

# 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><b><u>Chronological understanding and knowledge</u></b></p> <ul style="list-style-type: none"> <li>▪ Record some events and people onto a timeline.</li> <li>▪ Remember a few significant names and dates.</li> <li>▪ Use common words and phrases related to the passing of time (now, then, before).</li> <li>▪ Begin to use historical vocabulary (e.g. past, present, recently)</li> </ul> <p><b><u>Change and development</u></b></p> <ul style="list-style-type: none"> <li>▪ Describe how the past and present are the same and different.</li> <li>▪ Discuss the speed of change - sometimes in slow increments, sometimes in leaps.</li> </ul> <p><b><u>Cause and effect</u></b></p> <ul style="list-style-type: none"> <li>▪ Recount key events from the past in their own words and begin to explain why these events happened.</li> <li>▪ Begin to think about the impact that historical events have had on modern life</li> </ul> <p><b><u>Significance and interpretation</u></b></p> <ul style="list-style-type: none"> <li>▪ Understand why the people and events being studied are important.</li> <li>▪ Give their view with reasons</li> </ul> <p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"> <li>▪ Ask and answer historically relevant questions.</li> <li>▪ Compare events from different periods in history (e.g. different discoveries/voyages).</li> </ul> <p><b><u>Using sources of evidence</u></b></p> <ul style="list-style-type: none"> <li>▪ Use a wide range of historical sources to answer questions and find out about the past.</li> <li>▪ Compare different versions of a past event e.g. two different accounts, two different photographs of a person or event.</li> </ul>	<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><b><u>Prior knowledge / skills this builds on: Year 1</u></b></p> <p><b><u>Chronological understanding and knowledge</u></b></p> <ul style="list-style-type: none"> <li>▪ Recognise the difference between 'old' and 'new'</li> <li>▪ Know where some basic events fit on a timeline, relating to their topic.</li> <li>▪ Place some basic events onto a timeline and use this to support the retelling of past events.</li> <li>▪ 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</li> </ul> <p><b><u>Change and development</u></b></p> <ul style="list-style-type: none"> <li>▪ Say how something is the same or different in the past.</li> <li>▪ Develop a sense of time and how fast things change</li> </ul> <p><b><u>Cause and effect</u></b></p> <ul style="list-style-type: none"> <li>• Begin to understand why events happened or why things changed.</li> </ul>	<p><b><u>What comes next: Year 3</u></b></p> <p><b><u>Chronological understanding and knowledge</u></b></p> <ul style="list-style-type: none"> <li>▪ Place historical periods studied on a timeline and related to historical events studied at key stage 1.</li> <li>▪ Understand a timeline can be divided into BC and AD</li> <li>▪ Order significant events from the periods studied.</li> </ul> <p><b><u>Change and development</u></b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Relate the different periods of history studied to the local area e.g. Roman finds in Ashwell/Local Roman settlements- Verulamium</li> </ul> <p><b><u>Cause and effect</u></b></p>

### **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.
- Visit to Ashwell Village Museum

## 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

### **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