



History Curriculum Year 2

Prior Learning from EYFS

Their own life story
 Commenting on images of familiar situations in the past
 Comparing and contrasting figures from the past
 Talking about the lives of people around them
 Know some similarities and differences between things in the past and now
 Understand the past through books – setting, characters and events

Prior Learning from Year 1

Old and new toys identified based on material and appearance
 Victorian toys
 Queen Victoria being Queen during the Victorian period
 Childhood now is different to childhood in the past
 Past and present vocabulary
 Sequencing events in their life
 Beginning to recognise a timeline
 Explorers: Tim Peake, Neil Armstrong

Aspect of History	Key Vocabulary	Sticky Facts	Essential Knowledge	Essential skills Chronology; Knowl. & Und. Of people, events and changes; historical enquiry
<p>Changes beyond living memory</p> <p>Gunpowder Plot</p>	<p>King Gunpowder Plot/ Plotters Parliament Catholic Rules</p>	<ul style="list-style-type: none"> ● In 1605, King James I was king. ● The Houses of Parliament are a building where people in charge of the country make rules. ● Guy Fawkes became Catholic when he was a child. ● In 1605, Guy Fawkes joined a group of Catholics in a plot to blow up the Houses of Parliament. ● The plot was supposed to happen on 5th November. ● He wanted to kill King James I and his government because they treated Catholics unfairly. ● Guy Fawkes lit the fuse to the barrels of gunpowder that were beneath the Houses of Parliament. ● The plot was unsuccessful – Guy was caught and punished. ● Today we celebrate the failed attempt to blow up the Houses of Parliament – Bonfire night. 	<ul style="list-style-type: none"> ● Timeline of the events in chronological order ● Know that the Gunpowder Plot happened long ago, before their grandparents were born. ● Understand how we know about the Gunpowder Plot. ● Understand and explain how life was different in the 1600s. ● 	<p><u>Questioning</u></p> <ul style="list-style-type: none"> ● Ask questions and answer questions about the past ● Describe significant people from the past <p><u>Comparing</u></p> <ul style="list-style-type: none"> ● Describe historical events ● Use artefacts, pictures, stories to find out about the past <p>Chronology</p> <ul style="list-style-type: none"> ● Recount events from the past in chronological order ● Label timelines-words/dates/phrases eg now/past, before ● Place events and artefacts in order on a timeline <p>Use dates where appropriate</p>



Culture and Homes

People of the Past



<p>Changes beyond living memory</p> <p>Great Fire of London/Samuel Pepys</p>	<p>London Disaster Event Thatch Samuel Pepys Diary Living conditions Long ago Past Present</p>	<ul style="list-style-type: none"> ● The Great Fire of London happened in 1666, in the 17th century ● It took 5 days to put the fire out ● It began at Pudding Lane at the Bakery ● Samuel Pepys was famous for keeping a diary of what happened. ● Houses were timber frames with a thatched roof and were built close together, so they burned easily. ● Candles were used for light; flames were used for cooking and heating homes ● Thousands of houses burned down ● King Charles II was King during the event 	<ul style="list-style-type: none"> ● Timeline of the events in chronological order ● Know that the Fire of London happened long ago, before their grandparents were born. ● Understand how we know about the Great Fire. ● Comparing materials that houses were made from then with now and objects inside them. ● Describe how the fire was stopped. 	<p><u>Questioning</u></p> <ul style="list-style-type: none"> ● Ask questions and answer questions about the past ● Describe significant people from the past <p><u>Comparing</u></p> <ul style="list-style-type: none"> ● Describe historical events ● Use artefacts, pictures, stories to find out about the past <p>Chronology</p> <ul style="list-style-type: none"> ● Recount events from the past in chronological order ● Label timelines-words/dates/phrases eg now/past, before ● Place events and artefacts in order on a timeline ● Use dates where appropriate
<p>Significant people of the past.</p> <p>Nurturing nurses</p>	<p>Wealthy Soldiers Nurse War Living conditions Patient award</p>	<ul style="list-style-type: none"> ● Florence Nightingale was born to a wealthy family in 1820. ● Florence Nightingale was known as 'Lady of the Lamp' because she worked hard day and night. ● Florence helped care for soldiers during a war ● She changed the way hospitals cared for patients: made them cleaner, trained more nurses, made sure patients had good food. ● Mary Seacole was famous for helping sick and wounded people in the Crimean War. ● Mary was born in Jamaica but travelled to England where she set up her own hospital. ● Both Florence Nightingale and Mary Seacole were given awards for their work. 	<ul style="list-style-type: none"> ● Name significant nurses from the past ● Understand what wealth is ● Identify how nursing and hospitals changed over time ● Compare life for the nurses then and now ● Identify and sort photos of nurses then and now ● Describe life achievements of Florence Nightingale and Mary Seacole 	<p><u>Questioning</u></p> <ul style="list-style-type: none"> ● Find answers to simple questions about the past from sources including stories, pictures, artefacts <p><u>Comparing</u></p> <ul style="list-style-type: none"> ● Match objects to people of different ages <p><u>Chronology</u></p> <ul style="list-style-type: none"> ● Recount events/stories about the past and peoples' lives ● Sequence events/people/objects ● Use dates and historical vocabulary where appropriate