

**Year 2 TOPIC WORK: HISTORY & GEOGRAPHY**

| <p align="center"><b>YEAR 2</b></p>   | <p align="center"><b>AUTUMN TOPIC</b></p> <p align="center"><b>FIRE FIRE!</b><br/>The Great Fire of London<br/>(to include local maps)</p> <p align="center"><b>VISIT/TRIP/WORKSHOP:</b><br/>Science Trip: Whipsnade Zoo<br/>Map Field Work TBC (Geography)</p> <p align="center"><b>Opportunities for Exploring Diversity</b><br/>How London Has Changed<br/>Diwali<br/>Black History Month (October)<br/>Local Authors and Local Poets</p>  | <p align="center"><b>SPRING TOPIC</b></p> <p align="center"><b>INTREPID TRAVELLERS</b><br/>Florence Nightingale &amp; Mary Seacole<br/>(to include Non-European study - Jamaica)</p> <p align="center"><b>VISIT/TRIP/WORKSHOP:</b><br/>Florence Nightingale Workshop<br/>R.E. Trip (Local church)</p> <p align="center"><b>Opportunities for Exploring Diversity</b><br/>Mary Seacole and Jamaica<br/>World Book Day</p>  | <p align="center"><b>SUMMER TOPIC</b></p> <p align="center"><b>OH I DO LIKE TO BE BESIDE THE SEASIDE</b><br/>History of the seaside<br/>(to include world maps)</p> <p align="center"><b>VISIT/TRIP/WORKSHOP:</b><br/>Puppet Show Workshop<br/>Southend</p> <p align="center"><b>Opportunities for Exploring Diversity</b><br/>Pablo Fanque<br/>How Travel Has Changed</p>  |
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| <p><b>Key</b><br/>Blue text –Geography<br/>Green text – History<br/>Brown - Opportunities<br/>for Exploring Diversity</p> |   |   |   |
| <p><b>Key Texts</b></p>   | <p>Vlad and the Great Fire of London<br/>Kate Cunningham &amp; Sam Cunningham</p> <p>Who was Samuel Pepys?<br/>Nick Harrison</p> <p>The Great Fire of London<br/>Gillian Clements</p> <p><u>Who was Samuel Pepys? - BBC Bitesize</u></p> <p><u>Book Lists for Fire of London (booksfortopics.com)</u></p> <p><u>Atlas Kids   Britannica Kids</u></p> <p>Maps and Atlases in school</p> <p>Black and British (Stuarts)<br/>David Olusoga</p> <p>Regional ethnic diversity - GOV.UK Ethnicity facts and figures (ethnicity-facts-figures.service.gov.uk)</p> <p><u>Poets Corner - Black History Month 2021</u></p> <p>Local Poet: Rachel Long (Octavia Write Yourself Free)</p> | <p><u>Who was Florence Nightingale? - BBC Bitesize</u></p> <p><u>Florence Nightingale facts for kids   National Geographic Kids (natgeokids.com)</u></p> <p>Big Book of Florence Nightingale</p> <p>Mary Seacole and the Crimean War<br/>History Makers</p> <p>The Extraordinary Life of Mary Seacole<br/>Naida Redgrave</p> <p>Untold Stories (Stories of the Victorians) – Hackney’s Diverse Curriculum</p> <p><u>https://www.black-history.org.uk/19th-century/1857-mary-seacole-the-black-nurse/</u></p> <p><u>Atlas Kids   Britannica Kids</u></p> <p>Maps and Atlases in school</p> <p><u>Jamaica (nationalgeographic.com)</u></p> <p><u>Microsoft Word - Jamaica_lesson_plan.doc (bbc.co.uk)</u></p> | <p>Collection of black and white photographs from the past</p> <p>Big Book of Seaside’s in the past</p> <p><u>Atlas Kids   Britannica Kids</u></p> <p>Maps and Atlases in school</p> <p><u>West Sussex County Council: Learn about seaside holidays in the past</u></p> <p><u>What did people do at the seaside in the past?   Historic England</u></p> <p>At the beach<br/>Roland Harvey</p> <p><u>Black Victorians and their life in the Victorian society. (victorian-era.org)</u></p> <p>The Greatest Victorian Showman – Pablo Fanque<br/><u>Pablo Fanque – The greatest Victorian showman - BBC Teach</u></p> |

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|                      | <p><a href="https://www.theschoolrun.com/uk-black-history-for-primary-school">https://www.theschoolrun.com/uk-black-history-for-primary-school</a></p>  | <p><a href="#">Books-for-children_BAMEed.pdf</a><br/>(<a href="http://hackneyservicesforschools.co.uk">hackneyservicesforschools.co.uk</a>)</p>   |  |
| <p><b>Skills</b></p> | <p><b>History:</b> The Great Fire of London<br/> <b>NC POS:</b> Events beyond living memory that are significant nationally.</p> <p><b>Chronology-</b> sequence events; describe memories of key events in lives.</p> <p><b>Range and Depth of Historical Knowledge</b> – find out about people and events in other times; confidently describe similarities and differences.</p> <p><b>Interpretations of History</b> - compare pictures of events in the past; be able to identify different ways to represent the past.</p> <p><b>Historical Enquiry</b> - use a source – why, what, who, how, where to ask questions and find answers.</p> <p><b>Organisation &amp; Communication</b> - Class display; annotated photographs; ICT mash cams.</p> <p><b>Geography:</b> Local Maps<br/> <b>NC POS:</b> Use local maps to identify key features and landmarks of the United Kingdom.</p> <p><b>Geographical Enquiry</b> - Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures and internet as sources of information; make simple comparisons between features of different places within the UK.</p> <p><b>Locational Knowledge</b> – name, locate and identify characteristics of a capital city in the UK.</p> <p><b>Drawing Maps</b> – Draw a map of a real place (add detail to a sketch map from an aerial photograph).</p> <p><b>Representation</b> – Begin to understand the need for a key; use class agreed symbols to make a simple key.</p> <p><b>Using Maps</b> – Follow a route on a map. Use simple compass directions (North, South, East and West) to describe the location of features on a map.</p> <p><b>Perspective</b> – Look down on objects to make a plan view map.</p> <p><b>Scale / Distance</b> - Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).</p> <p><b>Map knowledge</b> – Locate and name on UK map major features, e.g. London, River Thames.</p> | <p><b>History:</b> Florence Nightingale &amp; Mary Seacole<br/> <b>NC POS:</b> The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Chronology-</b> sequence events; sequences photos/pictures from different periods of their life; describe memories of key events in lives.</p> <p><b>Range and Depth of Historical Knowledge</b> – find out about people and events in other times; confidently describe similarities and differences; drama; develop empathy and understanding (hot seating, sp. and listening).</p> <p><b>Interpretations of History</b> - compare pictures or photographs of people or events in the past; be able to identify different ways to represent the past.</p> <p><b>Historical Enquiry</b> - use a source – why, what, who, how, where to ask questions and find answers; discuss the effectiveness of sources.</p> <p><b>Organisation &amp; Communication</b> - Class display; annotated photographs.</p> <p><b>Geography:</b> Jamaica<br/> <b>NC POS:</b> Study of United Kingdom and of a small area in a contrasting non-European country.</p> <p><b>Geographical Enquiry</b> - Use maps, pictures/photos, and internet as sources of information; understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Jamaica).</p> <p><b>Locational Knowledge</b> - name and locate the continent and ocean in relation to a country.</p> <p><b>Map knowledge</b> – Locate and name on UK map major features, e.g. home location.</p> <p><b>Scale / Distance</b> - Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).</p> | <p><b>History:</b> History of the Seaside<br/> <b>NC POS:</b> Significant historical events and places in our locality.</p> <p><b>Chronology-</b> sequence artefacts closer together in time</p> <p><b>Range and Depth of Historical Knowledge</b> – find out about events in other times; study collections of artefacts; confidently describe similarities and differences.</p> <p><b>Interpretations of History</b> - compare pictures or photographs of events in the past; be able to identify different ways to represent the past.</p> <p><b>Historical Enquiry</b> - use a source – why, what, who, how, where to ask questions and find answers; use a timeline to sequence a collection of artefacts; discuss the effectiveness of sources.</p> <p><b>Organisation &amp; Communication</b> - Class display; annotated photographs; area visit.</p> <p><b>Geography:</b> World Maps<br/> <b>NC POS:</b> Use world maps to identify countries, continents, and oceans.</p> <p><b>Geographical Enquiry</b> - Use NF books, stories, maps, pictures and internet as sources of information; make appropriate observations about why things happen; make simple comparisons between features of different places; identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather).</p> <p><b>Locational Knowledge</b> - name and locate the world's seven continents and five oceans.</p> |

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| <p><b>Key Vocabulary</b><br/>(new vocabulary in bold underlined)</p> | <p>Fire, London, <b>bakery, River Thames, Samuel Pepys, King Charles II, Thomas Farriner, diary, Pudding Lane, evidence, sources</b></p> <p>United Kingdom, England, Northern Ireland, Scotland Wales, country, capital city, North, South, East, West, aerial, key, <b><a href="#">plan view map</a></b>.</p>  | <p><b>Florence Nightingale, Mary Seacole, Crimea, nurse, Scutari</b>, past, present, <b>war, soldier</b>, timeline, <b>artefacts</b>, sources</p> <p><b>World, continent, Europe, non-European, Asia, North America, South America, Africa, Antarctica, Australia</b>, ocean, <b>Pacific, Indian</b>, Atlantic, <b>Southern, Arctic, Jamaica</b>, seasons, <b>Caribbean, Kingston, carnival</b>.</p>  | <p><b>Seaside, holiday</b>, past, present, <b>Punch and Judy, bucket and spade, steam train, travel, black and white photographs</b>, sources,</p> <p><b>Beach, cliff, coast, forest, hill, mountain, river</b>, season, weather, <b>North Pole, South Pole, Equator, Europe, Asia, North America, South America, Africa, Antarctica, Australia</b>, Pacific, <b>Indian</b>, Atlantic, <b>Southern, Arctic</b>.</p>  |
| <p><b>Opportunities for Learning / Cross Curricular</b></p>          | <p><b>Art and DT</b> – create London’s burning landscape picture and glass jar scene. Bake bread rolls for the bakery – role play in classroom. Make 3D pop up houses to burn.</p> <p><b>ICT</b> – Use purple mash to write Samuel Pepys’ diary and create mashcam. Use colour magic to create London’s burning picture. Use interactive game (link in planning).</p> <p><b>Music</b> – Create ‘round’ to London’s burning using glockenspiels.<br/><a href="http://www.museumoflondon.org.uk/families/rhymes-in-time/londons-burning">//www.museumoflondon.org.uk/families/rhymes-in-time/londons-burning</a></p> <p>Visit from local fire brigade / interview fire fighters via zoom.</p> <p><b>RE</b> – Diwali ‘light’ celebrations (November).</p> <p><b>English</b> – Coming to England (Floella Benjamin – whole school focus).</p> | <p><b>Art and DT</b> – Carnival art, study of Jamaican artist Bernard Hoyes, DT food tasting (fruits from Jamaica), NHS artwork.</p> <p><b>ICT</b> – Use purple mash to write about the life of Mary Seacole. Use design programmes to create carnival flags and celebration display.</p> <p><b>Music</b> – Learn and perform the Culture Club ‘come together’ song. Listen to music from England and Jamaica – compare instruments.</p> <p><b>PE</b> – Dance (carnival – speak to Aimee).</p> <p><b>RE</b> – Learn about celebrations in Jamaica and compare to Easter celebrations in England.</p>  | <p><b>Art and DT</b> – produce a puppet show inspired by Punch and Judy – hand sewn puppets. Build a puppet show theatre as collaborative task. Create a small world seaside using sand and shoe boxes.</p> <p><b>ICT</b> – film a puppet show – add narration and animation graphics.</p> <p><b>Music</b> – compare ‘summer’ music to ‘winter’ music. Create a piece of music that represents ‘a day at the beach’ look at how sound clips are created (link to ICT).</p> <p><b>Music</b> – compare music from around the world.</p> <p><b>PE</b> – Dance (puppets) (travel around the world).</p> <p><b>Science</b> – life in rock pools, STEM activities: <a href="#">The Seaside   STEM</a></p> <p><b>PSHE</b> – Staying safe at the seaside</p> |
| <p><b>Learning Overview / WALTs</b></p>                              | <p><b>(12 Weeks)</b></p> <p><b>WOW: Visit from the local Fire Brigade and Fire Engine</b><br/>Week 1<br/>WALA: The Great fire of London.<br/>KQ: When was the Great Fire of London?</p> <p>Week 2<br/>WAL: Why did the fire spread?<br/>KQ: What were houses like in 1666?</p> <p>Week 3<br/>WAL: How did the fire start? Who helped?<br/>KQ: What was the role of a firefighter in 1666?<br/>*Fire engine visit school* *Burning of our paper houses*</p> <p>Week 4<br/>WALT: Describe what would be saved in a fire.<br/>KQ: How do we know about the Great Fire of London?</p> <p><b>Black History Month</b><br/>Week 5<br/>KQ: What is an eyewitness?<br/>KQ: Who was Samuel Pepys?</p>   | <p><b>(12 Weeks)</b></p> <p><b>WOW: Florence Nightingale and Mary Seacole profile pictures: BIG jigsaws to piece together (whole class).</b><br/>Week 1<br/>WALT: Understand why Florence Nightingale is famous.<br/>KQ: What does a nurse do?</p> <p>Week 2<br/>Florence Nightingale Workshop</p> <p>Week 3<br/>WALA: Florence Nightingale and The Crimean War.<br/>KQ: How do we locate Europe on a map?</p> <p>Week 4<br/>WALT: Examine artefacts.<br/>KQ: What was the Crimean War?<br/>KQ: What did Florence Nightingale do in the Crimean War?</p> <p>Week 5<br/>WALT: Research someone from the past.<br/>KQ: Who was Mary Seacole?<br/>KQ: What did Mary Seacole do in the Crimean War?</p> | <p><b>(12 Weeks)</b></p> <p><b>WOW: Traditional puppet show on the playground.</b><br/>Week 1<br/>WALA: Puppet shows from the past (WOW day).</p> <p>Week 2<br/>WALT: research Victorian seaside holidays.<br/>KQ: Where did people choose to go on holiday 100 years ago?<br/>KQ: What were seaside holidays like in the past?</p> <p>Week 3<br/>WALA: What Victorians wore at the seaside.<br/>KQ: What do photographs tell us about holidays in the past?</p> <p>Week 4<br/>WALA: Victorian seaside entertainment.<br/>KQ: What do photographs tell us about holidays in the past?<br/><b>KQ: Who was Pablo Fanque?</b></p> <p>Week 5<br/>WALA: Transport in the past.<br/>KQ: How did Victorians travel to the seaside?</p> <p>Week 6</p>        |

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|  | <p>WALA: How poets tell stories – link to poetry in English.</p> <p>Week 6<br/>WALT: Write a diary entry.<br/>KQ: What do artefacts tell us about the past?</p> <p>WALA: What would our diaries say about life in London today?</p> <p>HALF TERM</p> <p>Week 7<br/>WALA: who lived in London in 1666?<br/>WALA: who lives in London now?<br/>KQ: How have maps of London changed?<br/>What does this tell us about how people have changed?</p> <p>Week 8<br/>WALT: Identify and locate features on local maps.<br/>KQ: What language do we use when talking about maps?<br/>KQ: How are features shown on maps?</p> <p>Week 9<br/>WALT: Plan a route to follow on a local map.<br/>KQ: What is an aerial view?<br/>KQ: How does a plan-view represent what we see?</p> <p>Week 10<br/>Map Fieldwork Trip<br/>KQ: What does a key show?</p> <p>Week 11<br/>WALT: Compare how London has changed. (From 1666 to today).</p> <p>Week 12<br/><b>FAB</b> ending: London's Burning performance using glockenspiels.</p> | <p>Week 6<br/>WALA: Mary Seacole's life.<br/>KQ: Where was Mary Seacole born?<br/>KQ: Where did Mary Seacole travel?<br/>KQ: What made Mary Seacole special?</p> <p>HALF TERM</p> <p>Week 7<br/>WALT: Find out about Jamaica.<br/>KQ: How do we locate Jamaica on a world map?</p> <p>Week 8<br/>WALT: Research similarities and differences.<br/>KQ: What are the similarities and differences between Jamaica and England?</p> <p>Week 9<br/>WALA: Cultural celebrations in Jamaica</p> <p>Week 10<br/>WAL: What food comes from Jamaica? (link to DT and PSHE healthy eating)</p> <p>Week 11<br/>WALA: Carnival celebrations in Jamaica.<br/>KQ: What celebrations are important in Jamaica?</p> <p>Week 12<br/><b>FAB</b> ending: class carnival to celebrate Easter.</p> | <p>WALT: identify how travel has changed.<br/>KQ: Where do people go on holiday now?<br/>KQ: Why have choices changed?<br/>KQ: How do we travel around the world today?</p> <p>HALF TERM</p> <p>Week 7<br/>WALT: Locate hot and cold countries.<br/>KQ: What is the equator?<br/>KQ: How do we know if a country is hot or cold?</p> <p>Week 8<br/>WALT: Plan a holiday travelling by plane.<br/>WALT: Identify continents and oceans on a world map.</p> <p>Week 9<br/>WALT: Research a continent.<br/>KQ: What are the key features and landmarks of a chosen continent?</p> <p>Week 10<br/>WAL: How to stay safe on the beach.<br/>KQ: Why is beach safety important?</p> <p>Week 11<br/>Trip to the Beach.</p> <p>Week 12<br/><b>FAB</b> ending: holiday postcards sent to new teacher 'all about my trip to the beach'.</p> |
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