

History – Year 2

Content

NC objectives - areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<p>1. Changes beyond living memory that are significant nationally or globally – Antarctic expedition.</p> <p>2. The lives of significant individuals in the past who have contributed to national and international achievements – Florence Nightingale and Mary Seacole; Robert Scott and Edmund Shackleton.</p> <p>3. Changes beyond living memory that are significant nationally or globally – Great Fire of London.</p> <p>4. Compare aspects of life in different periods (1910s, 1850s and 1666).</p>	<p>1. Children empathise with explorers, understanding why someone might take risks to achieve their goals and offer reasons for this exp. becoming a significant national event (lasting impact).</p> <p>2. Understand and explain causes of the Fire, justify opinions as to significance of specific events. Contrast firefighting then and now and give reasons for changes (lasting impact).</p> <p>3. Children are able to discuss why some people are considered significant and are remembered after their lifetime. They can explain why certain events in the lives of these people were important and identify the lasting impact of their contributions to their fields.</p> <p>4. Children can compare and contrast lives of poor and rich people in the 19th and 17th centuries from their learning this year, with 20th century from this and Year 1 learning.</p>	<p><u>Historical:</u> Difference, similarity, timeline</p> <p><u>Significant people:</u> Nursing, hospital, medicine, determination, disease, achievement</p> <p>explorer, adventure discovery, leadership, risk, timeline, sledge, hero</p> <p><u>GF of L:</u> buildings, destroyed firefighting, national, timeline, government king/monarch, volunteer</p>	<p><u>Historical:</u> X years ago, decade, century, period of time, era source, resource, evidence, narrative</p> <p>wound, standard</p> <p>evidence</p> <p>Sequence</p>	<p><u>Historical:</u> significant, commemorate, chronology, artefact</p> <p><u>Significant people:</u> Hygiene, infection, Crimea, pioneer, cholera, sanitation, prejudice, resistance</p> <p>expedition, achievement, inspirational, perseverance</p> <p><u>GF of L:</u> combustible, flammable, firebreak, emergency, hydrant, regulations, refugee</p>

Knowledge

Substantive Knowledge

Research Florence Nightingale and Mary Seacole – concept – **lasting impact**

Can one person change the world?

Lesson 1 : LO: To understand what nursing was like in the Victorian era

Explore what nursing was like in the Victorian era (both in England and Crimea).

There was no understanding of hygiene, people going into hospital were likely to catch infections, death rates were very high. Nursing was not considered a profession, they didn't think skills and training were necessary (they went from person to person without washing and reused dressings). Use narrative (provided) to set the scene.

Vocabulary – nurse, hygiene, infection, hospital

Lesson 2: LO: To understand why Florence went to the Crimea

Learn about Florence Nightingale's life. She was rich and could have had an easy life but she chose nursing as she felt she was called to nursing by God, and wanted to make a difference.

Vocabulary – determination, Crimea

Lesson 3: LO: To understand the changes Florence Nightingale made

Florence was a pioneer for nursing, made a significant difference. She introduced infection control methods and hygiene into hospitals (handwashing for nurses, cleaning patients' wounds). When her methods were introduced, death rates decreased dramatically. Compare hospitals before and after Florence's arrival in Crimea, also when she returned to England.

Vocabulary – pioneer, wounds

Reflect on what hospitals would be like if Florence had not made changes.

Lesson 4: LO: To know Mary Seacole's story

Mary nursed many people with cholera (a disease caused by poor sanitation), in Cuba and Jamaica. She applied to be a nurse in Crimea but was rejected because of her skin colour. She was determined and went anyway, set up her own hospital to treat soldiers and even went to battle lines to treat injured men there.

Vocabulary – disease, cholera, sanitation

Lesson 5: LO: To understand challenges the women faced

Discuss differences/similarities in the stories - Florence faced resistance to her methods because people did not want to change their habits, Mary because people did not want to listen to a black woman telling them to nurse differently. Mary broke

Disciplinary Knowledge

Each lesson: Tell chn – we are being Historians now. Plenary: Children to ask how do Historians know what we have just learned? Constant referral back to Historian roles, eg. archaeology and story-telling (creating a narrative from the available evidence).

Historical concepts to explore through significant people:

Significance – what makes someone significant?

Change and continuity – eg. nursing is continuous, but there have been many changes. Exploring continues but is less dangerous (better equipment and learned from previous experiences of the earlier explorers).

Historical concepts to explore through the great Fire of London:

Analyse trends: record how London changed over time, using maps and timeline.

Cause and consequence – reasons why the fire spread so quickly. Causes = long, hot, dry summer; wooden houses crowded together; lack of action by leadership + consequence = uncontrollable fire.

Similarities and differences – what was fire fighting like in London then, compared to now?

Written piece – response to the big question: What was the lasting impact?

social rules and prejudices to travel the world, run businesses and help those in need – even in the most dangerous places, inspiring others. Both improved hygiene and treatment practices/ showed determination /saved lives.

Vocabulary – prejudice, resistance

Lesson 6 : LO: To understand how Florence Nightingale impacted modern nursing

Florence and her achievements were significant because of their **lasting impact**.

Florence wrote a book *Notes on Nursing*, which established standards for nursing; set up schools for nurses so they could learn and then teach others; established sanitation standards in hospitals as well as educating nurses to diagnose and treat illnesses.

Vocabulary – achievement, standards

[Reflect on the impact that Florence had on helping others.](#)

Research Robert Scott – concept – **lasting impact**

Is one person able to change the world?

Lesson 1 : LO: To know who Robert Scott was

Research who Robert Scott was, why he is considered significant. He was a Naval Officer and an explorer, who wanted to be the first man to reach the South Pole. He led a team to Antarctica on the *Terra Nova* in 1912, arrived five weeks after Amundsen – a Norwegian explorer who also wanted to be the first to the South Pole. Pupils understand the reasons for explorers choosing to go on dangerous expeditions (adventure, thrill of discovering unknown, advance scientific knowledge, wealth and fame) and know that the Antarctic expedition was a significant event nationally.

Vocabulary – explorer, expedition, adventure, national

Lesson 2 : LO: To know what happened on the expedition

Know the story of Scott reaching the South Pole (narrative provided). Sequence the events on a timeline. Know some of the reasons for the failure to achieve their goal - they took horses whereas Amundsen took dogs; Scott's team hauled their own sledges whereas Amundsen's used dogs; Scott did not have as much experience of conditions in Antarctica whereas Amundsen grew up skiing and with cold weather in Norway.

Vocabulary – timeline, sledge, preparation

[Reflect on how things would be different if Scott had been successful.](#)

Lesson 3 : LO: To understand how people today know about Robert Scott

Understand how we know what happened. Examine sources of evidence - written personal and official records, artefacts and know that each contributes to the narrative in a different way – the overall picture we have of Scott.

Vocabulary – evidence, records, source

Lesson 4 : LO: To understand Scott's lasting impact

How should Scott be remembered today? His lasting impact includes a fund to commemorate the explorers so their scientific results could be published; the Scott Polar Research Institute in Cambridge, England; statues of him and his scientific and geographical discoveries helped future explorers. Scott risked his life going to the South Pole, for scientific advancement and fascination with the unknown (and prestige).

Vocabulary – inspirational, hero, discovery

Lesson 5: LO: To know Shackleton's story

Tell Shackleton's inspirational story of perseverance and leadership. His ship was trapped in ice, he and 5 others rowed 720 nautical miles to South Georgia to arrange a rescue for the remaining crew in 1914 and the similarities and differences between his journey compared to Scott's.

Vocabulary – risk, perseverance, leadership, nautical

Lesson 6: LO: To understand why the Antarctic expeditions were of national importance

Pupils know the expeditions are considered to be within living memory (100 years approx.), can suggest reasons for explorers choosing to go on dangerous expeditions (scientific advancement and fascination with the unknown) and discuss why the Antarctic expedition was a significant event nationally.

Reflect on the expeditions and develop an appreciation of success and how these are marked.

Great Fire of London – concepts – rich and poor, lasting impact

What was the lasting impact?

- Lesson 1 : LO: To know how London has changed over time
Investigate how London has changed over time, using maps and timeline (resources provided).
Vocabulary – national, buildings
- Lesson 2 : LO: To understand what London was like in the past
Teach how we know what London was like in 1666 – maps, written records – give real sources where possible. Setting scene for why fire happened, providing background knowledge. London was crowded, upper storeys of houses leaned

over streets so they were narrow and cramped, wooden buildings, lots of warehouses storing flammable goods.

Vocabulary – flammable, combustible

Reflect on the impact the fire would have had if the buildings were like they are today.

- Lesson 3 : LO: To understand a personal account of the fire
Explore Pepys diary as a primary source (rich in detail as he was there, however, it only documents his own point of view). Read his extract of how the fire started.
Vocabulary – buildings, destroyed
- Lesson 4 : LO: To understand what firefighting was like in 1666
Explore what firefighting was like in 1666 (no organised fire brigade, no hydrants, leather buckets, needed a water source which would be the nearest river) and what is it like today. Opportunity for visit from firefighter.
Vocabulary – firefighting, emergency, hydrant
Reflect on the difference it would have made if the fire brigade was how it is today.
- Lesson 5 : LO: To understand why the Great fire spread so quickly
Investigate why the Great Fire spread so quickly. Use all learning so far about what London was like (crowded, houses close together, warehouses full of flammable goods) and add that it was a very hot, dry summer so all the wood was very dry, water sources were low. Very windy. When it started, Mayor of London did not think it was serious, did not act, would not allow houses to be pulled down as firebreaks.
Vocabulary – firebreak, warehouse
- Lesson 6 : LO: To learn by examining evidence
Examining evidence National Archives online workshop. TBC.
- Lesson 7 : LO: To know the sequence of events during the fire
Know the timeline of events over each day of the fire. September 2nd 1666, Fire started in Pudding Lane, Mayor was informed but he did not take it seriously and went back to bed. 3rd Sept, St Paul's cathedral destroyed, fire spread, people started to panic and leave. 4th Sept wind died down, houses pulled down to create fire breaks, fire eased. 5th Sept fire put out.
Vocabulary – timeline, sequence
- Lesson 8: LO: To know what the king did during the fire
What do children think a King might do when there is danger? Move to safety?
When King Charles was told about the fire, he acted quickly and bravely. He went to help with the firefighting. Ordered houses to be torn down to create fire

breaks and helped bring them down. Rewarded people for helping, ordered food to be brought for volunteers. Threw water onto flames as part of human chains.
Vocabulary – king/monarch, volunteer

- Lesson 9: LO: To understand the human impact of the fire

Consider the human impact (empathise) – understand the problems: many thousands of people had nowhere to live. No government help, had to help themselves. Many lived in camps for years. A relief fund was set up, the King arranged markets to feed people. Consider how **poor and rich** might have managed differently. Link to current refugee situations.

Vocabulary – government, refugee, relief

[Reflect on how people would have felt and how their lives changed.](#)

- Lesson 10/11: LO: To know how the Great Fire changed London

Know how the Great Fire changed London – fire regulations improved, including the beginning of a hydrant system, houses had to be built in stone or brick, wider spaces had to be left between buildings.

King Charles commissioned a map of London the year following the fire, showing the damage done to the city. Compare the map (available on National Archives website) to a modern map. Use the NA resources to discuss.

Vocabulary – regulations, commission

- Lesson 12 : Written response – consider how the Great Fire of London has been remembered (monument in London, chn taught about it still) and explain why a fire on the scale of the Great Fire would not happen today (What was the **lasting impact?**).

[Investigate reasons why there is a monument to remember the Great Fire.](#)

Concepts

Rich and poor

Lasting impact

SKILLS

Chronological understanding	Range and depth of historical knowledge	Interpretations of History	Historical enquiry
<p>Sequence events (represented by photos/pictures/artefacts) from different periods of their life</p> <p>Describe memories of key events in their own lives.</p> <p>Sequence 3 artefacts closer together in time (related to their learning 1660s GFL and 1800s FN and 1910 Pole to Pole)</p> <p>Know the dates of the events they have studied and use equidistant time lines to record findings and relate to time</p>	<p>Find out about people and events in other periods of time</p> <p>Develop empathy and understanding through drama (hot seating, sp. and listening) to recognise why people did things, why events happened and what happened as a result</p> <p>Use a range of sources to include collections of artefacts describing similarities and differences</p> <p>Identify differences between ways of life at different times</p>	<p>Compare pictures or photographs of people or events in the past</p> <p>Identify different ways to represent the past</p> <p>Compare and contrast 2 versions of a past event and describe then explain differences</p> <p>Discuss reliability of photos/ accounts/stories from the past</p>	<p>Interpret a source – why, what, who, how, where to construct questions and discover answers about the past on the basis of simple observations</p> <p>Sequence a collection of artefacts</p> <p>Outline the effectiveness of sources, justifying opinions with reasons (eg. Limitations of a photo – unable to see outside the shot; why one source might be better than another in different situations eg. Diary better than a leather bucket for details about GFL)</p>

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.