

History - Year 2

Purpose of Study

In ensuring high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. Children are encouraged to make links to their prior learning in History and other subjects and identify themes and trends that run through their History topics. For example, children are encouraged to think about the concept of exploration or cultural change within the context of different time periods and different parts of the world. Children are given the opportunity to learn about local History that is relevant to them and the History of different cultures around the world. They will develop their own lines of enquiry by asking and answering questions based on sources and artefacts, and they are encouraged to think about the key historical concepts through creative activities such as drama, hot seating, discussion and debate, the use of video and Mantle of the Expert. At South Gosforth, we ensure that History has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain a deeper understanding of the complexities of the subject.

Aims

In line with the National Curriculum for History it is our aim to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Autumn	The Great Fires	
Culture	Prior Learning Year 1 – Children can locate and name the city of Newcastle and the River Tyne. Children can locate and name the capital city of London. They understand events can be ordered chronologically and that events happened before they were born.	
Creativity	Key Learning Intentions To understand and know about events beyond living memory. To know about significant historical events, people and places in their own locality. To use stories and other sources to show understanding of key features of an event.	
Challenge	To label timelines key historical terms and key dates. To ask and answer questions about the past.	
Character	Overview of historical knowledge Children will know the key events of the Great Fire of London including dates and understand why the fire spread and eventually stopped. They will explain the use of Samuel Pepys’ diary in gaining information about the events. They will understand how London has changed as a result from the fire including the design and structure of St Paul’s Cathedral making reference to Christopher Wren. Finally, they will compare with the events of the Great Fire of Newcastle and Gateshead.	Key Vocabulary impact, century, significant, reign, Christopher Wren, King Charles II, Samuel Pepys, ember, thatched roof, leather bucket, bakery, rebuild, artefact, evidence.
	Overview of historical skills Children will find out about the past by using a range of sources and asking and answering questions. They will answer the question - What caused the Great Fire of London? And then talk, draw and write using historical vocabulary to organise and communicate their findings and ideas. They will discover why both fires happened and what changed as a result, the cause and consequence . They will draw a simple timeline to show the events of the fire to further develop chronological understanding.	
	Milestones of learning	
	Context and causes of fire starting Children will know where London and the River Thames is. They will have understanding of what London was like before the fire. They will be able to explain the causes of the fire. They will understand buildings at that time were mainly built of timber with thatched roofs.	Use maps and aerial photos to recap the location of London and the River Thames. They will use sources to explore the reasons for the fire starting – use photos, maps, written accounts to show the causes of the fire.
	Events - sequence Children will explore the usefulness of some sources and what makes a source accurate. They will know Samuel Pepys’ dairy is one useful piece of evidence to show us what happened.	Create a timeline of events using extracts from Samuel Pepys’ diary Use circles of relevance to look at a range of sources to show which ones are best at showing what happened during the fire.

	<p>Causes of fire spreading Children will understand that there was not one reason for the fire to spread; there were factors such as the material of the building, the proximity of the buildings to each other, other materials around London at the time eg.straw/hay, weather, draught, lack of fire service.</p>	<p>Use models or 'human streets' to show how the fire spread.</p> <p>Children to make choices as to what they think was most important reasons why the fire spread – rank or use circles of relevance.</p> <p>Children to justify their choices with reasons.</p>
	<p>Consequences Children will understand the significance of re-building London and the importance of Christopher Wren's re-design of London.</p>	<p>Compare the maps of London after the fire – what do you notice? Explore the buildings that Wren designed - sketch some of the children's favourites. Use the picture of the London street to reason which building had survived the Great Fire of London (see resources of rebuilding London).</p>
	<p>Newcastle – causes, events and consequences Compare the 2 fires – same/different</p>	<p>Use story map to retell the Great Fire of Newcastle and Gateshead. Use the model of same and different to compare the fires.</p> <p>Reason – which fire had the biggest impact and why?</p>
	<p>Assessment</p> <p>Before and after the fire image of London – compare and contrast explaining differences</p>	
	<p>Enhancements Discovery Museum – Great Fire workshops Trail of Newcastle Quayside to explore locations of Great Fire of Newcastle.</p>	

Spring	Explorers	
Culture	<p>Prior Learning Year 1 – Children have previously looked at exploration in Space, and return to the concept of exploration in a different context. They have looked at events beyond living memory.</p>	
Creativity	<p>Key Learning Intentions To know about the lives of significant individuals. To use stories and other sources to show understanding of key features of an event. To identify different ways in which the past is represented. To ask and answer questions about the past.</p>	
Challenge		
Character	<p>Overview of historical knowledge Children will know that Columbus was a world-famous navigator and explorer whose daring voyages in search of the Indies led to the opening of the Americas. The world today would be a very different place if he had not set sail. This changed the world as he kick-started the move of people from Europe to the Americas, what became known as the New World. Children will explore the common misconception of Columbus 'discovering' America,</p>	<p>Key Vocabulary Significant Expedition Indigenous Trade</p>



when there were already indigenous people living there. The children will then look at the Muslim explorer Ibn Battuta and know more about his life and the significance of his travels in the modern day Arab countries.		Hajj Memorial
Overview of historical skills Children will be introduced to the idea of different historical perspectives on the same person and event, and begin to use evidence to show differing perspectives, drawing their own conclusions. They will examine Battuta’s writings and evaluate their accuracy and usefulness.		
Milestones of learning		
Context The children will know who Christopher Columbus was, when he travelled and which countries he visited. They will be able to show this in the context of other history units studied. They will be able to plot his route on a map and name the countries he visited (using their modern names).	Create class timeline showing units work covered already in Year 1 and then the Great Fires studied in year 2 – place the life of Christopher Columbus on this map. Recap vocab of ‘explorer’ and their knowledge of what that means in relation to Neil Armstrong studied in Year 1. Use maps and atlases to plot routes and name countries.	
Events The children will know why Christopher Columbus made his journeys and what the purpose of them was. They will be able to sequence the significant events in his lifetime.	Children to create a timeline of events showing major events and achievements in Columbus’ life. Use pictures as a stimulus for events and children to add captions to further explain.	
Impact of Columbus Children will look at the legacy of Columbus eg. Places named after him in the Americas, Columbian exchange, start of the slave trade. They will look at a range of sources to explore what they think of him.	Give children range of sources and use zones of relevance to decide how important they are in telling us about Columbus. Children to give opinion about Columbus (or, use Mantle Day for this purpose).	
Context Children will know who Ibn Battuta was and the significance of his life. They will be able to locate and name countries he visited (using their modern names).	https://www.ducksters.com/history/islam/ibn_battuta.php https://www.bbc.co.uk/teach/class-clips-video/ks2-ibn-battuta/zmqgnrd Add Battuta’s life to the class timeline. Use maps and atlases to plot routes and name countries. Children to choose a significant event from his life to draw and label - they will explain their choice of why they think it was the most significant.	
Significance of Battuta Children will know that Battuta dictated his life when he returned home. They will use extracts from his Rihla	Look at different ways in which Ibn Battuta’s life has been remembered. Ask the children to think about which memorials are the most appropriate for Ibn Battuta and why they have made that choice. E.g. stamps with Ibn Battuta’s profile from Morocco, the	

	explore the usefulness and accuracy of these sources and ask how he could remember such detail.	Democratic Republic of North Korea; Ibn Battuta's shopping mall in Dubai; Ibn Battuta airport in Tangier; Ibn Battuta crater on the moon; film about his life. Children to create their own new memorial for Battuta
	Assessment Use same and different to compare Battuta and Columbus	
	Enhancements Mantle of the Expert - Children use role play to hold a 'trial' to decide whether Columbus was a hero or villain.	

Summer	Wings to fly	
Culture	Prior Learning The children are familiar with advancements in technology in transport, from year 1, looking at the history of rail with a focus on George Stephenson. They are familiar with exploration from the previous unit looking at Columbus and Ibn Battuta, crossing Atlantic and middle east. Through their geography they are familiar with the continents and oceans of the world.	
Creativity	Key Learning Intentions To know about the lives of significant individuals. To label timelines key historical terms and key dates. To use stories and other sources to show understanding of key features of an event. To identify different ways in which the past is represented. To ask and answer questions about the past.	
Challenge		
Character	Overview of historical knowledge Pupils will know that Amelia Earhart was a significant figure in the advancement of flight in the 20 th century. Pupils will know that she is significant because she broke many flight records, worked as a mechanic and as writer, during a time when this was uncommon for women. They will know that the Wright brothers made the first aeroplane flight in 1903. Pupils will know that Amelia Earhart was only the 16 th woman to get her pilot's license and that she was the first woman to fly solo cross the Atlantic. They will know what happened to Amelia and that her disappearance on her final flight is still a mystery. Pupils will understand that advancements in flight happened quickly throughout the 20 th century and by 1969, humans were able to land on the moon.	Key Vocabulary Aviator Pilot Pioneer Solo Disappearance Astronaut
	Overview of historical skills Pupils will compare significant individuals in the theme of flight, focusing on the achievements of Amelia Earhart and explaining what made her achievements significant. They will gain an insight into how lives in the past were different to their lives now. This unit will move pupils' understanding of significance forward by helping them to realise that Significance can change over time - someone can be significant now for reasons that were not thought important in early 20 th century, and vice versa, and that there are many different reasons for people being	



thought of as 'Significant.' Pupils will gain more understanding of chronology in the 20 th century, through the theme of flight. Over the unit the children will place events on a timeline .		
Milestones of learning		
Context Pupils will know that humans have always been interested and intrigued by flight. They will know that the first flight was by hot air balloon in 1783 by Montgolfier in Paris. They will know that the Wright brothers experimented with flying machines and made the first successful flight in 1903.	Use painting and the story of Icarus to introduce humans desire to fly. Use photos and videos to show the first aeroplanes from the Wright brothers. Compare to the first jet powered flight with passengers in 1957 from Boeing. What do the children notice about the first planes and the jet planes? Create a timeline to show the advancement from hot air balloon flights to modern jet plane flights.	
Significance Pupils will be introduced to some of the first significant aviators eg. Louis Bleriot who made the first flight over the English Channel in 1909, John Alcock and Arthur Whitten Brown who made the first transatlantic flight in 1919 and Charles Lindbergh who made the first solo transatlantic flight in 1927. They will know that Amelia Earhart was the first woman to make the transatlantic flight and the first non-stop solo flight across the USA.	Introduce vocabulary of 'aviator' Introduce the first aviators and look at their achievements. What do the children notice? They are mostly male - why do they think that was? Use photo prompts and dates to write simple sentences about the first aviators. Children to discuss why they think this made Amelia Earhart a significant person.	
Life events and careers Pupils will know that Amelia Earhart was born in America and that her family encouraged her and her sisters to have more freedom than girls usually did at this time. They will know that she worked as a nurse and a mechanic as well as being an aviator. They will know about her flying achievements and then that in her attempt to fly around the world, she went missing and was never seen again.	Use variety of sources eg. Videos, photos, texts to find out about key events in Amelia's life. Use key events to create a timeline of Amelia's life.	
Advent of flight across the 20 th century Pupils will develop their understanding of the relatively short time span between first exploration into space and the Wright brothers first flight. They will know that Yuri Gangarin was the first human in space in 1961 and Valentina Tershkova was the first woman in space in 1963.	Introduce and explore the vocabulary of astronaut. Examine timeline of who (and what) went into space ie. Animals went first! Look at time periods between first hot air balloon flight and the Wright brothers' flight and then at the time period between the Wright brothers' flight and the first human flight into space. Then look at the time period between first man on the moon and Tim Peake visiting the space station.	



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		Children to explore the question - how did the Wright brothers' invention help Tim Peake to travel into space?
	Assessment Pupils should order Amelia's life events by using diamond ranking tool to order the events from most to least significant - pupils should explain their choices.	
	Enhancements	