

Year 2				
Topic and term	Knowledge - Children will learn	Children will be able to...	Prior Knowledge	Key Vocabulary
Stand alone History Unit Victoria n Homes (Topic Wriggle and Crawl)	To name events beyond living memory that are significant nationally or globally. To know about the lives of significant individuals in the past who have contributed to national and international achievements. (Queen Victoria)	- To find similarities and differences between Victorian homes and modern homes The houses were cheap, most had between two and four rooms - one or two rooms downstairs, and one or two rooms upstairs, but Victorian families were big with perhaps four or five children. There was no water, and no toilet. A whole street (sometimes more) would have to share a couple of toilets and a pump. Victorian houses have chimneys because they often had a fireplace in most rooms. The fire was the only way to keep warm. Today, houses are built without chimneys because houses are kept warm via central heating. Most modern houses have radiators in each room instead of a fireplace. KITCHEN: The Victorians (or their servants if they were rich) cooked on a range. This is also how water was heated, as there wasn't hot water from a tap in Victorian homes. A range was powered by coal. BATHROOM: Many Victorian homes didn't have a bathroom. The toilet would have been outside like the one shown. Poorer people had to share toilets with other houses. Most poorer families would have bath night once a week. Water would be heated on the range and put in a tin bath in front of the range in the kitchen. LIVING ROOM: For most of the Victorian times, houses didn't have electricity. A few houses had some electricity towards the end of Victorian times, but this was very unusual and only for the richest. Candles were a main way of lighting houses, as were lamps that used paraffin or gas. BEDROOM: Duvets weren't used in Victorian times, beds were covered in lots of blankets. There was no central heating so lots of blankets were important. You can see in the picture of the Victorian bedroom that there are rugs on the floor instead of a carpet. These are called rag rugs and they were made from left-over scraps of material. - To look at photographs of different Victorian rooms and identify a range of objects within each one. Gas lamps and candle holders Chamber pot, tin bath tub, jug, and out house- bathroom Patterned wallpaper Clothes washer, iron, fireplace	Children have learnt when the Victorian era was and can talk about Victorian toys children played with. The children will know how to create a timeline with dates from the past. <u>Year 1</u> -Memory Box Victorian Toys - Bright Lights Big City Homes from GFOL 1666	Past, Queen Victoria, electricity, home, living room, kitchen, photographs, compare, similar, modern, old, candle, dolly tool, mangle, chamber pot, chimney, fireplace, coal, patterns, wall paper, brick, copper, gas lamps, framed pictures

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		- To look at a picture of a house and add it onto a timeline to match the correct period of time and describe what the houses were like. Medieval, Tudor, Georgian, Victorian and Modern homes are from different time periods. - To answer questions about the Victorian era. The Victorian period of time: - there was no electricity they used candles and gas lamps. - they didn't have radiators they had fireplaces. - they had patterned wall paper. - they used a dolly tool to help them with laundry.		
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The seaside	KS1 - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	- To sort pictures of the seaside from the Victorian era to now and compare the similarities and differences. Victorians travelled to seaside by train, now we travel by car. Victorians rode a donkey and listened to a band, now we still enjoy donkey rides but play in the arcades and go on the funfair. Then and now people enjoyed fish and chips and ice cream. Victorians often went in the sea fully clothed, now people wear swimming costumes and trunks. In the past many working class people could only visit the seaside for a holiday. Whereas now, many people visit the seaside just for the day. Bathing machines were made available for people to get changed in. It was beach etiquette to use them, particularly for women. - To create a poster on Punch and Judy with facts about it from History. Punch and Judy is a traditional puppet show featuring Mr. Punch and his wife Judy. The performance consists of a sequence of short scenes, each depicting an interaction between two characters, most typically Mr. Punch and one other character who usually falls victim to Punch's slapstick Mr Punch has been performing in the UK for over 350 years. The earliest script of a Punch and Judy show dates from 1827 when the journalist John Payne Collier visited Piccini, the 82-year old Italian Punchman - To compare clothing people wore to the clothes in Victorian times to now. The fashion of the 19th century is renowned for its corsets, bonnets, top hats, bustles and petticoats. Women's fashion during the Victorian period was largely dominated by full skirts, which gradually moved to the back of the silhouette. Women and girls never wore trousers and their skirts were long to cover their legs. The Victorian schoolboy (not those in public schools) would have worn jackets and stout trousers. On their feet they wore ankle boots, and those in short trousers wore long socks. The colours would have been drab. Their shirt had large rounded, stiff collars and was often worn without a tie.	Children will understand the difference between past and present. <u>Year 1</u> -Memory Box Victorian Toys <u>Year 2</u> Victorian Homes	Victorian, seaside, now, then, popular, difference, similarities, Promenade, arcade, fish and chips, Punch and Judy, donkey rides, skirts, stiff collars, corsets, bonnets, petticoats, sea bathing, bathing machines,
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		- To sort photographs and name popular beaches Victorians visited to photographs of the beaches now. (Blackpool, Margate, Rhyl, Whitby, Brighton, Llandudno) How has the seaside changed over time? Now people wear swimming costumes, trunks or bikinis. In the Victorian days and until recently, children could take donkey rides on the beach at most seaside. Just like today, people also used to make sandcastles with flags, sit in deckchairs on the sand, play sports and go for walks along the beach. Victorian people were very modest and were fully clothed at all times. To overcome this some beaches were divided up so that men went to one beach and women another. - To create a Venn diagram of activities at the beach (then, now and both) Seaside then - Watching punch and Judy puppet shows - Eating ice cream (also called a "hokey pokey") - Donkey rides - Walking on the Promenade - Eating fish and chips - Building sandcastles with a bucket and spade - Watching variety acts at a music hall such as singers, dancers, or comedians. "Sea bathing" instead of sunbathing - To answer comprehension questions about the History of the seaside (twinkl) the first seaside town was Scarborough. holidays to the seaside roughly started in 1700s.		
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Towers, Tunnels and Turrets.	To know a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. To know that certain objects from the past might have been used for. To know how to use books and the internet to find out more information about the past.	- To create a timeline of UK castles. Warwick Castle 1068 Oxford Castle 1073 Edinburgh Castle 11th Century Carrickfergus Castle 1177 Dover Castle 1180s Caernarfon Castle 1283 Helmsley Castle 1385 Dartmouth Castle 1388 - To label and describe each feature of a castle and what it is used for. (its usage during history) - Moat - a perimeter ditch with or without water. - Barbican - a fortification to protect a gate. - Curtain Walls & Towers - the perimeter defensive wall. - Fortified Gatehouse - the main castle entrance. - Keep - the largest tower and best stronghold of the castle located in the centre. - Battlements- raised sections with gaps between them running along the top of a castle wall. Defenders could fire arrows from the gaps (the crenels) and hide behind the raised parts (the merlons). - Drawbridge- linking the castle gatehouse to the opposite bank of the moat or ditch. It could be raised or lowered by ropes or chains. When the castle was under attack, the drawbridge would be raised. - Portcullis - a heavy spiked barrier (made from metal or wood). When attackers were trying to get inside the castle, the portcullis would be lowered in front of or behind of the castle doors to help protect them. - To write a fact file about a castle from the past - Warwick Castle (1068)- Local study Why were castles built? -Medieval castles were built from the 11th century CE for rulers to demonstrate their wealth and power Where were castles built? -A good location for a castle was on a natural rise, near a cliff, on the bend of a river, or where older fortifications such as Roman walls could be usefully reused.	Children will know what a castle is. Children will know that some castles used to be home to royalty. Children will know the features of a fact file. Children will know that some buildings were built a long time ago. Children will know that the internet and books can provide us with useful information.	Castle, palace, turret, moat, shield, drawbridge, battlements, catapult, site, study, significant, locality, objects, artefacts, books, internet, timeline, past, present, chronological order, features,
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Land Ahoy	To know the life a significant individual. To learn about an event that happened before my grandparents were born. To recount the life of someone famous whom lived outside of Britain and explain why he/she is famous.	- To answer comprehension questions about Christopher Columbus life and the impact he had on history. Columbus thereby initiated an era of exploration, subjugation, and colonization that lasted for centuries. The explorer has been accused by many historians of initiating the genocide of Hispaniola's indigenous Arawak population, and he is also considered by some to be the originator of the transatlantic slave trade. The explorer Christopher Columbus made four trips across the Atlantic Ocean from Spain: in 1492, 1493, 1498 and 1502. - To research and create a wanted poster on Blackbeard. - Blackbeard- Controlled Caribbean Sea -1716 -1718 Nickname came from his thick black beard and fearsome appearance He was reported to have tied lit fuses (slow matches) under his hat to frighten his enemies. He stole cargo from around the world. - To create a timeline and sequence chronologically about the famous explorer James Cook. James Cook was one of the foremost figures of the Age of Exploration. During his career, Cook circumnavigated the globe twice, and captained three voyages of discovery for England. Cook made significant contributions to the fields of surveying, cartography, advanced mathematics, astronomy, and navigation. James Cook was a naval captain, navigator and explorer who, in 1770, charted New Zealand and the Great Barrier Reef of Australia on his ship HMB Endeavour. - To research and write a fact file on the FAMOUS Pirate Calico Jack - Calico Jack- He designed the Jolly Roger Flag and had two female crew members-18th Century - To create a timeline of Grace Darling's life. - 1669 - Britain's oldest lighthouse is built. - 1815 - Grace Darling is born. - 1825 - The Darlings move to Longstone Lighthouse. - September 1838 - The SS Forfarshire crashes. - November 1838 - Queen Victoria rewards Grace Darling. - 1842 - Grace Darling dies. - 1880 - 'Grace Darling: Her True Story' is published. - 1938 - Museum opened dedicated to Grace Darling. She risked her life to rescue the stranded survivors of the wrecked steamship Forfarshir- On 7 September 1838	Children will understand the difference between past and present. Children will understand what a famous person is.	Pirate, ship, Blackbeard, Grace Darling, Henry Morgan, Calico Jack, timeline, explorers, chronological, event, grandparent, recount, Britain, famous, significant individual, face file, sea explorer, chronological, past, present, difference, understand
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		To learn about Jacques Francis. To know what it was like to be a slave. To learn about his expedition. Jacques Francis was an African salvage diver who led the expedition to salvage King Henry VIII's guns from the Mary Rose.		
Magical Medicine s	To know the life of a significant individual. To know changes to living memory. Where appropriate, these should be used to reveal aspects of change to national life. To know about the life of a famous person from the past because I know how to research. To recount the life of someone famous from Britain who lived in the past and I know about what they did to make the world a better place. To recount the life of someone famous who lived outside Britain and explain	- To learn about hospitals now and then, how they have changed and why. <u>Then-</u> Only doctors look after patients. Patients are dirty. There are not enough doctors. Patients have mouldy food. There are rats. Herbal remedies used. Candles were used for lights. <u>Now-</u> Nurses and doctors look after patients. Electricity used for light. Patients have fresh food. Patients have clean clothes. The hospital is more hygienic. There are more medicines. Hospitals and rooms are clean. - To learn about herbal remedies and what they used to be used for in the Crimean war. - Mary used herbal remedies she had learnt from her mother to treat the soldiers. - She would often grind them in a pestle and mortar, mix them in a bowl or heat them over a fire. - Aloe Vera - mixed to help heal cuts and wounds. - Lemongrass - boiled to help a fever. - Ginger - ground to help diarrhoea. - Lemons - mixed to help coughs. - Okra - chopped to help heal boils - To create a timeline of Florence Nightingales life. - 1820 Florence was born - 1837 Florence felt God call her - 1851 Florence became a nurse - 1853 Crimean war broke out - 1854 Florence went to Turkey to care for injured soldiers - 1854 Florence was named Lady of the Lamp - 1855 people gave money to the Nightingale fund to fund for training of nurses. - 1856 war ended - 1859 The Nightingale training school was opened - 1883 Florence was awarded the Royal red cross by Queen Victoria - 1910 Florence died	Children can use words like old, new and a long time ago. Children can spot old and new things in a picture. Children will know the features of a fact file. Children will know that hospitals treat people who are ill. Children will know that doctors and nurses work in hospitals to help people. Children will know that people who are ill have medicine.	significant individual, changes, living memory, national life, famous, past, present, future, research, Britain, world, better, recount, Florence Nightingale, fact file, Mary Seacole, hospitals, old, new, nurse, long time ago, timeline, herbal remedies, Crimean War, Crimea, injured, soldier,

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	why she/he was famous.	• To research and write a fact file about Florence Nightingale and her impact on medicine. -Nurse during Crimean War October 1853 - 30 March 1856 - Known as "The Lady With the Lamp - British nurse -She established principles and priorities for nursing education. -Nightingale called statistics "the most important science in the world." She broke new ground with her use of data to understand the current state, evaluate priorities, and assess progress in improving patient outcomes • To research and write a fact file about Mary Seacole and her impact on history. -Nurse during Crimean War October 1853 - 30 March 1856 -Jamaican businesswoman who provided sustenance and care for British soldiers at the battlefield during the Crimean War. - set up the "British Hotel" behind the lines during the Crimean War. -She was posthumously awarded the Jamaican Order of Merit in 1991 -In 2004, she was voted the greatest black Briton. - She became known as 'Mother Seacole' because of how great she was at caring for the injured.		
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