

History

Year 2

Term by Term Coverage

Fairisle Infant and Nursery School



Expect Success

Autumn 1: Pirates

Can you say what we will be learning about in our topic 'Pirates'?

By the end of this term, children should know:

- what makes a pirate and that pirates are real
- who Grace O'Malley was and plot some key facts about her on a timeline
- who Francis Drake was and plot some key facts about him on a timeline
- research and compare two pirates and their impact on history

Vocabulary

Pirate: person on a ship who attacks and steals from other ships at sea

Treasure: a store of precious metals or jewels

Adventure: an exciting or dangerous experience

Evidence: anything that gives people reason to believe something

Compare: look at things together and decide how they are similar or

different

Similar: nearly the same

Different: not the same

Famous: known to very many people

Plunder: rob using force during war or riot

Discover: be the first person to find something

Autumn 2: Guy Fawkes

Can you say what we will be learning about
in our topic 'Remember, Remember'

By the end of this term, children should know:

- who Guy Fawkes was and why he is infamous
- how we have found out information about Guy Fawkes using a variety of sources and decide upon their reliability
- the sequence of events leading up to the arrest of Guy Fawkes
- how to empathise with a historical character
- why Guy Fawkes and the plotters wanted to kill the king and how this has affected modern democracy

Vocabulary

Plot: a secret plan

Treason: betraying your country

Gunpowder: an explosive powder

Torture: make a person feel great pain or worry

Parliament: the assembly that makes the countries laws

Catholic: belonging to the Roman Catholic Church

Protestant: member of a Church which is separate to the Roman Catholic Church

Traitor: a person who betrays his or her country

London: Capital city of England

Sequence: put it order

Barrel: a large rounded wooden container with flat ends



Spring 1: Great Fire of London

Can you say what we will be learning in our topic 'Great Fire of London?'

By the end of this term, children should know:

- how to discuss historical artworks and what they tell us about the fire
- use a variety of artefacts and sources to gain information about the fire
- how to sequence a timeline of events during the fire
- about the causes of the fire and why it burned for so long
- about the differences between fire fighting then and now
- what building changes were made to London after the

Vocabulary

Chronology: the order of events in sequence in which they happened

Source: a place of information

Evidence: anything that gives people reason to believe something

Eye witness: a person who actually saw an accident or crime

Cause: the reason that something

happened

Diary: a book in which someone writes what happens each day

Rapid: very quickly

Compare: look at things together and decide how they are similar or different

Modern: belonging to the present or recent times

Dangerous: likely to kill or seri-

ously harm you

Materials: anything used for making something else

Samuel Pepys: seventeenth century diarist

