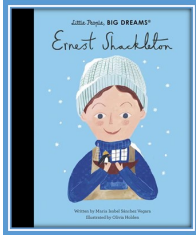

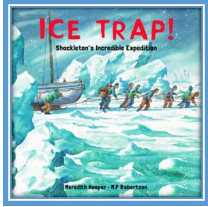
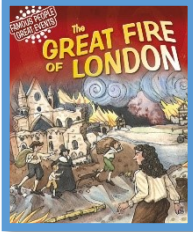




YEAR 2

HISTORY CURRICULUM

Year 2 History - Broader Curriculum Aims and Objectives

National Curriculum Key Themes	Topics of Study-Substantive Concepts
<ul style="list-style-type: none"> The lives of significant individuals. Significant events beyond living memory that are significant nationally or globally. Significant historical people and places in their own locality. 	<ul style="list-style-type: none"> Great Explorers-Captain Cook and Ernest Shackleton-Local History/Settlements and Social History. The Great Fire of London-Communication and Invention
Key Historical Knowledge and Understanding	Vocabulary
<ul style="list-style-type: none"> Captain James Cook was an explorer born in Marton, who was the first to map the eastern coast of Australia at around the same time, as the Montgolfier Brothers invented the hot air balloon. Captain Cook made three voyages in his lifetime. He uncovered lots of important information about the world we live in now. He reached and mapped the eastern coast of New Zealand. Maps are a source of historical evidence. Ships now travel faster, use technology to navigate and carry passengers. They are made from steel instead of wood and are powered by engines rather than sails. It is now safer to travel longer distances because of this. Both Cook and Shackleton were determined sailors and explorers who died during one of their expeditions. Both are significant in the history of Antarctic exploration. Since the days of both men, it has become much easier to explore Antarctica. The Great Fire of London started on 2nd September 1666 in a bakery on Pudding Lane. The fire blazed for just under 5 full days. Most of what we know about the fire comes from details written in Pepys' diary. He buried it underground with his wine and cheese to keep it safe. The fire spread easily because the houses in London were built close together from wood & straw. The weather at the time was dry and windy which also helped the fire to spread. There was not a fire brigade. The fire was eventually put out by pulling down/blowing up houses to create fire breaks. There are different opinions about who was to blame. London had to be rebuilt after the fire and it took over 50 years. It was built in a safer and more organised way. The first London fire brigade was created following the Great Fire. 	<p>timeline, explorer, map, significant, source, diary, past, present, change, memory, century, change, evidence, community, architect, Antarctica, expedition, South Pole, voyage, coast, settlement, architecture, conditions, Major, King, government, fire break.</p>
	Quality Literature Links
	   

Year 2 Disciplinary Knowledge

Cause & Consequence	Change & Continuity	Similarity & Differences	Historical Significance	Sources & Evidence	Historical Interpretation
Understand that there are reasons why people in the past acted as they did. Identify causes and consequences from the past.	Identify similarities and differences between ways of life in different periods.	Identify similarities and differences between societies e.g. London now and in 1666.	Identify why certain people/events are significant in the wider context of history e.g. Captain James Cook.	Look at a source to find answers to questions about the past. Choose and select evidence (provided) and say how it can be used to find out about the past.	Look at more than two versions of the same event or story in history and identify differences.

PRIOR LEARNING LINKS

- **EYFS Foundations for History:** Learn about Captain Cook and his importance to their own locality. Visited his Birthplace museum.
- **Y1: Fantastic Flights:** Learnt about changes to ships and about the bravery and determination shown by significant inventors and individuals such as Amelia Earhart.



Year 2 History

Unit of Learning: Great Explorers

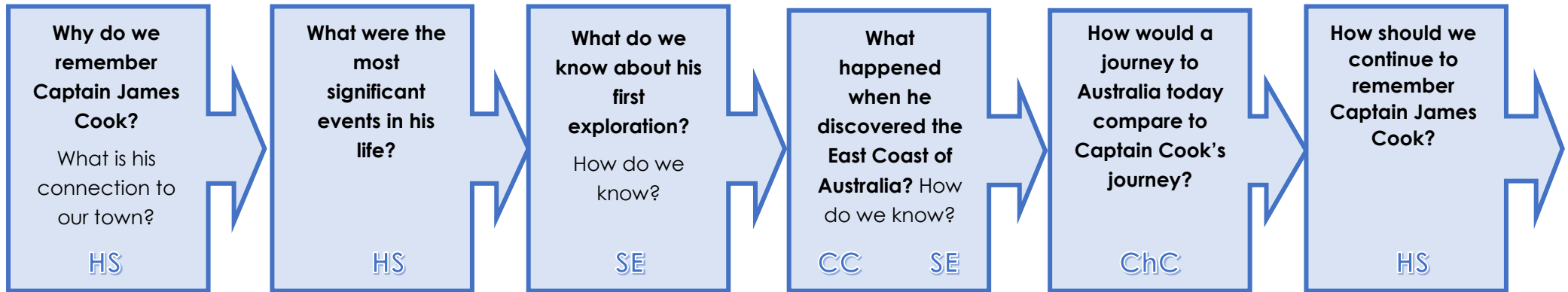
Substantive Concept: Local History/Settlements and Social History

What is the impact and legacy of Cook's voyages?

FUTURE LEARNING LINKS:

- **Y2 The Great Fire of London:** learn about the key events in the build-up, during and after. Significant individuals involved. Comparing modern day fire fighting equipment and building materials to those during this time period and how this impacted on the magnitude of the fire.

Teaching Sequence for this Unit.



How we 'work' and 'think' like an Historian

Cause and Consequence - CC	Change and Continuity - ChC	Similarity and Difference - SD	Historical Significance - HS	Sources and Evidence - SE	Historical Interpretations - HI
Why an event occurred, or the consequences of an event.	The extent, nature or pace of change across time.	Analysing similarities and differences within or between groups, places or societies in the same time period.	How historians and others decide whether historical events or people are significant- criteria used.	Use of sources and evidence to investigate and make claims about the past.	How and why historical interpretations are different.

PRIOR LEARNING LINKS

- **Y1 Fantastic Flights:** Learnt about changes to ships and about the bravery and determination shown by significant inventors and individuals such as Amelia Earhart.
- **Y2 Captain James Cook** - Learnt about the life and achievements of Captain James Cook. Placed significant events on a timeline. Consider the impact his discoveries and maps have had on Britain today.



Year 2 History

Unit of Learning: Great Explorers

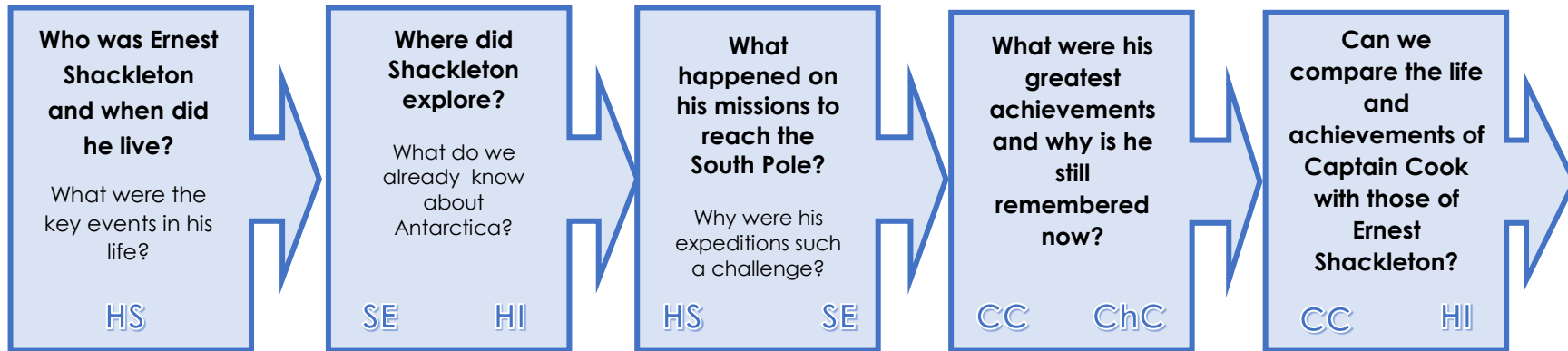
Substantive Concept: Communication and Invention

Whose achievements were greatest: Cook or Shackleton?

FUTURE LEARNING LINKS

- **Y2 The Great Fire of London:** learn about the key events in the build-up, during and after. Significant individuals involved. Comparing modern day fire fighting equipment and building materials to those during this time period and how this impacted on the magnitude of the fire.

Teaching Sequence for this Unit.



How we 'work' and 'think' like an Historian

Cause and Consequence - CC	Change and Continuity - ChC	Similarity and Difference - SD	Historical Significance - HS	Sources and Evidence - SE	Historical Interpretations - HI
Why an event occurred, or the consequences of an event.	The extent, nature or pace of change across time.	Analysing similarities and differences within or between groups, places or societies in the same time period.	How historians and others decide whether historical events or people are significant- criteria used.	Use of sources and evidence to investigate and make claims about the past.	How and why historical interpretations are different.

PRIOR LEARNING LINKS

EYFS FOUNDATIONS FOR HISTORY:

Learnt about the modern day fire brigade through looking at people who help us within the community.

Y1 Fantastic Flights: Looked at the impact of flight and how aeroplanes have changed over time. Looked at the difference this has made to people's lives.



Year 2 History

Unit of Learning: Great Fire of London

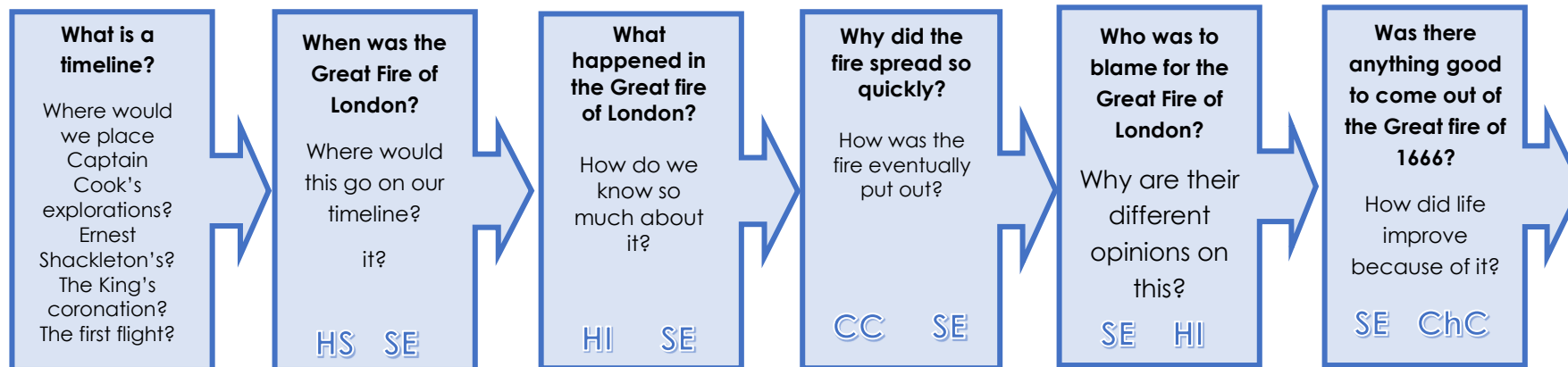
Substantive Concept: Settlements and Social History/Communication and Invention

What impact did the Great Fire of London have on Britain?

FUTURE LEARNING LINKS -

- Turning points in British History– Y4 The Romans and Year 6: The Battle of Britain.
- **Y4 Romans:** Learn that London was founded by the Romans and was their largest settlement.
- **Y5 Anglo-Saxons and Vikings:** Learn about the most famous Anglo-Saxon King, Alfred the Great who fought against the Viking invaders and defended England from them.

Teaching Sequence for this Unit.



How we 'work' and 'think' like an Historian

Cause and Consequence - CC	Change and Continuity - ChC	Similarity and Difference - SD	Historical Significance - HS	Sources and Evidence - SE	Historical Interpretations - HI
Why an event occurred, or the consequences of an event.	The extent, nature or pace of change across time.	Analysing similarities and differences within or between groups, places or societies in the same time period.	How historians and others decide whether historical events or people are significant- criteria used.	Use of sources and evidence to investigate and make claims about the past.	How and why historical interpretations are different.

Year 2 Sequence of Knowledge

Key Knowledge and Vocabulary: Great Explorers-Captain Cook

<ul style="list-style-type: none"> * Captain James Cook was an explorer, who was the first to map the eastern coast of Australia at around the same time, as the Montgolfier Brothers invented the hot air balloon. * He was born in Marton. 	<ul style="list-style-type: none"> * Captain Cook made three voyages in his lifetime. * He sailed around the world twice. * He uncovered lots of important information about the world we live in now. 	<ul style="list-style-type: none"> * Cook travelled to the Pacific Ocean on his ship called the Endeavour. * He reached and mapped the eastern coast of New Zealand. * Maps are a source of historical evidence. 	<ul style="list-style-type: none"> * He continued on from New Zealand to Australia. * He landed in Botany Bay in 1770. * He made contact with indigenous people. 	<ul style="list-style-type: none"> * Ships now travel faster , use technology to navigate and carry passengers. * They are made from steel instead of wood and are powered by engines rather than sails. * It is now safer to travel longer distances because of this.
Explorer, map, coast, Australia, invention, travel, birthplace.	Explorer, voyage, lifetime, past, present, maps, navy.	Vessel, map, coast, historical source, evidence.	Voyage, map, coast, Australia, Endeavour, landed, , native.	Technology, navigate, steer, passengers, power, engines.

Key Knowledge and Vocabulary: Great Explorers-Shackleton

<ul style="list-style-type: none"> * Captain Cook is famous for being the first to map the Eastern coast of Australia. * Over 100 years later Ernest Shackleton, another explorer and sailor, set the record for getting the closest to the South Pole. 	<ul style="list-style-type: none"> * The South Pole is located near the middle of Antarctica. * It is near the bottom of the planet and is so cold that nothing can live there permanently. * Shackleton went on several trips to explore the South Pole. 	<ul style="list-style-type: none"> * Each time he went on an expedition, he got closer to the South Pole. * He was unable to be the first to reach the South Pole because during one of his expeditions he became ill and during another his ship got trapped in the ice. 	<ul style="list-style-type: none"> * Even though he couldn't be the first to reach the South Pole, he still led an expedition there called 'Endurance' because he was determined to continue with his travels. * He was knighted (made a sir) for his achievements. 	<ul style="list-style-type: none"> * Both Cook and Shackleton were determined sailors and explorers who died during one of their expeditions. * Both are significant in the history of Antarctic exploration. * Since the days of both men, it has become much easier to explore Antarctica.
Explorer, record, significant, years, later.	Located, planet, cold, harsh, conditions, permanently.	Expedition, closer, conditions, difficult, health.	Endurance, determined, continue, knighted.	Determined, significant, exploration.

Key Knowledge and Vocabulary: The Great Fire of London

<ul style="list-style-type: none"> * Started on 2nd September 1666. The fire blazed for just under 5 full days. * King Charles II was on the throne at the time and was involved alongside the Lord Mayor and Samuel Pepys. 	<ul style="list-style-type: none"> * The fire started in a bakery on Pudding Lane in London when the baker's (Thomas Farriner) oven caught fire. * Most of what we know about the fire comes from details written in Pepys' diary. * He buried it underground with his wine and cheese to keep it safe. 	<ul style="list-style-type: none"> * The fire spread easily because the houses in London were built close together from wood & straw. * The weather at the time was dry and windy which also helped the fire to spread. * There was not a fire brigade. * The fire was eventually put out by pulling down/blowing up houses to create fire breaks. 	<ul style="list-style-type: none"> * There are different opinions about who was to blame. * The fire started because the bakery open had not been put out properly. However, it caused so much damage because over the way London was built and the lack fire safety equipment. 	<ul style="list-style-type: none"> * London had to be rebuilt after the fire and it took over 50 years. * It was built in a safer and more organised way. * The first London fire brigade was created following the Great Fire.
Blaze, throne, significant, individuals, events.	Diary, first hand, historical account.	Building materials, conditions, fire break.	Opinion, interpretation, role, responsibility.	Redesigned, architecture, Christopher Wren