

History and Geography: Year 2

Themes:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THE GREAT FIRE OF LONDON How do we know about the Great Fire of London?	VICTORIANS How was life different for rich and poor children in the Victorian times?	HOT AND COLD How do living things around the world survive extremes?	OCEANS AND SEAS Are we protecting or damaging our oceans?	SIERRA LEONE How is life in Sierra Leone different to living in Sneinton?	VOTES FOR WOMEN Why should people fight for equality?

Historical knowledge and skills to be developed across the year:

Chronological Understanding	Significance/Continuity and Change Similarities and Differences	Historical Enquiry and Interpretation	Communication
- Use words and phrases relating to the passing of time - Describe things that happened to themselves and others in the past and present their findings - Develop an understanding of the term 'chronological' when discussing timelines - Understand how to put people, events and objects in order of when they happened, using a timeline - Identify similarities and differences between periods	- Use information given to describe events and people beyond living memory - Compare and contrast the differences within a locality, over time - Give reasons why a significant person in the past may have made a decision in order to bring about change - Begin to identify similarities and differences between social classes and gender - Give example of how their lives are different to the lives of others in the past	- Recall different ways in which the past is represented - Ask question and find out answers about the past - Use a wide range of sources, including trips and eyewitness accounts to build a picture about the past - Identify the difference between primary and secondary sources	- Describe objects, people or events in history, building on others' ideas and discussions - Communicate ideas about people, objects or events from the past in speaking, writing, drawing and using technology

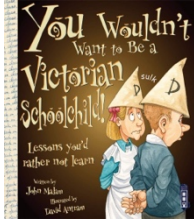
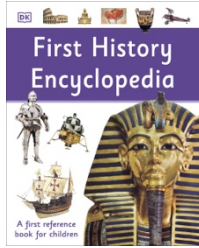
Geographical knowledge and skills to be developed across the year:

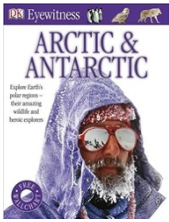
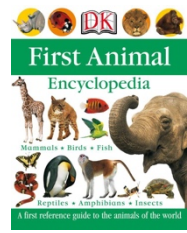
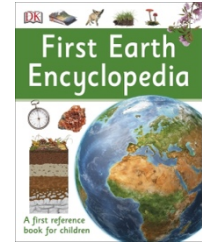
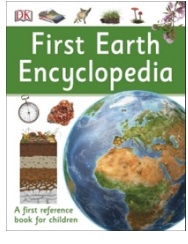
Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Geographical Enquiry
- Compare and contrast characteristics of the four countries of the United Kingdom and its surrounding seas such as flags, cultural customs, traditions, symbols and capital cities - Name and locate the world's seven continents and five oceans - Understand the geographical similarities and differences through studying human and physical geography of the Nottingham in the United Kingdom Free Town in Sierra Leone - Identify the position and significance of Arctic and Antarctic circle	- Record and compare seasonal weather patterns in the United Kingdom - Identify and understand the significance of the equator on the world climate, including North and South Pole - Compare and contrast key physical features of two contrasting areas	- Use simple compass directions, such as north, south, east to describe the location of the United Kingdom and the wider world - Use simple compass directions to describe the location of features and routes on a map - Use aerial photographs to devise a simple map and construct basic symbols in a key to recognise landmarks of a local area	- Label a diagram or photograph using some geographical vocabulary - Describe a locality and identify key features by using a map - Identify that localities may have similar and different characteristics - Make comparisons between people and places and explain their reasons - Show empathy towards a geographical event or issue and explain the impact on people or place

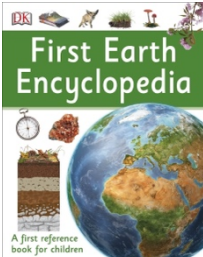
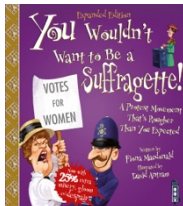
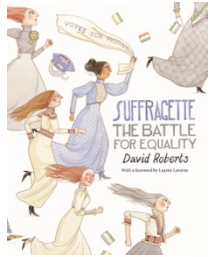
Key vocabulary to be developed across the year:

History	Geography
Chronology, source, local, community, recent, similar, contrast, difference, similarity, artefact, eye-witness, significant, compare, historical, ancient, modern, suffrage	Europe, Africa, Asia, Australia, North America, South America, Antarctica, Sierra Leone, compass points, capital city, locality, fieldwork, rich/affluent, poor, aerial view, aerial map, centre, environment, Pacific Ocean, Southern Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean Caribbean Sea, Sargasso Sea, Mediterranean Sea, Caspian Sea, Black Sea, Red Sea

Supporting Texts:

Autumn 1	Autumn 2
THE GREAT FIRE OF LONDON How do we know about the Great Fire of London?	VICTORIANS How was life different for rich and poor children in the Victorian times?
  	 

Spring 1	Spring 2
HOT AND COLD How do living things around the world survive extremes?	OCEANS AND SEAS Are we protecting or damaging our oceans?
  	  

Summer 1	Summer 2
SIERRA LEONE How is life in Sierra Leone different to living in Sneinton?	VOTES FOR WOMEN Why should people fight for equality?
	  

Year 2: Autumn 1

The Great Fire of London - How do we know about the Great Fire of London?

Historical Concepts

Significance, Cause and Effect, Historical Enquiry

Historical Knowledge

What caused the Great Fire?

- Know that houses were built close together due to a rising population
- Know that houses were made from timber, covered in pitch and roofed with thatch
- Know that the fire started in a bakery at Pudding Lane (2 Sep 1666)

How did the fire stop?

- Know some tools used to fight fire in 1600s e.g. fire hook, leather buckets of water from the River Thames
- Compare fire prevention in the 1600s with that of the modern-day fire service
- Know that the River Thames was an important means of escape

How do we know about the Great Fire?

- Know that first-hand accounts tell us about the fire e.g. Diary of Samuel Pepys
- Know that some accounts are more reliable than others.

What was the impact of the Great Fire?

- Know that houses began to be made out of brick
- Know that some streets were widened

Geographical Concepts:

Locational and Place Knowledge, Geographical Enquiry

Geographical Knowledge

Where in the United Kingdom is London?

Know that the United Kingdom is divided into four countries

Know the capital cities of the four countries: London, Cardiff, Edinburgh and Belfast

Name and locate major rivers e.g. Thames, Trent etc.

How did London change after the Great Fire?

Compare maps from before the Great fire of London and after to discuss how the layout changed and why.

Prior learning	Where is our learning going?
– The United Kingdom is an Island made up of four countries and I can name the capital cities (Y1 S1) – Sneinton is in Nottingham, which is in England. (Y1 S1) – Sneinton is situated near the River Trent (Y1 S1)	– The Houses of Parliament are in London and laws are decided there (Y2 A2) – London is where laws are made and changed. Lots of suffragette protests occurred near Buckingham Palace and the Houses of Parliament (Y2 S2) – Nottingham and London have developed around rivers (Y4 A) – Emergency services, including the fire service, are used to protect the public during disasters – both natural and not. (Y4 S)

Key Vocabulary

fire, London, Samuel Pepys, baker, Pudding Lane, River Thames, diary, ablaze, smoke, King Charles II, explosives, fire break, fire hose, fire hook, St. Paul's Cathedral, pit

Year 2: Autumn 2

Victorians - How was life different for rich and poor children in the Victorian times?

Historical Concepts

Similarities and Differences, Cause and Effect

Historical Knowledge

Who ruled during the Victorian times?

- Know that Queen Victoria was queen during the Victorian times 1837-1901.
- Know that Queen Elizabeth was the great-great-granddaughter of Queen Victoria.
- Know that Queen Victoria became queen 5 years before Nottingham Castle was burnt down (1832).

What was life like in the Victorian times?

- Know key features of life in Victorian times: clothing (lace), education, work, pastimes, foods etc.
- Know that life was different for rich and poor Victorians

What was life like for Victorian children?

- Know that many children were expected to work
- Know that few children had access to education
- Know that boys and girls had different experiences of childhood e.g. education, work
- Compare what they know about the lives of Victorian children with their lives today

How did life change for Victorian children?

- Know that Lord Shaftsbury was a politician who brought Acts to Parliament to change laws
- Know some of the changes to law affected children e.g. work, education
- Understand how these changes impacted the lives of the poor

Prior learning	Where is our learning going?
– Know that when poor people in Nottingham were not given the right to vote, some rebelled and burnt Nottingham Castle down (Y1 Su2) – Know that Buckingham Palace and the Houses of Parliament are in London (Y2 A1)	– Just after Victorian times, women fought for the law to be changed so that they had the right to Vote (Y2 S2) – London is where laws are made and changed. Lots of suffragette protests occurred near Buckingham Palace and the Houses of Parliament (Y2 S2) – The industrial revolution changed Britain from an agricultural society to larger scale manufacturing (Y5 A) – How crime and punishment changed during the industrial revolution – The causes of the British Empire and its impact around the world (Y5 A)

Key Vocabulary

rich, poor, wealthy, poverty, leisure, industry, factory, lace work, government, education, gender, abbey, technology, railways, conflict, war, adversity, medicine.

Year 2: Spring 1

Hot and Cold - How do living things around the world survive extremes?

Historical Concepts

Chronological Understanding, Similarities and Differences

Historical Knowledge

- Know some of the ways humans have adapted to live in Arctic regions and how this has evolved over time
- Study an expedition of a polar region e.g. the 'Race for Pole' - Scott and Amundsen

Geographical Concepts:

Locational and Place Knowledge, Human and Physical Geography, Geographical Enquiry

Geographical Knowledge

Is the temperature the same all over the Earth?

- Know the location of hot and cold places on Earth in relation to the equator and North and South Poles
- Name and locate the seven continents of the world
- Locate some of major deserts of the world
- Know that a desert is a place with a lack of water, and this could be a hot or cold place

Where are the polar regions and what is it like there?

- Know the locations of the polar regions and the countries within the Arctic Circle
- Study the physical features, climate and seasons of the polar regions
- Know some of the animals that live in the Arctic and Antarctic and how they have adapted to live there
- Explore the migrants and residents of the polar regions and understand reasons why animals migrate
- Know that global warming is causing the ice caps to melt
- Know some of the impacts of this on the wildlife in the polar regions

What deserts are there in Africa and how are they different?

- Locate the Sahara and Kalahari deserts
- Know some physical features of the Sahara and Kalahari deserts
- Know some of the ways that plants and animals have adapted to live in hot deserts
- Know some of the ways that plants and animals have adapted to live in hot deserts e.g. San

Prior learning	Where is our learning going?
– The world is separated into continents and oceans (Y1 A2) – The four seasons and different types of weather we associate with them in the United Kingdom (Y1 S2) – That there are hot and cold places around the world (Y1 A2) – Darwin found that different plants and animals have changed over time because of their environment. (Y1 A2)	– Geographical study of Freetown, Sierra Leone and comparison with Nottingham (Y2 S2) – The physical geography of rainforests and their locations in the world (Y3 S) – Climates are different from weather, there are different climates around the world and many countries experience extreme weathers and natural disasters e.g. flooding, drought, earthquakes (Y4 S) – There are different biomes in the world. Climates are changing due to global warming. The different ways that humans are impacting global warming: both negatively and positively. (Y6 S)

Key Vocabulary

Arctic, Antarctic, desert, adaptation, iceberg, walrus, Emperor penguin, orca, mosses, heathers, Sahara, oasis, oases, cacti, palm trees, hibernation, migrate, sea ice, tundra, permafrost, nomad, rattle snake, fennec fox, Arctic fox, polar bear, musk ox, lemming, Arctic tern, caribou, camel, caracal, thorny devil, jerboa

Year 2: Spring 2

Oceans and Seas - Are we protecting or damaging our oceans?

Geographical Concepts:

Locational and Place Knowledge, Human and Physical Geography, Geographical Enquiry

Geographical Knowledge

What is the difference between an ocean and a sea?

- Know the names of the oceans and seas surrounding the United Kingdom
- Know the names of the world's oceans and some of the major seas
- Locate the world's oceans and major seas on a map

What is it like in the ocean and how do we know?

- Know the names and some of the key features of different zones of the ocean
- Know some of the ways that different species have adapted to live in different zones
- Know some of the ways that humans explore oceans and seas e.g. diving, submarines and supersubs

What impact have humans had on our oceans?

- Know some key features of coral reefs and how humans are negatively impacting them
- Know how the ocean is affected by plastic pollution
- Know some of the ways that humans are trying to clean the oceans

Prior learning	Where is our learning going?
– There are different oceans around the world (Y1 A2) – The names and locations of the seas around the United Kingdom (Y1 S1) – The names and locations of the seven continents (Y2 S1) – Humans can have a positive and negative effect on the environment – deforestation (Y1 Su1)	– The Atlantic Ocean borders West Africa, which is where Sierra Leone is situated (Y2 Su 1) – Travel by ocean has enabled groups to invade and settle in Britain (Y3 Su), (Y4 A) – Travel by ocean enabled trade between countries and Empire growth (Y4 A), (Y5 A, S) – Humans can have a positive and negative effect on environments around the world (Y3 S), (Y4 S), (Y6 S) – Naturalists are seeking to learn more about the world and how we can protect and preserve natural habitats (Y6 S)

Key Vocabulary

Antarctic, Arctic, crustacean, current, food chain, food web, hurricane, oceanography, plankton, sea, ocean, submarine, submersible, sunlit zone, tide, trench, twilight zone, typhoon, harbour, port

Year 2: Summer 1

Sierra Leone - How is life in Sierra Leone different to living in Sneinton?

Historical Concepts

Significance, Historical Enquiry

Historical Knowledge

Who was George Africanus and how did he get to England?

- Know that George was born in Sierra Leone, West Africa, around 1763
- Know that George was enslaved, and brought to England
- Know that 'George Africanus' was not his birth name but was a given name.

What happened to George Africanus?

- Know some of the key events of Africanus' life *e.g. educated, earning freedom, working as a brass founder, moving to Nottingham, marrying a local woman (Esther Shaw), having children and setting up a business.*
- Know that he was a landowner with the right to vote
- Know that he volunteered as a 'special constable' in the city's watch.

How do we remember George Africanus?

- Know that George has been remembered in Nottingham *e.g. memorial plaque, tram, mural in Hyson Green, grave in St. Mary's Church*

Geographical Concepts:

Locational and Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork, Geographical Enquiry

Geographical Knowledge

Where is Sneinton, Nottingham in the UK?

- Remember the names and locations of the 7 continents and 5 major oceans
- Remember the 4 countries of the United Kingdom and their capital cities
- Know some of the key features of each of the 4 countries of the United Kingdom: capital city, flags, cultural customs, symbols
- Remember that Sneinton is in Nottingham and know where Nottingham is located in relation to London

Where is Freetown, Sierra Leone and what is it like there?

- Know that Sierra Leone is in West Africa and its capital is Freetown
- Know some of the key human and physical features – mountain ranges, largest rivers, coast/harbour and rainforest.
- Know that Sierra Leone has a tropical climate with a wet and dry season.
- Know that the tropical climate means that some people suffer from flooding and drought.
- Know that poverty of some areas contributes to poor water, sanitation and housing.

How is Sierra Leone connected with other places?

- Know some key features of Sierra Leone: population, language, religion, main imports / exports.
- Know that diamonds are one of the main exports and that can cause conflict

Prior learning	Where is our learning going?
– I know that the United Kingdom is an Island made up of four countries and I can name the capital cities (Y1 S1) – I know some of the key human and physical geography of Sneinton (Y1 S1) – I know the difference between urban and rural (Y1 Su1) – I know the UK has four seasons and the associated weather (Y1 S2) – I know the names of the seven continents and five oceans, and that climate is different all over the world (Y2 S1) – I know that poor people did not have the right to vote in the past and in Nottingham, that led to a rebellion (Y1 Su2)	– George Africanus had the right to vote as a male landowner but poorer people (not owning land) and women did not have the right to vote until much later (Y2 Su2) – Due to the transatlantic slave trade, many people were taken from West Africa and brought to work in the Caribbean and across the world (Y5 S) – Many people have been enslaved across history within different empires (Y3 Su), (Y4 Su), (Y5 Su)

Key Vocabulary

Continent, Africa, ocean, country, capital city, custom, mountain, climate, wet season, dry season, flood, drought, poverty, sanitation, population, religion, language, conflict, Sierra Leone, West Africa, slave, enslaved, freedom, landowner, vote, memorial, human geography, physical geography

Resource:

Painting by the artist Reinagle of George Molineux hunting with his servant (thought to be George Africanus)

Year 2: Summer 2

Votes for Women - Why should people fight for equality?

Historical Concepts

Significance, Cause and Effect

Historical Knowledge

What is democracy?

- Know that democracy means 'rule by people'
- Know that suffrage means the right to vote in political elections and this right has changed over time

Have women always had the right to vote?

- Know that women have not always had the right to vote
- Know that there were different expectations between the roles of boys and girls in the early 1900s

Who was Emmeline Pankhurst?

- Know key events and features of Emmeline Pankhurst's life: interests, family, husband, children
- Know that Emmeline Pankhurst fought for women's rights

How did the Suffragette movement fight for women's rights?

- Know that the group seeking women's rights were called the Suffragettes.
- Know some of the ways supporters protested
- Know that during WWI, women were encouraged to work and did jobs that only men did before the war
- Know that in 1918, the laws changed and some women over 30 were allowed to vote.
- Know that it wasn't until 1928 that all women aged over 21 could vote.

Geographical Concepts:

Locational and Place Knowledge

Geographical Knowledge

- Remember the location of London within the UK
- Locate key landmarks (physical and human) in London: River Thames, Buckingham Palace, Big Ben, Houses of Parliament, Downing Street

Prior learning	Where is our learning going?
– Know that the Houses of Parliament are in London, and this is where our laws are decided. (Y2 A1) – Lord Shaftsbury argued to change laws to improve the lives of people in the Victorian times (Y2 A2) – Boys and girls had different experiences of education and work in the Victorian times (Y2 A2) – Poor people in Nottingham were not given the right to vote and rebelled by burning down Nottingham Castle (Y1 Su1) – George Africanus could vote as a freed slave who owned land (Y2 Su1)	– In Ancient Greece, Athens was ruled by democracy – There have been different expectations placed on the roles of men and women throughout history (Y3 Su), (Y4 A, Su), (Y5 Su), (Y6 A, Su) – Women continued to fill gaps in the workforce left by men conscripted to fight in WWII (Y6 A) – Individual liberty is a British Value and the right to protest is recognised in law. (Y4 S), (Y5 S), (Y6 S)

Key Vocabulary

Democracy, suffrage, vote, political election, rights, suffragettes, protest, law, London, River Thames, Buckingham Palace, Big Ben, Houses of Parliament, Downing Street, landmarks