



## Year 2

Autumn Term	Spring Term	Summer Term
Victorians	The Titanic	The Great Fire of London
Legacy, Everyday Life, Work and Trade	Legacy, Work and Trade	Legacy, Everyday Life
<b>Chronology and Causation</b>		
<p>C2- I can use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p> <p>C10- I can recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past</p> <p>C11- I can begin to appreciate the difference between long ago and very long ago</p> <p>C12- I know where the people and events studied fit into a basic timeline</p> <p>C13- I am able to point out a few similarities and differences between ways of life at different times</p> <p>C14- I am able to order a few events and artefacts from the recent past</p>		
<b>Historical Enquiry</b>		
<p>H6- I can look carefully at pictures and objects to find information.</p> <p>H7- I can find answers and respond to simple questions about the past.</p> <p>H8- I can choose and select evidence and say how it can be used to find out about the past</p> <p>H9- I can understand some ways we find out about the past</p> <p>H10- I can recognise the importance of basing ideas on evidence</p> <p>H11- I can develop the idea of presenting an idea and raising questions about the past</p>		
<b>Interpretation and Significance</b>		
<p>I7- I know about people in the past who have contributed to national and international achievements</p> <p>I8- I can recount historic details from eye-witness accounts, photos and artefacts</p> <p>I9- I can develop an awareness of the past</p>		

I10-I am aware of how we know about events from the past and potential for evidence to be interpreted differently  
 I11-I can begin to reflect on the significance of what has been learnt from the past  
 I12-I can start to recognise what is a reliable piece of information and what is not, e.g., photograph or word of mouth.

Link to Progression Document	Link to Progression Document	Link to Progression Document
<p>To be taught this term.  <b>C12, C13</b>  <b>H6, H7</b>  <b>I8, I9</b></p> <p>Revisited this term.            C2</p>	<p>To be taught this term.  <b>C14</b>  <b>H8, H9, H10</b>  <b>I7, I10, I11</b></p> <p>Revisited this term            C2, C12, C13 I8, I9, H6, H7, I12</p>	<p>To be taught this term.  <b>C11</b>  <b>H11</b>  <b>I8, I12</b></p> <p>Revisited this term            H6, H7, H8, H9, H10            I7, I9, I10, I11            C2, C10, C12, C13, C14</p>
Subject Specific Vocabulary	Subject Specific Vocabulary	Subject Specific Vocabulary
<p>Queen Victoria, industrial revolution, industry, town, city, factory, workhouse, slum, school, chimney sweep, factory worker, energy, transport, work, engineering, technology, steam engine, steam locomotive, coal mine, coal mining, railways, mill, canals, cane, pupil teacher, abacus, marbles, hop-scotch, working class.</p>	<p>Captain Edward Smith, Titanic, Atlantic Ocean, ship, funnels, deck, White Star Line, company, Liverpool, Belfast, Ireland, Southampton, Maiden Voyage, New York, iceberg, lookout, cabins, first, second, third class, propellers, survivors, life jacket, life boat, captain, New York</p>	<p>Pudding Lane, Thomas Farynor, Samuel Pepys, Leather buckets, plague, River Thames, bakery, cause, navy, fire hook, fire squirt, fire break, King Charles II, gunpowder, army, Tower of London, St Paul's Cathedral, diary, architect, Christopher Wren, stone, plan</p>

I will...	I will...	I will...
<ul style="list-style-type: none"> <li>• Know what is meant by the term 'industrial revolution' <b>W&amp;T L</b></li> <li>• Be able to place the Victorian era on a simple timeline, in relation to the present day and previous learning from Year 1 (castles).</li> <li>• Be confident examining photographs and pictures of the Victorian era to find out more information about the time. <b>EL</b></li> <li>• Know about how the industrial revolution changed different towns and cities in Britain <b>L W&amp;T</b></li> <li>• Know what life was like for most Victorian children and be able to answer simple questions about their lives. <b>EL</b></li> <li>• Know the types of jobs that some children had to do during Victorian times. <b>W&amp;T EL</b></li> <li>• Know what life at home was like for most Victorian people by examining artefacts and photographs. <b>EL</b></li> <li>• Make some comparisons between our lives today and the lives of Victorian children. <b>EL</b></li> <li>• Know how life differed for poor and rich people in Victorian times and develop an awareness of what life was like in the past. <b>EL W&amp;T</b></li> </ul>	<ul style="list-style-type: none"> <li>• Know how, where and why the Titanic was built. <b>W&amp;T L</b></li> <li>• Use this information to create a timeline of events in the history of the Titanic.</li> <li>• Know about the importance of the Titanic at the time and why it was seen as an important piece of engineering. <b>L W&amp;T</b></li> <li>• Know about Captain Edward Smith's role and his local connection. <b>W&amp;T</b></li> <li>• Be able to compare his role with that of a ship's captain today. <b>W&amp;T</b></li> <li>• Know some of the reasons for why the Titanic sank and use the evidence to make suggestions for the most important reasons. <b>L</b></li> <li>• Be able to explain which evidence I have used to make suggestions for why the Titanic sank.</li> <li>• Raise questions about why the Titanic sank.</li> <li>• Know why we still talk about the Titanic today and why it was a significant national event from history. <b>L</b></li> </ul>	<ul style="list-style-type: none"> <li>• Know that a great fire engulfed London in the past. <b>L</b></li> <li>• Know when the Great Fire of London happened and place this on a timeline in relation to the other units studied in Year 2.</li> <li>• Know the cause of the fire. <b>EL</b></li> <li>• Know that they found it difficult to control the fire and the methods that they used to try to put the fire out. <b>EL L</b></li> <li>• ask questions about why it took so long to put the fire out. <b>EL</b></li> <li>• Know that King Charles II and the authorities at the time did not act quickly enough.</li> <li>• Know that much of what we know about the fire comes from the diary of Samuel Pepys and be able to reflect on whether this evidence was reliable.</li> <li>• Know how firefighting equipment has changed over the years <b>W&amp;T L EL</b></li> <li>• Know how London changed after the Great Fire of London and the legacy that it left. <b>L EL</b></li> </ul>

## \*Key Themes running through the History Curriculum at Knypersley First School

**Legacy-** A legacy is defined as something that has been passed on by those who lived in the past. Legacies can include political structures, such as parliamentary democracy, buildings and monuments, oral histories and stories, as well as tangible artefacts. They may also include cultural traditions and celebrations.

**Everyday Life-** How people lived in the past: their homes, values, work, transport, traditions, education and entertainment.

**Work and Trade-** The study of how people earned a living in the past. The different occupations and careers that people may have had. The study of a variety of industries and their impact on people's lives and the wider community.