



Year 2 - History - Knowledge and Skills

As a Year Two Historian, I will know...

How did the Great Fire change London?	The Great Fire of London happened between 2 <sup>nd</sup> and 5 <sup>th</sup> September 1666. The fire started in Thomas Farriner's Bakery on Pudding Lane.	Samuel Pepys wrote a diary about what happened. He went to see the Lord Mayor to ask him to do something to help.	It hadn't rained for 10 months and the city was very dry. Many houses were made of wood or straw. Houses were close together so the fire spread quickly.
	People that lived far away from the fire would have known that it was coming so they had time to escape.	When London was rebuilt, many of the buildings were made from brick instead of wood.	
Why was there a castle in Runcorn?	Castles were built hundreds of years ago - beyond our living memory. Many castles have been destroyed or demolished over time.	Major castles were build where there were lots of people. A castle was built in Runcorn to keep important people safe.	Children to describe some of the features of a castle.
	Halton casle is a ruin but many features are still evident.	Children to explain some of the similarities and differences in structure and way of life.	
How have Seaside holidays	Children can name some of the activities that were carried out at the Seaside in the past and today.	We can gain information about seaside holidays in the past by exploring	In Victorian times, people travelled to the seaside by steam train. There are a range of different holidays



changed in the last 100 years?		sources but also by asking our family questions.	nowadays and travel often involved planes, trains, cars and coaches.
	Many people visited the seaside resorts because they believed the fresh air would be beneficial for their health. Many seaside resorts had spas. In the past, many people would travel to Runcorn for a holiday. It was classed as a spa town.	Seaside holidays have changed throughout time. Children will be able to name some of the changes that have occurred.	

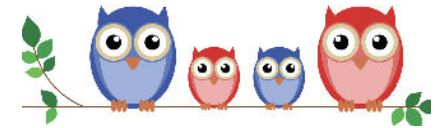
## As a Year Two Historian, I can...

### Chronological understanding

Sequence artefacts closer together in time – checking with a reference book.  
Sequence photographs, pictures or events from their own lives or the lives of others.  
Use a wider range of time terms such as: past, present, older, newer.

### Range and depth of historical knowledge

Recognise why people did things, why events happened and what happened as a result.  
Identify differences between ways of life at different times.  
Recall key events and suggest which were the most significant.



## As a Year Two Historian, I can...

### Interpretations of History

Compare two versions of a past event.

Compare pictures of photographs of people or events in the past.

Discuss reliability of photographs/accounts/stories.

### Historical Enquiry

Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

Begin to ask own questions about an event or person.

### Organisation and communication

Communicate knowledge through:

discussion, drawing pictures, drama/role play, making models, writing, using ICT.