

Ashwell Primary School

History Curriculum

Year 2 - Knowledge and skills Organiser



Year 2- Key historical skills to be developed during Year 2		Key Vocabulary
<p><u>Chronological understanding and knowledge</u></p> <ul style="list-style-type: none"> Record some events and people onto a timeline. Remember a few significant names and dates. Use common words and phrases related to the passing of time (now, then, before). Begin to use historical vocabulary (e.g. past, present, recently) <p><u>Change and development</u></p> <ul style="list-style-type: none"> Describe how the past and present are the same and different. Discuss the speed of change - sometimes in slow increments, sometimes in leaps. <p><u>Cause and effect</u></p> <ul style="list-style-type: none"> Recount key events from the past in their own words and begin to explain why these events happened. Begin to think about the impact that historical events have had on modern life <p><u>Significance and interpretation</u></p> <ul style="list-style-type: none"> Understand why the people and events being studied are important. Give their view with reasons e.g. Who was the greatest explorer? <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Ask and answer historically relevant questions. Compare events from different periods in history (e.g. different discoveries/voyages). <p><u>Using sources of evidence</u></p> <ul style="list-style-type: none"> Use a wide range of historical sources to answer questions and find out about the past. Compare different versions of a past event e.g. two different accounts, two different photographs of person or event. 		<p>recent</p> <p>timeline</p> <p>significant</p> <p>same</p> <p>different</p> <p>change</p> <p>impact</p> <p>compare</p> <p>artefact</p> <p>evidence</p>
<p>Prior knowledge / skills this builds on: Year 1</p> <p><u>Chronological understanding and knowledge</u></p> <ul style="list-style-type: none"> Recognise the difference between 'old' and 'new' Know where some basic events fit on a timeline, relating to their topic. Place some basic events onto a timeline and use this to support the retelling of past events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young <p><u>Change and development</u></p> <ul style="list-style-type: none"> Say how something is the same or different in the past. Develop a sense of time and how fast things change (e.g. differences between changes in their / their parents / their grandparents) <p><u>Cause and effect</u></p>	<p>What comes next: Year 3</p> <p><u>Chronological understanding and knowledge</u></p> <ul style="list-style-type: none"> Place historical periods studied on a time line and related to historical events studied at key stage 1. Understand a time line can be divided into BC and AD Order significant events from the periods studied. <p><u>Change and development</u></p> <ul style="list-style-type: none"> Describe different aspects of the everyday lives of people from the historical periods or societies studied and compare with our life today e.g. building, clothes, leisure activities. Relate the different periods of history studied to the local area e.g. Roman finds in Ashwell/Local Roman settlements- Verulamium <p><u>Cause and effect</u></p>	

- Begin to understand why events happened or why things changed.

Significance and interpretation

- Begin to understand why events and certain people in the past are important.

Historical enquiry

- Ask and answer some historical questions.
- Sort pictures, objects, events into 'old' and 'new'

Using sources of evidence

- Use different sources of evidence to investigate the past e.g. artefacts, pictures, stories, the Internet and databases.
- Begin to understand different ways we can learn about the past (e.g. images, stories etc)

- Investigate, question and give reasons for events in the past (e.g. why did the first Roman invasions of Britain fail, but later ones were successful?)
- Describe the impact of events on modern life (e.g. the legacy of the Roman Empire)

Significance and interpretation

- Discuss how and why events and people being studied are significant.
- Express preferences and personal responses to topics being studied and back-them up with evidence.

Historical enquiry

- Ask relevant questions about history and begin to suggest how these might be answered.
- Use phrases such as before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age.

Using sources and evidence

- Use a range of sources and artefacts to learn about the past
- Begin to understand that there are different accounts of history

Year 2 – The Great Fire of London

Core Knowledge to be acquired:

- Know the causes and effects of the Great Fire of London, looking at the way the fire began and the reasons why it spread so quickly.
- Read eye-witness accounts of the Great Fire and use these to build an understanding of what it would have been like to live in London at the time.
- Explore secondary evidence, including paintings and reports, and consider how these can add to our understanding of the Great Fire.
- Place the events of the Great Fire on a timeline, linking this to other time periods that have been studied across KS1.
- Compare the ways that firefighters combat fire today compared to 1666 and discuss reasons for these changes.
- Investigate the way the Great Fire is remembered- including the diaries of Samuel Pepys.
- Understand the changes this event brought about e.g. How London was rebuilt, fire safety.
- Link to Local event- The Fire of Ashwell- When did it occur? Where? Why?

Key Vocabulary:

London
fireman
fire brigade
escape
Pudding Lane
Samuel Pepys
Lord Mayor
River Thames
Stuart
leather buckets
King Charles II
plague
fire chain
possessions

Curriculum Enrichment / Cultural Capital Opportunities

- Opportunities to explore artefacts linked to the Fire of London.

Year 2 – Florence Nightingale and Mary Seacole

Core Knowledge to be acquired:

- Know about the early life of Florence Nightingale and Mary Seacole when and where they lived.
- Explore traditional expectations for women in Victorian times and compare with today.
- Investigate the prejudice experienced by Mary Seacole.
- Understand what it was like for soldiers and nurses during the Crimean war.
- Understand the impact of their work on the hospitals during the Crimean war.
- Compare similarities and differences between medical care now and during Victorian times.
- Begin to understand the impact their work had on nursing.
- Order and summarise the main events in the life of Florence Nightingale and Mary Seacole.
- Compare the similarities and differences between the life stories of Florence Nightingale and Mary Seacole.

Key Vocabulary:

Lady of the lamp
Crimean War
lamp
soldier
hospital
war
medal
Red Cross
charity
nurse
Scutari
Jamaica
herbal remedies
prejudice

Curriculum Enrichment / Cultural Capital Opportunities

- Florence Nightingale workshop from North Herts Museum Service

Year 2- Explorers

Core Knowledge to be acquired

- Understand the concept of 'explorers', asking questions about their role, the kind of people they might have been and the way exploration might have changed.
- Describe the journey of Robert Falcon Scott. Identifying where he went, what equipment he used and what his journey was like.
- Identify why his journey was significant.
- Identify how this explorer is remembered.
- Contrast with a modern explorer. Identifying how his/her journey was similar/different.

Key Vocabulary:

explorer
expedition
Antarctic
South Pole

Curriculum Enrichment / Cultural Capital Opportunities

Prior knowledge / skills this builds on:

Year 1 - Changes within living memory- Toys
Year 1 - Events beyond living memory- Castles
Year 1 - The lives of significant individuals from the past- Grace Darling

What comes next:

World History

Year 3- The achievements of the earliest civilisations- Ancient Egyptians

British History

Year 3- The Roman Empire and its impact on Britain