



History Long Term Map Year 2

	Theme	National Curriculum Objectives
Autumn 1	<p style="text-align: center;"><u>Where we live</u></p> <p>Geography focus</p>	
Autumn 2	<p style="text-align: center;"><u>A Walk in the Park</u></p> <p>Geography focus</p>	
Spring 1	<p style="text-align: center;"><u>The Circle of Life</u></p> <p>Science focus</p>	
Spring 2	<p style="text-align: center;"><u>Sensational Shibden (history focus)</u></p> <p>To study the Shibden Estate (1615 - 1926). The Lister Family (mill owners and cloth merchants - Piece Hall link). Children to look at chronology and put things on a timeline (things they have learnt about in year 1 and things that have happened in their lifetime) Creating a fact file about Anne Lister, including a family tree. The children will learn all about the industries that the Lister family were a part of which creates a link to the Piece Hall.</p>	<p>....Children to understand significant historical events, people and places in their own locality. Shibden Hall Estate: Children to develop an awareness of the past. ... changes within living memory, where appropriate these should be used to reveal aspects of change in national life</p>

	<p>Comparing the differences of then and now in terms of living and the estate itself. Write a letter to the architect at the time and suggest changes for the 'future'. The children will also focus on some decoding work, which links closely to Anne's diary which was all written in code.</p> <p>Architect for the house, gardens and boating lake - John Harper/Samuel Gray.</p> <p>Timeline of the Shibden Estate with links to ourselves e.g. birthdays and previous topics. e.g. Victorian Toys and the Great Fire of London.</p> <p>Famous people in the locality e.g. Anne Lister.</p> <p>Look at the artefacts from the past and compare them to present times.</p> <p>Visit to Shibden estate to consolidate what is being taught</p>	<p>...Children to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</p> <p>Children to use sources to show that they know and understand key features of events.</p> <p>Family tree, photographs, discover box, visit to compare the estate, snippets of her diary.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1</p>	<p style="text-align: center;"><u>Fire, Fire</u></p> <p>Explore events beyond living memory that are significant nationally or globally:</p> <p>The Great Fire of London</p> <p>Samuel Pepys</p> <p>Guy Fawkes - Reason for Bonfire night and the significance of Guy Fawkes in London at the Houses of Parliament</p> <p>Children to know that the fire started on Sunday 2nd September 1666 and that the fire started in a Bakery on Pudding Lane</p> <p>Children to explain why the fire spread - houses made of wood and straw, very close together and the strong winds.</p> <p>Children to identify how the people tried to stop the fire - axes and buckets, water from the Thames.</p> <p>Children to understand how the fire stopped through the blowing up houses using gunpowder.</p> <p>Children to produce a timeline of what happened in the four days the fire happened.</p> <p>Samuel Pepys- wrote a diary about the fire. Children will re-write their own diary entry describing what it was like in London (use Great Fire of London experience to help)</p>	<p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]</p> <p>Children to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Use sources to show that they know and understand key features of events.</p>

	<p>Children to name London landmarks that were destroyed in the fire and current day London landmarks - <i>St Paul's Cathedral</i></p> <p>Trip - <i>Shibden Hall for a Great Fire of London experience</i></p> <p><i>Artefacts from the visit, re-enact being a fire man with buckets and water</i></p>	
<p>Summer 2</p>	<p><u>Sun, Sea and Sand</u></p> <p>Geography focus</p>	<p><i>St Lucia</i></p>