

**Corpus Christi Catholic Primary**  
**Year 2**  
**History Curriculum Overview**



Autumn Topic		Black History	Spring Topic	Significant Individuals	Summer Topic
<b>Topic</b>	Florence Nightingale & Mary Seacole	Martin Luther King	Sinking of the Titanic	Mary Seacole Florence Nightingale Samuel Pepys	The Great Fire of London
<b>Enquiry Question</b>	<b>Who is most deserving of a statue outside of St. Thomas' hospital?</b>	<b>Why should we celebrate the life of Martin Luther King?</b>	<b>Why were most of the deaths third class passengers?</b>	<b>Why should we remember Mary Seacole?</b>	<b>Could the Great Fire of London ever happen again?</b>
<b>Sticky knowledge</b>	<p>To remember that:</p> <p>Nursing has changed significantly since the 1800s.</p> <p>Options for a woman's career were limited in the 1800s.</p> <p>There was a war in the Crimea in 1853 – 1856.</p> <p>Sometimes we are told more about certain</p>		<p>To remember that:</p> <p>Travelling by boat was a common means of transportation in the early 1900s.</p> <p>People of different classes lived in different ways.</p> <p>There are a variety of factors that can cause a ship to sink.</p> <p>Different sources of evidence can lead us to form different conclusions.</p>		<p>To remember that:</p> <p>Fires can start in different ways.</p> <p>We can use a range of sources to learn about the past.</p> <p>There are a number of factors that can affect how a fire spreads.</p> <p>Firefighting methods have changed significantly since 1666.</p> <p>Towns have to be rebuilt after a fire.</p>

	<p>individuals than of others.</p> <p>Important people are commemorated in a variety of ways.</p>		<p>Not everybody was treated as equals in 1912.</p>		
<p><b>Links to previous learning</b></p>	<p>Ch build upon their understanding of other significant females: Grace Darling</p>		<p>Ch build upon their understanding of the Forfarshire shipwreck</p>		<p>Fire Safety (Safety week)</p>
<p><b>Concept/Theme</b></p>	<p>Equality – diversity Prejudice Compassion – sacrifice, love</p>	<p>Rights &amp; responsibilities – freedom, morality, justice Equality – fairness, prejudice, segregation, diversity Change – dreams, reform Identity – individuality</p>	<p>Rights &amp; responsibilities – morality, justice Equality – class, fairness, poverty, wealth, discrimination, oppression</p>	<p>Equality – Prejudice/Discrimination Compassion – trust/sacrifice/love  Change: Dreams, Ambition Compassion – sacrifice</p>	<p>Community – common good, belonging, friendship Change – reform, resilience, tradition Power</p>

<p><b>Key skills</b></p>	<ul style="list-style-type: none"> <li>Place the key events n important event on a timeline (e.g. Florence's life)</li> <li>Understand and use the words <i>past</i> and <i>present</i> when telling others about an event</li> <li>Ask and answer questions about: what, who, how, where and why, similarities and differences</li> <li>Observe small details in artefacts and pictures, relevant to the study</li> <li>Begin to use books and ICT for research</li> <li>Use a source to find out: why, what, who, how and where.</li> </ul> <p>Identify similarities and differences between ways of life in different periods of time</p> <ul style="list-style-type: none"> <li>Communicate in a variety of ways: storytelling – retells and recounts, diary entries, Annotating photographs, Drawing, Drama, Role Play, ICT</li> <li>Identify different ways in which the past is represented (e.g. photos, pictures, artefacts, eye-witness accounts, historic buildings, museums, historical sites)</li> </ul>	<ul style="list-style-type: none"> <li>Place the key events n important event on a timeline</li> <li>Understand and use the words <i>past</i> and <i>present</i> when telling others about an event</li> <li>Ask and answer questions about: what, who, how, where and why, similarities and differences</li> <li>Begin to use books and ICT for research</li> <li>Use a source to find out: why, what, who, how and where.</li> </ul> <p>Identify similarities and differences between ways of life in different periods of time</p> <ul style="list-style-type: none"> <li>Communicate in a variety of ways: storytelling – retells and recounts, diary entries, Annotating photographs, Drawing, Drama, Role Play, ICT</li> <li>Identify different ways in which the past is represented (e.g. photos, pictures, artefacts, eye-witness accounts, historic buildings, museums, historical sites)</li> </ul>	<ul style="list-style-type: none"> <li>Place the Great Fire of London on a timeline – understand and use the words <i>past</i> and <i>present</i> when telling others about an event.</li> <li>Ask and answer questions about: what, who, how, where and why, similarities and differences.</li> <li>Begin to use books and ICT for research.</li> <li>Use a source to find out: why, what, who, how and where.</li> <li>Identify similarities and differences between ways of life in different periods of time.</li> <li>Communicate in a variety of ways: storytelling – retells and recounts, diary entries, annotating photographs, drawing, drama, role play, ICT.</li> <li>Identify different ways in which the past is represented (e.g. photos, pictures, artefacts, eye-witness accounts, historic buildings, museums, historical sites).</li> <li>Begin to distinguish between fact and fiction</li> <li>Place the key points of an important event on a timeline (e.g. Great Fire of London events in order)</li> </ul>
<p><b>Key vocabulary</b></p>	<p>nurse, doctor, hospital, changes, improvements, significant, compare, explain, similarities, differences, sequence, photographs, timeline, soldiers, patients, uniform, wards, injured, medicine, treatment, comfort, bandage</p>	<p>Iceberg, lifeboat, class, rivets, lifejacket, navigation, immersion, evacuation, disaster</p>	<p>firehooks, significant, compare, explain, similarities, differences, sequence, timeline, source</p>

<p><b>Possible misconceptions</b></p>	<p>Children might think that:</p> <ul style="list-style-type: none"> <li>• Florence &amp; Mary helped soldiers in a war in England</li> <li>• Florence was a Dr and not a nurse.</li> <li>• It was typical for females to be nurses</li> </ul>	<p>Children might think that:</p> <ul style="list-style-type: none"> <li>• All passengers were treated equally</li> <li>• Travelling abroad was as common then as it is now</li> <li>• Everyone who made it off the boat survived</li> </ul>	<ul style="list-style-type: none"> <li>• Children might think that:</li> <li>• The fire could have been easily put out</li> <li>• Lots of people died</li> </ul>
<p><b>Cross curricular links</b></p>	<p>Significant Individual – Mary Seacole</p> <p><b>English – biographies</b></p>	<p>English – diary entry and narrative</p>	<p>English – newspaper report</p> <p>Fire Safety</p>