


Year 2 History Curriculum

	<h2>Autumn</h2>
<p>Curriculum focus/links</p>	<p>Significant People - Scrapper Smith & Grace Darling</p>
<p>Substantive concepts</p>	<ul style="list-style-type: none"> ● Significant People: Exploring individuals who have had a major impact on society or a particular area (e.g., Grace Darling and Scrapper Smith in the history of lifeboat rescues). ● Bravery & Courage: Understanding these as qualities that make a person significant. ● Rescue & Lifeboat Work: Exploring what lifeboat rescues are, their importance, and the people who made a difference in this area.
<p>Key vocab</p>	<ul style="list-style-type: none"> ● Rescue: The act of saving people from danger, often in life-threatening situations. ● Shipwreck: When a ship is damaged or destroyed, often at sea. ● Lifeboat: A small boat designed for rescue missions, especially in emergencies like shipwrecks. ● Courage: The ability to face fear or danger despite being scared. ● Significant: Having an important influence or impact on something or someone. ● Hero/heroine: A person admired for their courage or noble qualities, often in difficult or dangerous situations.
<p>Core substantive knowledge (what can they tell you? Facts/people/ places)</p>	<ul style="list-style-type: none"> ● Grace Darling: <ul style="list-style-type: none"> ○ Born in 1815, Grace Darling was an English lighthouse keeper's daughter. ○ In 1838, she became famous for her courage when she helped rescue survivors from the wreck of the Forfarshire off the coast of Northumberland. ○ Despite rough seas, she and her father rowed out in a small boat to save people, making her one of the first female heroes of her time. ○ Her actions led to her becoming a national heroine and raising awareness about the importance of lifeboat rescues. ● Scrapper Smith: <ul style="list-style-type: none"> ○ Scrapper Smith was known for his long and dedicated career as a lifeboatman in the late 19th and early 20th centuries. ○ He is remembered for his bravery in multiple rescues, especially in difficult weather conditions. ○ His role in shaping lifeboat rescue procedures influenced future generations and helped improve safety measures.
<p>Disciplinary concepts (how does a historian think/work?)</p>	<ul style="list-style-type: none"> ● Chronology: Understanding the sequence of events in history. For example, Grace Darling's rescue occurred before Scrapper Smith's career, but both are important in the timeline of lifeboat rescues. ● Cause and Effect: How the actions of Grace Darling and Scrapper Smith led to greater awareness and improvements in lifeboat rescue operations. ● Comparing Lives: Comparing and contrasting the lives and actions of Grace Darling and Scrapper Smith—considering their different circumstances and times but their shared impact on lifeboat rescues. ● Empathy: Understanding the challenges and feelings of historical figures by discussing the dangers and difficulties they faced during rescues.
<p>Historical enquiry - observing/questioning/comparing/chronology etc)</p>	<ul style="list-style-type: none"> ● Observing: Look at images and artefacts from the time of Grace Darling and Scrapper Smith, such as pictures of their rescues, lifeboats, and the ships involved in the events.

Year 2 History Curriculum

- **Questioning:** Ask questions like:
 - What made Grace Darling and Scrapper Smith courageous?
 - How did their rescues make a difference to the lives of others?
 - How do we think they felt during their rescues?
 - What could we learn from their actions?
 - How did lifeboat rescues change after their time?
- **Comparing:** Compare the different methods of rescue that were used in Grace Darling's time versus Scrapper Smith's time. What changes did they make to lifeboat design or rescue techniques?
- **Chronology:**
 - Place Grace Darling's rescue in the early 1800s and Scrapper Smith's rescues in the late 1800s/early 1900s on a timeline.
 - Discuss the changes in lifeboat rescue methods over time.

Year 2 History Curriculum



Spring

Curriculum focus/links	Spring	
	The Great Fire of London - Samuel Pepys	Nurturing Nurses - Florence Nightingale & Mary Seacole
Substantive concepts	Building, city, commemoration, ruler (king), technology.	Commemoration, discrimination (including racism and sexism), travel, war.
Key vocab	Bakery, diary, fire engine, firefighter, rebuilt, river Thames, St Paul's Cathedral, 17th century.	Battlefield, Crimean War, First World War, hospital, nurse, patients, soldier.
Core substantive knowledge (what can they tell you? Facts/people/ places)	<ul style="list-style-type: none"> - The Great Fire of London happened in 1666. - The fire started in a bakery on Pudding Lane. - Buildings were close together and often made of wood, meaning that the fire spread quickly. - For many years after the fire, buildings were rebuilt further apart and made with stone. - Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt. 	<ul style="list-style-type: none"> - Florence Nightingale was a nurse who improved conditions in hospitals and looked after wounded soldiers in the Crimean War (1853-1856). - The Nightingale Training School for Nurses was opened in 1860. - Mary Seacole was a nurse who travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War.
Disciplinary concepts (how does a historian think/work?)	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a cause makes something happen and that historical events have causes. - Explain that historical events are caused by things that occurred before them. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to understand that some things change and some things stay nearly the same. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a consequence is something that happens as a direct result of something else. <p>Similarities and Differences</p>

Year 2 History Curriculum

	<ul style="list-style-type: none"> - Understand that a consequence is something that happens as a result of something else. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female. - Recognise some similarities and differences between the past and the present. <p>Historical Significance</p> <ul style="list-style-type: none"> - Talk about why the event was important and what happened. 	<ul style="list-style-type: none"> - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. <p>Historical Significance</p> <ul style="list-style-type: none"> - Explain reasons why someone might be significant. - Talk about why the event or person was important and what changed/happened.
<p>Historical enquiry - observing/questioning/comparing/chronology etc)</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - observe and use pictures, photographs and artefacts to find out about the past; - explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - observe or handle evidence to ask simple questions about the past; - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - use evidence to explain the key features of events; - sort some objects/artefacts into new and old and then and now. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - sequence pictures from different periods; - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. <p>Knowledge and Understanding of Events and People in the Past</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - observe and use pictures, photographs and artefacts to find out about the past; <p>Historical Investigations</p> <ul style="list-style-type: none"> - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; <p>Chronological Understanding</p> <ul style="list-style-type: none"> - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - know and recount episodes from stories and significant events in history; - understand that there are reasons why people in the past acted as they did; - describe significant individuals from the past. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - talk, write and draw about things from the past;

Year 2 History Curriculum

- know and recount episodes from stories and significant events in history;
- understand that there are reasons why people in the past acted as they did;
- describe significant individuals from the past.

Presenting, Communicating and Organising

- talk, write and draw about things from the past;
- use historical vocabulary to retell simple stories about the past.

Substantive Concepts and Historical

- start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;
- talk and write about things from the past using some historical vocabulary.


- use historical vocabulary to retell simple stories about the past.

Substantive Concepts and Historical

- start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;
- talk and write about things from the past using some historical vocabulary.

o

Year 2 History Curriculum

	<h2>Summer</h2>
Curriculum focus/links	Transport
Substantive concepts	Exploration, technology, trade, transport, travel.
Key vocab	Carriage, electric cars, motor, petrol, railway, steam engine, transport, travel.
Core substantive knowledge (what can they tell you? Facts/people/ places)	<ul style="list-style-type: none">- The Vikings travelled in longships. They travelled to explore and trade.- The Model T was a car invented by Henry Ford in 1908 and made in a factory. This was the first time cars had been made in factories.- The first trains were steam engines.- The first passenger train journey was in 1830.- The Wright Brothers created the first aeroplane, which flew in 1903.
Disciplinary concepts (how does a historian think/work?)	<p>Continuity and Change</p> <ul style="list-style-type: none">- Begin to identify old and new things across periods of time through pictures, photographs and objects.- Begin to understand that some things change and some things stay nearly the same. <p>Similarities and Differences</p> <ul style="list-style-type: none">- Identify that some things within living memory are similar and some things are different.- Recognise some similarities and differences between the past and the present. <p>Historical Significance</p> <ul style="list-style-type: none">- Explain reasons why someone might be significant.- Talk about why the event or person was important and what changed/happened.

Year 2 History Curriculum

Historical enquiry -
observing/questioning/com
paring/chronology etc)

Historical Interpretations

- observe and use pictures, photographs and artefacts to find out about the past;
- explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.

Historical Investigations

- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;
- sort some objects/artefacts into new and old and then and now.

Chronological Understanding

- sequence artefacts and events that are close together in time;
- sequence pictures from different periods;
- use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.

Knowledge and Understanding of Events and People in the Past

- describe significant individuals from the past.

Presenting, Communicating and Organising

- talk, write and draw about things from the past;
- use historical vocabulary to retell simple stories about the past.