



History Long Term Plan: Year 2

What are the aims and intentions of this curriculum?

Pupils will learn:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

| Term | Topic | Key Learning | Vocabulary |
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| Autumn | Significant individual - George Stephenson | <p>Who was George Stephenson?</p> <ul style="list-style-type: none"> • Be able to use appropriate vocabulary to describe the passing of time • Be able to identify that events happen in chronological order • Be able to confidently use phrases to indicate the passing of time • Know that George Stephenson is associated railways in the past <p>When was George Stephenson alive?</p> <ul style="list-style-type: none"> • Know where Stephenson fits into the wider chronology of history (1781 – 1848) • Know that Stephenson lived a long time before they did • Know that life was different for different people in history <p>What did George Stephenson do?</p> <ul style="list-style-type: none"> • Know the achievements of George Stephenson (<i>built Stockton to Darlington Railway, designed a safety lamp, built the Manchester to Liverpool Railway, pioneered locomotive designs</i>) • Know why his achievements were significant generally | <p>Disciplinary: chronology, source, interpretation, cause, effect, similarity, difference, significance.</p> <p>Topic specific substantive: railway, locomotive, steam, mining, engineer, local, national, achievement, industry, passenger</p> |



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| | | <p>What was Stephenson's Rocket?</p> <ul style="list-style-type: none"> • Know about the achievements of George Stephenson • Know about the significance of The Rocket (<i>first viable passenger locomotive</i>) • Know about the impact that The Rocket had on future innovations <p>How have railways/trains changed over time?</p> <ul style="list-style-type: none"> • Know about changes in railways and rail travel • Know About the impact that Stephenson had nationally • Know About the impact that Stephenson had on the local area (<i>The start of the Darlington to Stockton Line in very close to school</i>) <p>Final enquiry Question: Was George Stephenson all that significant?</p> | |
| Spring | The Great Fire of London | <p>How was 17th century London different to modern London?</p> <ul style="list-style-type: none"> • Know that houses were close together • Know that buildings were made of combustible materials • Know that there were no cameras to take photographs <p>What was life like in 17th century London?</p> <ul style="list-style-type: none"> • Know that many 17th jobs were different from modern ones • Know that 17th century travel was different from modern travel • Know that firefighting equipment was very different to modern equipment <p>What were the key events of The Great Fire of London?</p> <ul style="list-style-type: none"> • Know that the weather was hot, dry and there was a strong wind • Know that the fire Started 26th September 1666 in bakers on Pudding Lane • Know that houses were close together and made of combustible materials • Know that buildings were pulled down to create firebreaks | <p>Disciplinary: chronology, source, interpretation, cause, effect, similarity, difference, significance.</p> <p>Topic specific substantive: Combustible, firebreak, eyewitness, rebuild, redesign</p> |



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| | | <ul style="list-style-type: none"> • Know that the fire lasted for four days • Know that many buildings (including St Paul's Cathedral) were destroyed <p>How do we know about the Great Fire of London?</p> <ul style="list-style-type: none"> • Know that Samuel Pepys' Diary provides a key eyewitness account • Know that John Morgan signed an eyewitness account detailing where the fire began <p>What happened after the Great Fire of London?</p> <ul style="list-style-type: none"> • Know that some streets were made wider • Know that houses were designed to be made from Brick • Know that water pipes were rebuilt. • Know that buildings like St Paul's were redesigned and built again • Know that a monument to the fire was erected in 1677 <p>Final Enquiry Question: What was London like before, during and after the Great Fire?</p> | |
| <p>Summer</p> | <p>What is a monarch?</p> | <p>What is a monarch?</p> <ul style="list-style-type: none"> • Know what a monarch is. • Know who rules the UK. (<i>While the king or queen is the Head of State [the official leader of a country], the ability to make and pass legislation resides with an elected parliament (the House of Lords and House of Commons)</i>) • Know some of the monarch's duties. (<i>Head of State, Head of the Armed Forces, Head of the Church of England, reading and signing documents from the government and supporting charities</i>) <p>Who is our monarch today?</p> <ul style="list-style-type: none"> • Know why coronations take place. • Know some of the steps in the coronation ceremony. • Be able to explain the use of special objects in a coronation. | <p>Disciplinary: chronology, source, interpretation, cause, effect, similarity, difference, significance.</p> <p>Topic specific substantive: armed forces, monarch, head of state, rule, government, battle, conquer, Anglo Saxon, Norman, defend,</p> |



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| | | <p>How did William the Conqueror become king of England?</p> <ul style="list-style-type: none">• Know how William the Conqueror became King of England. <p>How did William the Conqueror rule?</p> <ul style="list-style-type: none">• Know that William the Conqueror built castles while ruling England.• Know the names of the two types of castles built by the Normans.• Be able to recognise similarities and differences between Norman castles <p>How did Castles change?</p> <ul style="list-style-type: none">• Be able to identify features of a castle that would be effective when defending against attacks• Be able to sequence castles on a timeline.• Know the features of a castle.• Know how castles have changed over time. <p>Final Enquiry question: What was a monarch in the past?</p> | |
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