

Year 2
History
Autumn 1
Fire fire

Previous learning: In this project, children revisit historical vocabulary related to time and are introduced to new terms and concepts. Children are introduced to the concept of historical periods and learn the names of periods in British history. Children have prior knowledge of London from previous geography topics.

Sticky Knowledge

1. The fire started in Pudding Lane, London
2. Fire spread because of a dry, hot summer, strong winds, wooden houses too close together and narrow streets.
3. King Charles II helped in different ways
4. Samuel Pepys diary gave us lots of information
5. Fire squinters, buckets of water, fire hooks and gunpowder were used to help put the fire out.

Lesson 1
History Driver

London

- To find out ways in which London has changed

Lesson 2
History Driver

Sources

- To use different sources to find out information.

Lesson 3
History Driver

Timeline

- To sequence the events of the Great fire of London

Lesson 4
History Driver

Why did the fire spread?

- To understand the reasons the fire spread.

Lesson 5
History Driver

How did people survive?

- To recognise how people acted during the fire.

Lesson 6
History Driver

Problems

- To identify at least 3 major problems caused by the fire.

Lesson 6

Journaling week
To consolidate their understanding of the causes of the Great Fire by attempting to re-design London to make sure a fire of that size never takes hold again

Vocabulary

Samuel Pepys, Pudding Lane, architecture, crowding, events, achievements

Lyfta link

[Keep London smiling](#)
[Experience millennium bridge](#)

**Year 2:
Spring 2
Crazy castle and Magnificent Monarchs**

Previous learning: In this project, children revisit historical vocabulary related to time and are introduced to new terms and concepts. Children are introduced to the concept of historical periods and learn the names of periods in British history. Children continue to build their understanding of historical sources and use royal portraits as a source of historical evidence.

Sticky Knowledge

1. Castles developed from wood to stone
2. Normans changed castles and more were built.. Skipsea.
3. Strong leaders needed castles
4. Elizabeth I was the daughter of Henry VIII
5. Queen Victoria reigned for 63 years,

Lesson 1
History Driver

What is a castle?

- To find out who built the first castles in the UK and why.
- To recognise the differences between different Norman castles.
- look at the Skipsea Castle as a significant Norman Castle, built in 1086.

Lesson 2
History Driver

What features do mediaeval castles have?

- To find out about the structure of mediaeval castles.

Lesson 3
History Driver

Power and rule Royal Portraits

- To understand that hierarchy is a way of organising people according to how important they are or were.
- To know that artefacts are objects and things made by people rather than natural objects. They provide evidence about the past.
- To be able to explain how Royal portraits show power and status.

Lesson 4
History Driver

Significant people - Elizabeth I

- To know that Elizabeth I was the daughter of Henry VIII
- To identify the impact of Elizabeth's actions/Important individual achievements include great discoveries and actions that have helped many people.

Lesson 5
History Driver

Significant people - Queen Victoria

- To understand the impact Queen Victoria had on British traditions and the British Empire.
- To be able to identify how significant events affect the lives of many people over a long period of time and are sometimes commemorate

Lesson 6
History Driver

Sovereign's timeline

- To be able to order the six significant sovereigns in English and British history - Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II - on a timeline.
- To know that a timeline is a display of events, people or objects in chronological order and that a timeline can show different periods of time, from a few years to millions of years.

Lesson 6

Journaling week

Vocabulary

evidence portrait Queen Victoria power ruler Century past Monarch Monarchy Empire significant, hierarchy, kingdom Castle.,Attack,Defend Fertile land,Moat Drawbridge,Bailey Arrow loops. Battlements ,Barbican Portcullis ,Tower/keep, Mediaeval, King, Queen, Lord, Lady, Taxes, turrets

Year 2
History
Summer 2
Exciting explorers

Previous learning:

Children will continue work from year 1 about comparing different time periods as well as using language associated with the past. In foundation children have looked at people who help us and will have looked at the modern fire service. In this history project, children focus on significant people throughout history.

Sticky Knowledge

1. A significant person is someone who has made big changes in their lifetime.
2. Captain Cook discovered Australia
3. Captain Scott tried to be the first to Antarctica.
4. Neil Armstrong was the first man on the moon.
5. They all used different navigation skills.

Lesson 1
 History Driver

What makes someone significant?

- To know that important individual achievements include great discoveries and actions that have helped many people.
- To be able to use historical models, such as diamond ranking, help us to organise and sort historical information.
- To be able to use historical models to make judgements about significance and describe the impact of a significant historical individual

Lesson 2
 History Driver

Captain Cook

- To describe what made Captain Cook a significant person from the past.

Lesson 3
 History Driver

Captain Scott

- To make connections from clues.
- To beginning to make connections about explorers

Lesson 4
 History Driver

Niel Armstrong

- To understand why Arnstrong went to the moon.
- To know that important individual achievements include great discoveries and actions that have helped many people.o know that life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.

Lesson 5
 History Driver

Order significant people on a timeline.

- To be able to sequence significant information in chronological order.

Lesson 6
 History Driver

Compare

- To recognise similarities and differences between explorers.

Lesson 7

Journaling week

Vocabulary

Voyage, Explorer, compass, astronaut, discovery, significant, merchant, navigator

Lyfta links

[The last trawler](#)