

History Knowledge Organisers

Time spent on topic: 5 hours



Year 2

Term: Autumn 1

Cornerstones Topic: Towers tunnels and

Topic: Historical places in their own

What should I already know?

Pupils should understand and be able to articulate the difference between past and present. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young (Year 1). Know what the Royal Family is.

Chronological Understanding

Sequence pictures of different castles from different periods. Sequence artefacts and events that are close together in time. Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.

Knowledge and Understanding

Recognise some similarities and differences between the past and the present, and between ways of life in different periods. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Find out about and describe people and events in other times. Understanding the purpose of a castle. Understanding and identifying different parts of a castle.. To collect information about a particular castle. To identify different artefacts used for defence and why defence was necessary.

Important Facts:

Waytemore Castle is a ruined castle in the town of Bishop's Stortford in Hertfordshire, United Kingdom. It was built in the 12th Century.

There are castles in all four countries in the United Kingdom. The four capital cities all have castles.

Castles were built to protect Kings and Queens, Barons and Baroness'.

Castles were built on mounds and high grounds. Some castles had moats.

Windsor Castle is the largest and oldest occupied castle in the world and the Royal Family live there at some points in the year.

William the Conqueror/The Normans build many castles in the United Kingdom.

Interpretation and Enquiry

Identify different ways to represent the past.





Ask questions about the past.

Look at and use books and pictures, pictures, photographs, artefacts, historic buildings, historical sites and the internet to find out about the past and answer questions.

Sequence a collection of artefacts.

Vocabulary

Castle	a large building that was built in the past to protect against attack.
Moat	a deep wide ditch around the walls of a castle or fort that is usually filled with water.
Arrow slit	arrow openings or crosses set inside walls and towers.
Battlement	a low wall (as at the top of a castle) with openings to shoot through.
Drawbridge	a bridge that moves up, down, or to the side to allow boats or vehicles to pass.
Tower	a building that is higher than most of what surrounds it.
Turret	a little tower often at a corner of a building.
Portcullis	a heavy iron gate that can be lowered to prevent entrance.
Dungeon	a dark usually underground prison.
Artefact	a object typically one of cultural or historical interest.
Defend	To protect something from harm or danger
Attack	To take action against someone or something with weapons or force
chronological	The order in which events occurred.

Timeline	Windsor Castle	Cardiff Castle	Edinburgh Castle	Belfast Castle
	Built in the 11th Century by William the Conqueror.	Built in the 11th Century by the Normans.	Built in the 12th Century by David I.	Built in the 12 Century by the Normans.
				

Cross curricular opportunities

English—Fact sheet on the castles.

History Knowledge Organisers



Year 2

Term Autumn 2

Cornerstones Topic: Land Ahoy!

Topic: Significant people

Hours: 2

What should I already know?

Pupils should understand and be able to articulate the difference between the past and present.
Should understand that significant people and events they study fit within a chronological framework.
Should be able to identify similarities and differences between ways of life in different periods and compare aspects of life in different periods.
Use a wide vocabulary of everyday historical terms.

Historical Skills and Enquiry

To understand some of the ways the past can be represented – books, pictures, stories, photos, artefacts, museums etc.
To use information and try to work out answers to questions about the past, such as when something happened and what happened.

Cross curricular opportunities

English—Christopher Columbus character description .
Geography—Christopher Colobus map .



Important Facts:

Christopher Columbus was an Italian explorer who completed four voyages across the Atlantic Ocean.
Christopher Columbus learnt to sail in a wooden ship with sails and learnt to find his way at sea by using the stars and the sun.
During four separate trips that started with the one in 1492, Columbus landed on various Caribbean islands that are now the Bahamas as well as the island later called Hispaniola. He also explored the Central and South American coasts.
Pirates were robbers who roamed the seas and stole from other ships. Men became pirates for all sorts of reasons.
Three hundred years ago, thousands of pirates sailed around the world. It was called the Golden Age of Piracy.
The Caribbean Sea was very popular with pirates because there were many small islands.

Vocabulary

Discovered	find unexpectedly or during a search.
Pirate	a person who attacks and robs ships at sea
Ship	a large boat for transporting people or goods by sea.
Voyage	a long journey involving travel by sea .
Explore	ravel through (an unfamiliar area) in order to learn about it.
Captain	the person in command of a ship.
Quartermaster	an officer with particular responsibility for steering and signals.
Helmsmen	a person who steers a ship or boat
First mate	he officer second in command to the master of a merchant ship.
Compass	an instrument containing a magnetized pointer which shows the direction of magnetic north and bearings from it.

Key People

Christopher Columbus	Christopher Columbus was an Italian Explorer.
Black beard	an English pirate who operated around the West Indies and the eastern coast of Britain's North American colonies.
William Kidd	a Scottish sailor who was tried and executed for piracy after returning from a voyage to the Indian Ocean.

Timeline	1492	1493	1498	1502
	Christopher Columbus left for his first voyage	Christopher Columbus left for his second voyage.	Christopher Columbus left for his third voyage.	Christopher Columbus left for his fourth voyage.

History Knowledge Organisers

Time spent on topic: 3 hours



Year 2

Term: Spring

Cornerstones Topic: Street Detectives

Topic: Significant places and people

What should I already know?

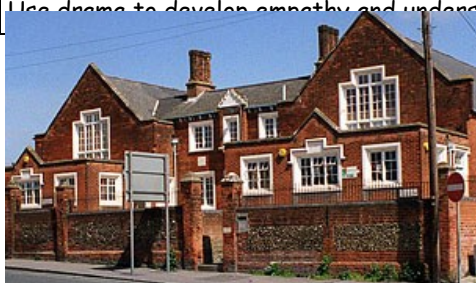
Should understand that significant people and events they study fit within a chronological framework.
Should be able to identify similarities and differences between ways of life in different periods and compare aspects of life in different periods.

Chronological Understanding

Sequence and recount changes from their own life.
Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.
Use a timeline to place important events in chronological order and order dates from earliest to latest.
Sequence artefacts and events that are close together in time.
Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.

Knowledge and Understanding

Recognise some similarities and differences between the past and the present, and between ways of life in different periods.
Look at evidence to give and explain reasons why people in the past may have acted in the way they did.
Recount the main events from a significant event in history.
Find out about and describe people and events in other times.
Use drama to develop empathy and understanding.



Important Facts:

Northgate School at Northgate End

Northgate school taught local children from 1840-1968 before moving to Cricketfield Lane. It was one of Bishop's Stortford's first primary schools. It had segregated entrances for boys and girls and was built to educate the local community. Boys would be taught carpentry, and girls learnt how to sew, knit, cook and use a flat iron. Some girls and boys were also taught gardening.

There were strict punishments for children. Children would be hit on the knuckles with a wooden ruler, hit with a cane and often humiliated with the dunce hat.

Classrooms looked very different to how they look now. Children wrote on dark slate with a white squeaky, chalky 'slate pencil'. School children would also sit on benches behind their own wooden desks. Sometimes, five children had to

Interpretation and Enquiry

Identify different ways to represent the past.
Ask questions about the past.
Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings and the internet to find out about the past and answer questions.
Start to compare two versions of a past event;
Explain that there are different types of evidence and sources that can be used to help represent the past. Discuss the effectiveness of sources.
Sequence a collection of artefacts.

Vocabulary

Artefacts	an object made by a human being, typically one of cultural or historical interest.
Victorian times	the period of Queen Victoria's reign, from 20 June 1837 until her death on 22 January 1901.
Victorian school	a school built during Queen Victoria's reign.
Slates	a fine-grained grey metamorphic rock.
Ink quill	a writing tool made from a moulted flight feather of a large bird.
Cane	a form of punishment in which a person is hit.
Dunce hat	a cap formerly used as a punishment for slow learners at school.
Significant places/ Significant people	Important places or people.
Events beyond living memory	Events that happened before ones existence.
Monarch	The ruling head of a state e.g. a queen, king or emperor

Key People

Cross curricular opportunities

English—Diary writing

Timeline

Northgate School at Northgate End was built in 1840 to educate local children.

By 1909 the school's intake of 340 children had far exceeded the recognised accommodation limit of 245.

In 1947 Northgate became a JMI (Junior Mixed Infants) school catering for 5-11 year olds.

Northgate School at Northgate End shut in 1968 and relocated to Cricketfield Lane.

History Knowledge Organisers

Time spent on topic: 5 hours



Year 2

Term: Summer

Topic: Great Fire of London

What should I already know?

Events take place within my own living memory, but also beyond my living memory. These events may cause changes which impact on us today. Events may be plotted and studied chronologically using a timeline. That London is the capital city of the UK.

Chronological Understanding

Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.

Use a timeline to place important events in chronological order and order dates from earliest to latest.

Words associated with the passing of time such as: a very long time ago, began, first, next, then, after, at last, finally.

Knowledge and Understanding

Recognise some similarities and differences between the past and the present, and between ways of life in different periods.

Look at evidence to give and explain reasons why people in the past may have acted in the way they did (great plague).

Recount the main events from a significant event in history.

Find out about and describe people and events in other times.

Use drama to develop empathy and understanding.



Important Facts:

When and where did the fire start? The fire of London started in a bakery in Pudding Lane on 2nd September 1666.

Why did the fire spread? It hadn't rained for months so the city was very dry. In 1666, lots of people had houses made from wood which burns easily. Houses were built too close together and there was no organised fire brigade.

How did they fight the fire? They used leather buckets and squirts filled with water, axes, fire-hooks and gunpowder to make fire-breaks.

How did the fire stop?

The fire burned for 4 days. As the wind died down and changed direction the fire became under control and was finally put out.

How many people died?

6 people died as a result of the fire. Thomas Farriner's maid was the first person to die because she was too scared to jump from the burning building.

What happened after the fire?

13,200 houses were destroyed by the fire and 70,000 people were left homeless. Many left London to live elsewhere and some slept in tents.

Interpretation and Enquiry

Identify different ways to represent the past. Ask questions about the past. Look at and use books and pictures, stories, use of diaries, pictures, photographs and the internet to find out about the past and answer questions. Explain that there are different types of evidence and sources that can be used to help represent the past. Discuss the effectiveness of sources.

Vocabulary

Bakery	A place where bread and cakes are made and sold
Burn	In flames, on fire
Buildings	Structures with walls such as houses, factories, churches
Cart	A vehicle with two or four wheels pulled by a horse
Diary	A book with pages for each day of the year in which to write about events
Eye-witness	A person who has seen something and can give a description of it
Flammable	When something burns easily
Fire hooks	Giant hooks used to pull down houses
Fire break	When buildings were destroyed to create a gap so the fire can't spread
Oven	A place where food is cooked. Today we use mainly electric or gas but in 1666 wood was burned to heat the oven
Plague	Plague is a disease that affects humans and other mammals.

Key People

Samuel Pepys	A man who wrote a diary about the fire
Thomas Farriner	Owned the bakery where the fire started
Christopher Wren	Man in charge of rebuilding London
King Charles II	Charles II was the King of England in 1666. After the fire, he made a decree that houses must be built further apart and built from stone not timber.

Cross curricular opportunities

Diary writing

Timeline

2nd September 1666 1:30am: a fire starts in Thomas Farriner's bakery on Pudding Lane. The fire probably came from the oven.

2nd September 1666 7am: Samuel Pepys wakes up and finds out that the fire had already burnt down 300 houses!

3rd September 1666 The firemen try to put the fire out by using leather buckets of water and then pulling down houses with fire hooks. They hope this will make a fire break but the fire keeps on spreading.

4th September 1666 St. Paul's Cathedral burns down. 6th September 1666 The Fire of London finally stops but many people are left homeless.

