



KEY LEARNING IN HISTORY @ Over Hall Community School updated September 2023

Year 2 History Key Learning			
	Learning Lens 1	Learning Lens 2	Learning Lens 3
Focus Enquiry	Local History: Winsford “How is human activity affecting our environment?”	The Great Fire of London “Why did the Great Fire of London start and how did it spread?”	Significant People: Refugees “What achievements should Mo Farah and Albert Einstein be proud of?”
Text Linked to Read to Write	A River by Marc Martin	The King Who Banned the Dark by Emily Haworth-Booth	My Name is Not Refugee by Kate Milner
National Curriculum Statement	Significant historical events, people and places in their own locality	Events beyond living memory that are significant nationally or globally	The lives of significant individuals in the past who have contributed to national and international achievements
Previous Knowledge	About past and present events in their own lives and in the lives of family members. Events happened before they were born. What the town is called that I live in. What the river is called in Winsford. Rivers are used for transport	About past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. Events happened before they were born.	That significant individuals throughout history can have a profound impact on our lives. Children should be able to name some significant individuals relevant to them.
Key Dates	1720- Improvements are made to the River Weaver	1666-Great Fire of London	1879-Albert Einstein was born 1983-Sir Mo Farah was born
Key Learning	The river Weaver runs in a curving route anti-clockwise across Cheshire, northern England. In 1720 the improvements were made to the river Weaver to make it more navigable. Access to the river was improved in 1810 by the Weston Canal, which provided a link to Weston Point, where boats could reach the River Mersey . 11 locks were added to the river Weaver alongside bridges and roads being built around the Weaver.	The fire started on Sunday 2nd September 1666 in Thomas Farriner’s bakery on Pudding Lane. The fires used for baking were not put out properly. In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.	Sir Mo Farah is a Black British athlete, who has gained fame for his incredible sporting achievements. He is known for his record-breaking long distance running. His running has included cross-country, long distance on the athletics track and long distance races, including the Great North Run and the London Marathon. Mo Farah was a refugee from Africa.



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	<p>The main trade was salt.</p> <p>Trade was helped by the Anderton Boat Lift near Northwich which links the Weaver and the Trent Mersey Canal, which allowed for a lot of trade to take place.</p> <p>1870 and 1900, with the original locks being replaced by five much larger locks, capable of handling 1000-tonne coasters.</p>	<p>People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.</p> <p>By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.</p> <p>Samuel Pepys wrote a diary all about the events</p>	<p>Albert Einstein was a refugee from Germany.</p> <p>Albert Einstein was a famous scientist - he was born in Ulm, in the Kingdom of Württemberg in Germany on 14th March 1879. As an adult, he moved to America in 1933 when Adolf Hitler took over Germany</p>
<p>Key Vocabulary</p>	<p>Travel-Moving one from one place to another. Transport-Carrying people or goods from one place to another. Steam engine-A steam engine uses steam from boiling water to make it move. The steam pushes the moving parts. Canal-An artificial waterway constructed to allow the passage of boats or ships inland or to convey water for irrigation. River Weaver-The river that runs through Cheshire and Winsford. Salt Mine-A mine yielding rock salt. Winsford flashes-Three lakes along the course of the River Weaver Locks-A short section of a canal or river with gates and sluices at each end which can be opened or closed to change the water level, used for raising and lowering boats. Anderton boat lift-A two caisson lift lock near the village of Anderton, Cheshire, in North West England. It provides a 50-foot (15.2 m) vertical link between two navigable waterways: the River Weaver and the Trent and Mersey Canal.</p>	<p>Bakery-A place that makes bread, cakes, etc. St Paul's Cathedral-A very large church in London. A new St Paul's Cathedral was built after the fire. Diary-A book that people write about their lives in. Firebreak-A gap that stops a fire spreading to nearby buildings. Timeline-The order in which events happened (Chronological) London-Capital City of UK Fire brigade-Group of people whose job it is to put out fires Fire Flames – can be set intentionally or accidentally Mayor-Important leader in a town/city Flammable-Something that burns easily</p>	<p>Refugee-a person who has been forced to leave their country in order to escape war, persecution, or natural disaster Refugee status- This is awarded to someone that the Home Office recognises as a refugee as described in the Refugee Convention. A person given refugee status is normally granted leave to remain in the UK for 5 years, and at the end of that time, they can apply for permanent permission to stay Refugee council-The Refugee Council is one of the leading charities in the UK, working directly with refugees and supporting them to rebuild their lives. Asylum-The protection granted by a state to someone who has left their home country as a political refugee Save the Children-Save the Children believes every child deserves a future. In the UK and around the world, they give children a healthy start in life, the opportunity to learn and protection from harm. They do whatever it takes for children – every day and in times of crisis – transforming their lives and the future we all share.</p>



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<p>Past Golden Thread Links</p>	<p><u>Change</u></p> <p>EYFS Local History-<i>What did where I live look like?</i> Year 1 Local History- <i>How have our own houses changed?</i></p> <p><u>Significance</u></p> <p>Year 1-Local History- <i>What roles did the people who lived and worked in castles play in society?</i> Year 1-The Beach: Now and then-<i>Why was the growth of the railway important for the growth of society?</i></p>		<p><u>Society and Culture</u></p> <p>Discussions surrounding the time in which Mo Farah lives.</p> <p><u>Achievements and Legacy</u> Discussions can be linked to all significant individuals pupils have studied throughout school: Year 1-Significant People-Tim Peake</p>
<p>Future Golden Thread Links</p>	<p><u>Society and Culture</u></p> <p>Year 3 Local History- <i>How has land use changed in our area and how has transportation changed over time?</i> Year 5 Local History- <i>How was life changed for the people of Winsford?</i> Year 6 Local History- <i>How did the Great Fire of Winsford impact the area and how was the area affected by World War 2?</i></p>	<p><u>Society and Culture</u></p> <p>Year 6 Local History- <i>How did the Great Fire of Winsford impact the area and how was the area affected by World War 2?</i></p> <p><u>Achievements and Legacy</u></p> <p>Year 6 Local History-<i>Why was the creation of the fire service following the Great Fire of London relevant to the Great Fire of Winsford?</i></p>	<p><u>Achievements and Legacy</u></p> <p>Year 6-Significant People-Charles Darwin</p>
<p>Historical Skills</p>	<ul style="list-style-type: none"> -Children will continue to develop understanding of chronology; at the same time, before I was born, chronological order, earlier, later, period, years. They will be able to identify similarities and differences between time periods. -Can describe memories of key events in their life. -Children will be able to identify similarities and differences between ways of life in different periods; connection, difference -Children will be able to describe why Britain is special through naming famous people/events e.g. Great Fire of London, Queen Elizabeth etc. -Children should have an understanding of what type of evidence is more reliable when finding out about the past. -Children will understand that there are different types of evidence and sources that can be used to help represent the past. -Children will begin to compare two versions of a past event. -Children will choose and select evidence and say how it can be used to find out about the past. 		



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Useful Resources	Anderton Boat Lift Cheshire Attraction Canal & River Trust (canalrivertrust.org.uk) Rivers Cheshire.org.uk	The Great Fire of London - BBC Bitesize What was the Great Fire of London? - CBBC Newsround	My Story Mo Farah - The Official Website of Sir Mo Farah Mo Farah - Students Britannica Kids Homework Help
Useful Texts	The Anderton Boat Lift by David Carden Dolly and Ted by Valerie Fleet Book of Winsford by J Brian Curzon	The Baker's Boy & The Great Fire of London The Great Fire of London, A City in Flames The Great Fire of London Why do we remember? The Great Fire of London Toby and The Great Fire Of London Margaret Nash & Jane Cope Short Histories: The Baker's Boy and the Great Fire of London Tom & Tony Bradman	The Colour of Home by Mary Hoffman The Librarian of Basra – Jeanette Winter Saving the Butterfly Found You Lubna and Pebble The Day the War Came Boundless Sky
Common Misconceptions			