

Year 2 Scheme of Work 2026-2027

History in Year 2			
	Autumn	Spring	Summer
Focus Enquiry	Why did the great fire destroy so much of London?	How has Crewe changed over time due to significant individuals and the development of the railway?	How are the lives of Queen Elizabeth and Queen Victoria the same and how are they different?
National Curriculum Statement	Remembrance Activities Events beyond living memory Significant events in own locality Lives of significant individuals	To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements	Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework Identify similarities and differences between ways of life in different periods. Use Historical Items
Key Learning and Activities	- London is in the south-east of England on the river Thames and is our capital city. - The Great Fire of London started on Pudding Lane London on the 2nd September 1666. - Class museum looking at a range of artefacts. - At the time, Charles II was King of England, Ireland and Scotland. - At the time, London was very crowded with lots of people and animals. It was dirty and people were ill from diseases. There were no fire brigade or vehicles. - Strong winds, poor firefighting equipment and a dry summer allowed the fire to spread quickly. - Houses were built close together and made from flammable materials, such as wood, straw and pitch. To stop the spread of the fire, houses were pulled	- We live in a town called Crewe. - Crewe is well known for the railway station. - Crewe has changed drastically over time and the railway has evolved. - Crewe Railway Station opened in 1837. 6 extra platforms were built due to high demand in 1900. - Electric trains started to be used in 1959. - Coppenhall railway accident happened in 1962. - Buildings - Crewe became a town in 1877, Crewe had its first railway hotel in 1838, Crewe Alex was built in 1906, The Lyceum Theatre was built in 1911, St Pauls Church was built in 1869. - The population of Crewe increased because of the railway. Crewe was	- King and Queen of a country. - Queen Elizabeth was a monarch in the past. - King Charles III is our current monarch. - Prince William is heir to the throne. - A crown/tiara represents the monarch's position in society. - Defend their country from enemies who might want to invade or take over. - Create rules and laws. - Pay to help the people in their country - Make important decisions - Place some important British monarchs into the correct order on a timeline. - Talk about what I know about some important British monarchs from the past. - Discussions surrounding inheritance - Enquiry into royal banquets and how these have changed over time

Year 2 Scheme of Work 2026-2027

	down. - We would now build houses of better materials and not so close together. The fire brigade can reach high buildings and can access lots of water to put out the fire quickly. - Samuel Pepys wrote about the fire in his diary, which is still used as a key historical source of information to understand the events of the Great Fire of London. - Both fires started by one person. Nicolas Brown/Thomas Farriner. - None of the buildings burnt on the other side of the river	named after the train station in 1877. More houses/building built. - Queens Park was created in 1887. - Due to population increase and the want to live by the train station, many jobs were created. - George Stephenson built the 'Rocket' in 1829. - The 'Rocket' was used to travel on the Liverpool to Manchester railway. - Our current local area is developing due to the proposal of HS2 and further housing developments. - An increase in population creates further demands for jobs and houses etc. - Increase in population due to the railway. - Railway developed due to demand – increase in platforms to accommodate this.	
Key Vocabulary	destroyed, diary, event, historian, Monarch, source, century, reign	Past, history, artefact, in the past, a long time ago, Timeline, George Stephenson, engineer, locomotive, coal wagon, invention, Stephenson's Rocket, steam engine, track, railway, Industrial Revolution	King, queen, monarch, monarchy, rules, chronological order, timeline, William the Conqueror, John I, Edward I, Richard III, Henry VIII, Elizabeth I, Charles I, Victoria, Elizabeth II, Charles III.
Historical Skills	Order events accurately Draw a simple timeline Compare similarities/differences Analysing artefacts Use ICT/books/museum to find out information/research. Critical thinking skills Communication skills Find and retrieve evidence: this includes both primary and secondary sources.		

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Disciplinary Knowledge	Cause and Consequence Change and Continuity Historical Interpretations Sources and Evidence	Historical Significance Similarity and Difference	Cause and Consequence Historical Interpretations Similarity and Difference
Cross Curricular Links	Visit to Nantwich Music – London’s Burning	My Encyclopaedia of Very Important Things Little People, Big Dreams Treasury	My Encyclopaedia of Very Important Things Little People, Big Dreams Treasury Science – Polar Regions and Climates.
Useful Resources	Toby and the GFL, Vlad and the GFL, Who was? Samuel Pepys, The Bakers Boy and the GFL https://www.londonmuseum.org.uk/schools-communities/schools/resources/the-great-fire-of-london/ https://www.bbc.co.uk/teach/articles/zknrkhy	https://www.crewetowncouncil.gov.uk/council-services/crewe-heritage/heritage-resources https://www.bbc.co.uk/stoke/content/articles/2009/09/29/crewe_railways_feature.shtml	https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/when-three-queens-ruled/ https://www.hrp.org.uk/schools/learning-resources/queen-victoria-victorian-significant-individuals-ks1/