</p> <p>Watch 'During the Great Fire' What impression does this give you? <b>Who were some of the main characters involved?</b> /Samuel Pepys/Thomas Bloodworth/King Charles II/fire and wind. Sir Christopher Wren (designer and architect built new building after the first, most notably St. Pauls)</p> <p><b>Why did the fire spread so disastrously?</b> Study Stuart England buildings/settlements - wooden houses close together/open fires/narrow alleyways for fire to jump/floors were made of straws.</p> <p><b>Could anything have been done to stop the spread of the fire?</b> Evidence - listen to accounts from different people decide their role in the fire/ did the contribute to the spread of the fire?</p> <p><b>Timeline of the event</b> - What did people do first? 2/9/1666 - 1am - bakery ablaze - family escaped except maid; 3am - fire spread several miles; 4am - Mayor awoken but took no action; London had no fire brigade; Duke of York took control - buildings were pulled down - water thrown using leather buckets and water squirter. Fire continued spreading! 4/9/1666 - gunpowder used to blow up buildings.</p> <p><b>What was the lasting legacy?</b> 13,200 homes lost, 87 churches lost. 1667 Rebuilding Act - upper floors of buildings could no longer overhang lower floors, buildings had to be made of brick or stone, water had to be easily accessed with lots of area. Streets were widened and straightened</p> <p><b>Who was more significant?</b> Samuel Pepys or Sir Christopher Wren?</p>

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What could the people of Gateshead have learnt from this tragedy?

**Enquiry Question - Why was the introduction of Newcastle 'Castle' so important to our heritage?**

Objectives	Suggested enquiry specific 'I can' statements	Key Threads	Knowledge and Key Vocabulary
<ul style="list-style-type: none"> <li>I can <u>apply</u> and <u>use</u> key historical vocabulary correctly to describe the passing of time.</li> <li>I can <u>sequence</u> a timeline to show that events happen in chronological order.</li> <li>I can use sources to make simple inferences, suggesting why certain items are linked to an individual.</li> <li>I can identify that people have lived in the distant past.</li> <li>I realise life was different for different people in history.</li> <li>I can begin to answer a simple enquiry using selected sources as evidence.</li> <li>I can begin to form an opinion with reasoned evidence.</li> <li>I can begin to <u>ask</u> historically valid questions about objects and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>I can consider the significance of a castle and its importance in defense.</li> <li>I can understand the importance of Newcastle 'Castle' and its significance in our area.</li> <li>I can identify the features of a castle and their purpose, including their insides.</li> <li>I can explain the impact of Knight's armoury in battle.</li> <li>I understand who lived and worked in castles and their importance in society.</li> <li>I can compare castles with similar building types looking at similarities and differences.</li> <li>I can compare and contrast Norman society with societal castle settlements.</li> <li>I can identify the impact of Norman entertainment on British society and in</li> </ul>	<p>Significant individual - knight</p> <p>Settlements</p> <p>Society</p> <p>Entertainment</p> <p>Battle</p>	<p><b>What is a castle?</b> - Heritage trail around Newcastle Castle. Children to identify key information about the castle.</p> <p><b>What important building features did castles need to have?</b> Why did Castles need these important features? Introduce children to term '<b>Medieval</b>' period (Around 500AD - 1500AD).</p> <p><b>Compare with other castles</b> -ask children to place images in order on a timeline. Can they explain choices? Children use secondary sources to check dates each one was built.</p> <p><b>Identify the similarities and differences between castles, palaces and fortresses:</b> <i>Main castle gate/door - hard to break through as made from thick, iron studded wood. Moats surround the castle - harder for enemies to tunnel underground and filled with water - enemies could easily be spotted trying to swim or row across. Gate towers - useful for shooting down from. Built on high ground - meant defenders had a good view of the local area. High walls - difficult for enemies to climb. Curtain walls around castle - tall and thick, to shield the castle. Flanking towers - built in curtain walls - defenders could view and attack enemies from. Portcullis - spiked metal or wood barrier - protected the door from fire and battering - lowered by chains. Drawbridge = pulled up - stopped enemies getting across! Bailey - inner courtyard in middle of castle - had different types of castle buildings on it. Ramparts - steep banks of Earth or rubble surrounding the castle = making it harder for enemies to climb up. Battlements - tooth shaped top of the castle walls where defenders could hide (morlans) and fire missiles through gap (crenels). Dungeon, great hall, keep, knight - suit armour. Tower built later = more support, grander. Arrow loops. Garth - area once surrounded by castle walls.</i></p> <p><b>Who were the Normans?</b> Look at origins of Newcastle Castle - armies, criminals imprisoned and executed. Rebuilt in the 12th Century out of</p>

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<ul style="list-style-type: none"><li>• I can <u>attempt</u> to make historical predictions.</li><li>• I can give a reasoned response for my choice about Norman achievements</li></ul>	<p>castles.</p> <ul style="list-style-type: none"><li>• I can identify Robert Curthose as a significant individual and his effect on our area</li></ul>		<p>stone. 1080 - Robert Curthose (eldest son of William the Conquerer) sent North to deal with raids by the Scots. Helped secure Norman rule and Tyne Bridge.</p> <p><b>Knight - sword, shoulder guard, gauntlet, breast plate, helmet, visor, throat guard, chainmail, leg plate, cuisses. Weapons: battle axe, bow, iron-headed spear, lance, long kite shaped shield, wooden clubs</b></p>
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