

Y2 History	TERM 1A				TERM 1B				TERM 2A	TERM 2B		TERM 3A	TERM 3B					
	Battles, burns and bandages (Great Fire of London)				Battles, burns and bandages (Florence Nightingale and Edith Cavell)										Local history, myself and my surroundings			
	<b>Key knowledge</b> To know that the Great Fire of London started in 1666 and lasted 4 days.  To know that the fire was stopped by demolishing houses to create a firebreak.  To know the reasons that the fire spread quickly (weather, proximity of houses, materials).  To know after the fire, houses were built from safer materials (brick) and the streets were widened.		<b>Key skills</b> To be able to understand similarities and differences between periods (how London and fire-fighting changed).  To be able to use common vocabulary relating to passing of time.  To be able to ask and answer questions on cause and impact or consequence.  To be able to understand the chronology of events over the four days of the fire.  To be able to understand that there might be a range of sources that can tell us about the past.		<b>Key knowledge</b> To know that Florence Nightingale was a nurse.  To know that she was born before living memory.  To know that during the Crimean War, she improved conditions in hospital and reduced the death count.  To know that she established St Thomas’ Hospital and the Nightingale Training School for Nurses.  To know that Edith Cavell was born before living memory.  To know that she was a British nurse who saved lives of soldiers from both sides during WW1.  To know that she was arrested for helping soldiers and killed.  To know that Mary Seacole also improved medicine during the Crimean War. She battled prejudice.		<b>Key skills</b> To be able to understand similarities and differences between the impact of two individuals.  To be able to use artefacts and stories to show understanding.  To be able to understand that there might be a range of sources that can tell us about the past.  To be able to begin to understand the difference between reliable and non-reliable sources.  To be able to understand why someone might be significant in history.  To be able to understand consequence of people’s actions or events.  To be able to understand that in the same time period lives were different for different people (rich, poor, men, women).							<b>Key knowledge</b> To know that Barnes Common was used for farming but it is now used for leisure.  To know that the Olympic Cinema was a recording studio and is now a cinema.  To know that Barnes pond was drained and then restored in 2021, in living memory.  To know at least 2 significant individuals from our local area’s past.  To know that Dame Ninette de Valois, professional ballet dancer, lived in Barnes.  To know that James Henry Greathead, famous engineer, lived in Barnes.  To know that Kathleen Godfree, women’s tennis champion, lived in Barnes.  To know that Tim Berners-Lee, creator of the internet, grew up in Barnes.  To know that Cesar Picton, successful entrepreneur, lived in Kingston.		<b>Key skills</b> To be able to understand why a person or place might be significant.  To be able to understand that in the same time period lives were different for different people (rich, poor, men, women).  To be able to place events in chronological order.  To be able to identify differences between ways of life at different times.  To be able to find out about the past from a range of sources.  To be able to find out about significant historical events, people and places in their own locality.  To be able to understand that there might be a range of sources that can tell us about the past.		
	<b>Enquiry/question/outcome/activity</b> Was the Great Fire of London a blessing or a curse?				<b>Enquiry/question/outcome/activity</b> Who was the more significant nurse? What impact did Florence Nightingale make in medicine? What impact did Edith Cavell make in medicine?										<b>Enquiry/question/outcome/activity</b> Is Barnes Common still significant? How has the Olympic Cinema changed over time? Who lived in Barnes in the past? Why are they significant?			
	<b>Key vocabulary (tier 2)</b> opinion after past before present burn prevent cause reason change reliable consequence result destroy save difference significance event similarity fact source history timeline idea unreliable impact		<b>Key vocabulary (tier 3)</b> fire engine Great Fire of London hook squirt		<b>Key vocabulary (tier 2)</b> improve individual arrest clean medicine nurse cleanliness reduce condition death save disease significance historian soldier hospital unwell illness war impact		<b>Key vocabulary (tier 3)</b> Mary Seacole pioneer WW1 prejudice racism							<b>Key vocabulary (tier 2)</b> champion photograph chronological reliable cinema significant create similar creator source different successful farming tennis internet unreliable living memory		<b>Key vocabulary (tier 3)</b> James Henry Greathead Kathleen Godfree leisure merchant Ninette de Valois Olympic Cinema recording studio restore Tim Berners-Lee trade		