



Year 2: History



Autumn Term – History Makers

Enquiry: *Who is the greatest history maker?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Through the study of photographs, paintings, statues, sculpture, map, murals, buildings, engravings and books, our Year 2 historians will learn about events beyond living memory that are significant nationally or globally. They will be supported to understand what a range of people remembered by history achieved and to consider which they feel was the most significant.</p>	<ul style="list-style-type: none"> ➤ Who Guido (Guy) Fawkes was and what he attempted to do in 1605 ➤ Why Guy Fawkes and his conspirators planned to blow up Parliament ➤ How this failed attempt is commemorated each year ➤ Why Guy Fawkes can be considered a significant person in history ➤ What Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O'Malley and Elizabeth I achieved in their lifetimes ➤ How the accomplishments of these people compare with each other ➤ Which they consider having made the most significant contribution as a 'history maker' ➤ What perspective means when it comes to judging people and events in history 	<p>Identify Distinguish something or someone from others that may be similar.</p> <p>Describe 'Say what you see'. Give an account in words of something or someone.</p> <p>Observe Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others.</p> <p>Select Decide upon and choose that information considered most suitable or relevant.</p> <p>Categorise/Classify Arrange information into groups according to shared qualities or characteristics.</p> <p>Sequence Place a set of related events or things that follow each other into an order.</p> <p>Compare and contrast Find similarities and differences.</p> <p>Recall Remember and recount something learned.</p> <p>Reason/speculate Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition.</p> <p>Summarise Outline or sum up briefly the main points about something.</p> <p>Empathise Placing yourself in another's position to better understand their motives, decisions and actions.</p>

Sequence:

Earlier in Key Stage 1 pupils investigated a number of historical and modern explorers and compared their achievements and were supported to consider the personal qualities required to be a great explorer.

Important subject vocabulary

Discrimination - where someone or a group of people are treated differently or unfairly

New World - the lands of North America and South America that were not known to most Europeans until the

1500s Motive - the reason someone has for acting in a particular way

Conspiracy - a secret plan by a group to do something unlawful

Commemorate - doing something to mark an event or person from the past Effigy a model of a person such as a statue or dummy

Chieftain- a leader of a tribe or clan of people

Pharaoh - the kings and queens of Ancient Egypt

X-ray:- a photograph of the inside of the body created by using a small amount of radiation

Pirate - a person who attacks and robs ships at sea

Privateer - a person granted permission by a monarch to attack and rob ships owned by another country

Famous - someone known and recognised by many people for generally good reasons

Infamous - someone well known for doing something bad or unlawful

Spring Term

Enquiry: *How do we know so much about what happened in the Great Fire of London?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
Pupils should be taught about events beyond living memory that are significant nationally or globally. Using paintings and portraits, drawings, monuments, diaries, artefacts, maps, etchings and modern interpretations of events such as animations and graphic novel panels, the children will describe and explain the causes and effects of the fire in 1666.	<ul style="list-style-type: none">• The probable cause of the Great Fire of London in 1666• What living conditions in London were like for most people in 1666• How these conditions enabled the fire to spread so quickly• Some of the main events that occurred during the fire• The main effects of the fire on the city• The distinction between primary and secondary sources of evidence of the fire• Why some sources of evidence of the fire are more reliable and trustworthy than others• Who Samuel Pepys was and why his diary is an important source of primary evidence of the fire• The main actions that were taken to control the fire• Why the fire took so long to extinguish	<p>Identify Distinguish something or someone from others that may be similar.</p> <p>Describe 'Say what you see'. Give an account in words of something or someone.</p> <p>Observe Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others.</p> <p>Select Decide upon and choose that information considered most suitable or relevant.</p> <p>Categorise/Classify Arrange information into groups according to shared qualities or characteristics.</p> <p>Sequence Place a set of related events or things that follow each other into an order.</p> <p>Compare and contrast Find similarities and differences.</p> <p>Recall Remember and recount something learned.</p> <p>Reason/speculate Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition.</p> <p>Summarise</p>

	<ul style="list-style-type: none"> • What might have been done to control the fire earlier 	<p>Outline or sum up briefly the main points about something.</p> <p>Empathise Placing yourself in another's position to better understand their motives, decisions and actions.</p>
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Sequence:

Earlier in Key Stage One, the children have explored the concept of historical significance and learned that the achievements of some individuals, places and events in history are considered more significant than others. They have also learned about significant people, places and events in their locality.

Important subject vocabulary

Extinguish - put out a fire or light

Firebreak - a gap of cleared ground to prevent the spread of a fire

Sporadic - something that occurs only occasionally

Reconstruct - to rebuild or make again

Militia - a group of trained volunteers

Reticence - being nervous or anxious about doing something

Compensation - money paid to someone for things that has been lost or damaged

Lamentable - something very unfortunate or distressing

Hovel - a small building such as a hut with no running water or sanitation

Inflammable - something that can be set on fire easily

Tenement - a large building divided up into many small flats or apartments

Debris - the scattered pieces that remain after something has been destroyed

Summer Term –

Enquiry: *Why do we know so much about where Sappho used to live?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Pupils should be taught about events beyond living memory that are significant nationally or globally. Using photographs, paintings, sculptures, maps, frescos, drawings, mosaics, animated films and artistic reconstructions our Year 2 historians will understand what happened to the city of Vesuvius in AD 79 and why today it is one of the world's most important archaeological sites.</p>	<ul style="list-style-type: none"> • Where the remains of the ancient Roman city of Pompeii can be found today • What the Roman empire was and the lands it once covered • Why the Romans built a huge empire • Why the city of Pompeii was important to the Romans • What an archaeologist does • Some important artefacts that have been discovered at Pompeii by archaeologists • What these artefacts suggest about what life was like in Pompeii during the Roman Empire for both rich and poor people • Why the city of Pompeii was destroyed in AD 79 • The difference between primary and secondary sources of evidence of this event 	<p>Identify Distinguish something or someone from others that may be similar.</p> <p>Describe 'Say what you see'. Give an account in words of something or someone.</p> <p>Observe Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others.</p> <p>Select Decide upon and choose that information considered most suitable or relevant.</p> <p>Categorise/Classify Arrange information into groups according to shared qualities or characteristics.</p> <p>Sequence Place a set of related events or things that follow each other into an order.</p> <p>Compare and contrast Find similarities and differences.</p>

	<ul style="list-style-type: none"> • How archaeologists and artists have gone about reconstructing what Pompeii looked like before it was destroyed • Why the bodies of many people who died at Pompeii were preserved and how they have since been restored 	<p>Recall Remember and recount something learned.</p> <p>Reason/speculate Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition.</p> <p>Summarise Outline or sum up briefly the main points about something.</p> <p>Empathise Placing yourself in another's position to better understand their motives, decisions and actions.</p>
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Sequence:

- Learned why some people and events in history are considered more important or significant than others – e.g., John Cadbury and the First World War

Important subject vocabulary

Reconstruction - building something again that has been destroyed

Artefact - an historic object made by a human being

Primary evidence - a source of information that was produced at the time of an historic event by someone who was there

Secondary evidence - information about an historic event that was collected afterwards by someone who did not witness it

Restoration - repair or bring something back to its original condition

Archaeologist - someone who studies the things that people in prehistoric times made, used and left behind to understand their lives

Merchant - someone who buys and sells goods to make a profit

Volcano - a landform (usually a mountain) from which red hot liquid rock, gas and ash erupts onto the Earth's surface

Pyroclastic flow - a dense mass of very hot and fast-moving ash which erupts from a volcano

Plaster cast - a mold made of a shape using white powder mixed with water that dries hard quickly

Unearthed - to discover something in the ground

Sulphur dioxide - a heavy, colourless and poisonous gas