

Year 2 – Nottingham and London (our city and our capital)

As GEOGRAPHERS we will explore:

Interconnection
Space and Place
Change and Sustainability
Scale.

Key Knowledge

As **geographers** we will know:

Where in the United Kingdom is Nottingham?

Revise the United Kingdom as being divided into four countries.
Name and locate the capital cities of those countries
Name and locate seas surrounding the UK (recap from Y1)
Name and locate Nottingham, Top Valley/Bestwood on a map
Name and locate major rivers e.g. Trent
Use simple compass directions to describe the location of places eg Nottingham is in the East Midlands, London is South from Nottingham.

Where in the United Kingdom is London?

Name and locate the capital cities of those countries
Name and locate major rivers e.g. Thames etc.

What makes Nottingham special?

Know and visit key locations in Nottingham – Nottingham Castle, Town Hall and Market Square, Leftlions,

What is London like in comparison to Nottingham? What makes it a capital city?

Know key locations and landmarks in London – Buckingham Palace, Houses of Parliament, Big Ben, London Eye, Downing Street, River Thames, Olympic Stadium and locate them on a map.
Understand why London is the capital of the UK, not Nottingham.
Use geographical vocabulary to describe key human features within these cities.

As HISTORIANS we will explore:

Significance
Continuity and change

Key Knowledge

What is historical about Nottingham?

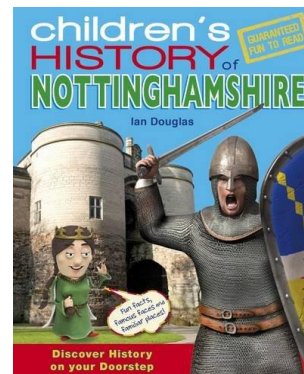
Know what Nottingham is famous in History for (link back to Y1 topic on forests and Robin Hood)
Know the significance of the River Trent in History and what it was used for

What role has London has in History?

Know what London is famous for in History (including the Great Fire of London)
Know what key landmarks have been a part of History – eg Houses of Parliament link to politics, Buckingham Palace – royal household, Queen’s Jubilee etc.

Key Vocabulary:

Nottingham, London, capital city, tourist, travel, country, United Kingdom, River Thames, River Trent, landmark, royal family, locality, local area, Buckingham Palace, Houses of Parliament, Nottingham Castle, London Eye, Big Ben, Downing Street, North, South, East, West, Compass, sea



Year 2 - The Great Fire of London

As HISTORIANS we we will explore:

Significance
Continuity and Change
Source Enquiry

Key Knowledge

What caused the Great Fire?

Understand that the fire started in a bakery on Pudding Lane
Learn about the differences between a 1600s bakery and a modern-day bakery
Understand the chronology of the main events of the Great Fire and how it is related to events of the Great Plague as two of the major historical events of 1600s
Explore the materials houses were made of and how this contributed to the fire spreading so quickly
Understand that a rising population meant that houses were built very close together

How did the fire stop?

Compare the efforts to put out the fire with that of the modern-day fire service
Understand some of the tools used to fight fire in 1600s e.g. fire hook, leather buckets of water from the River Thames

What was the impact of the Great Fire?

Understand the importance of the River Thames as a means of escape
Compare different impacts on the rich and poor at the time
Children explore the validity of whether the Great Fire of London ended the plague (it was most likely due to the introduction of quarantines, and levels of immunity – link to Covid-19)
Children study lessons learned from the Great Fire and how it influenced house building in the future
Study accounts from the time, exploring their strength and limitations as historical evidence e.g. Diary of Samuel Pepys
Children will study the attitudes towards rich people and royalty during the Great Fire (e.g. Samuel Pepys and King Charles II). Children will question the low death rate - was this because poor people were not on record?
Children will explore where people lived during and after the Great Fire

As GEOGRAPHERS we will explore:

Interconnection
Change and sustainability

Key Knowledge

As **geographers** we we will know:

Where in the United Kingdom is London?

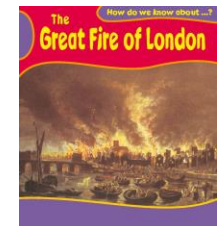
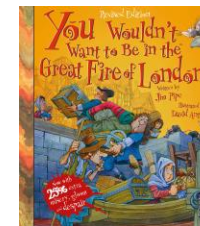
Revise the United Kingdom as being divided into four countries.
Name and locate the capital cities of those countries
Name and locate major rivers e.g. Thames, Trent etc.

How did London change after the Great Fire?

Compare maps from before the Great fire of London and after to discuss how the layout changed and why.

Key Vocabulary

fire, London, Samuel Pepys, baker, Pudding Lane, River Thames, diary, ablaze, smoke, King Charles II, explosives, fire break, fire hose, fire hook, St. Paul's Cathedral, pit



Year 2 - The Victorians

As HISTORIANS we we will explore:

Similarity and difference
Continuity and change

Key Knowledge:

Who ruled during the Victorian times?

Recap that our King lives in Buckingham Palace in London and that he is called King Charles III

Know that Queen Victoria was queen during the Victorian times 1837-1901.

Know that Queen Elizabeth is the great-great-granddaughter of Queen Victoria.

Know that they are both the longest serving monarchs.

Recap that this was 5 years before Nottingham Castle was burnt down (1832).

What was life like in the Victorian times?

Ask and answer questions and make links to their own lives and locality

Explore life in the Victorian times through key stories (Oliver Twist, Christmas Carol, Alice in Wonderland)

Analyse and study photos and artwork to identify what life was like for a Victorian child.

Learn about the impact of the rise in industry on the lives of all Victorians, but especially children.

Explore the differences between the lives of Victorian children and their lives today.

Experience a Victorian Christmas and compare how it is similar/different to how Christmas is celebrated now (trip to Newstead Abbey).

How was life similar / different for rich or poor Victorians?

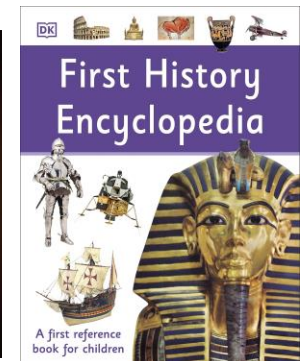
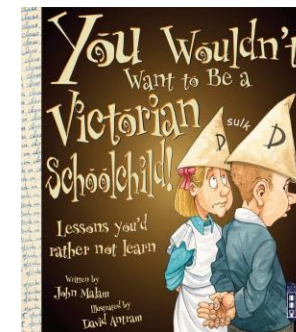
Explore differences between rich and poor Victorians: clothing (lace), education, work, pastimes.

Explore societal expectations of gender and how this affected the education that boys/girls received

Learn about changes to education (Education Acts) and how this impacted on the lives of young people in Victorian time.

Key Vocabulary

rich, poor, wealthy, poverty, leisure, industry, factory, lace work, government, education, gender, abbey, technology, railways, conflict, war, adversity, medicine.



Year 2 – Mary Seacole

As HISTORIANS we will explore:

Key Knowledge:

Who was Mary Seacole?

Know Mary Seacole lived more than 150 years ago.

Know that Mary was from Kingston, Jamaica and her dad was a Scottish soldier, who grew up in the British Army.

Know what it means to be mixed-race: Mary's mother was from Jamaica therefore she was mixed race.

Know that Mary's mother had a hotel where she looked after wounded British soldiers, as many of them were based in the West Indies. Here Mary was taught how to use plants to help the soldiers.

What was Cholera?

Know that Cholera was a disease which killed thousands of people and was one of the worst diseases in the Caribbean.

Know that Cholera was more deadly than the war itself in Crimea and 1000 of soldiers died from the disease.

What was the Crimean War?

Know that Britain sent soldiers to fight a war in Crimea in 1854 and it continued throughout Queen Victoria's reign.

Know that the war was being fought against the Russian Empire.

Know that Mary Seacole wanted to go to Crimea to help soldiers in the war with Florence Nightingale. She was not chosen for Florence Nightingale's hospital due to her being mixed race and for her methods for healing sick people.

What impact did Mary Seacole have on the war?

Know that Mary Seacole travelled to Crimea with her own money to help the soldiers of the war.

Know that Mary Seacole built and established a hotel called 'The British Hotel' in the middle of the Crimean war.

Know that William Russell, a journalist for the Times Newspaper wrote about Mary Seacole and the work she was doing. Soldiers called her 'Mother Seacole' for the work she did. She treated soldiers no matter whether they were the enemy.

Know that Mary Seacole was the first woman to walk into Sevastopol, at the end of the war, alongside the British Army. She made history doing this in 1855.

As GEOGRAPHERS, we will explore:

Scale

Interconnection

Place and space

Cultural understanding and diversity

Environment

Key Knowledge:

Where is the Caribbean?

Locate the continents and oceans on a map of the world using a compass.

Know Jamaica is a Caribbean country and locate it on a world map. Know Mary Seacole's home.

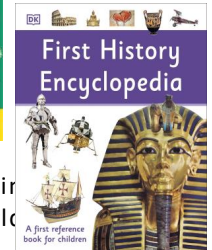
Where is Crimea?

Know that Crimea is in Europe (Eastern Europe) close to Russia and Ukraine.

Know that Crimea is now a part of Ukraine.

Where did Mary Seacole travel?

Plot Mary Seacole's journey from Jamaica to England to Crimea on a map, using compass points to describe the journey.



Key Vocabulary

Nurse, Mary Seacole, mixed-race, Crimean War, cholera, soldiers, British Hotel, Jamaica, West Indies, continent, ocean, compass, North, East, South, West, healing, travel, British Army

Year 2 - Hot and Cold

As GEOGRAPHERS we will explore:

Scale
Interconnection
Place and Space
Environment
Change and sustainability,

Key Knowledge:

Name and locate the seven continents on our planet

What is a desert and why are there deserts on Earth?

Locate hot and cold places on Earth in relation to the equator and North and South Poles
Understand that the shared feature of all deserts — regardless of location— is aridity, or lack of water.

Identify the major deserts of the world on a map

Describe the difference between a hot desert and a cold desert.

Where are the polar regions and what is it like there?

Know the locations of the polar regions and the countries within the Arctic Circle

Study the physical features, climate and seasons of the polar regions

Study the biodiversity of the Arctic and Antarctica and explore how animals are adapted to these biomes

Explore the migrants and residents of the polar regions and understand reasons why animals migrate

Know that our warming climate is causing the ice caps to melt and study the impact of this on the wildlife of the polar regions

What deserts are there in Africa and how are they different?

Locate the Sahara and Kalahari deserts

Explore the physical features of the Sahara and Kalahari deserts

Study the similarities of the Sahara and Kalahari deserts, the biodiversity of these regions and the way humans have adapted to live there

Understand that the Sahara, one of the world's driest deserts, supports plants and animals that have adapted to extremely hot and arid conditions.

Recognize that the Kalahari is known for its rich variety of plants and wildlife.

Explain the ways that the San have adapted to living in the desert.

As HISTORIANS we will explore:

Chronology
Similarity and Difference

Key Knowledge

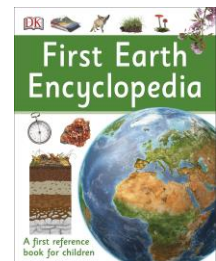
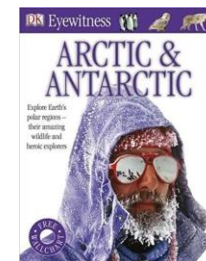
How have people learnt to survive in extreme environments?

Study how humans have adapted to live in the Arctic regions in the past and how this has evolved over time

Study an expedition of a polar region e.g. the 'Race for Pole' of Scott and Amundsen .

Key Vocabulary

Arctic, Antarctic, desert, adaptation, iceberg, walrus, Emperor penguin, orca, mosses, heathers, Sahara, oasis, oases, cacti, palm trees, hibernation, migrate, sea ice, tundra, permafrost, nomad, rattle snake, fennec fox, Arctic fox, polar bear, musk ox, lemming, Arctic tern, caribou, camel, caracal, thorny devil, jerboa



Year 2 – Trinidad and Tobago

As GEOGRAPHERS we will explore:

Place and space
Scale
Cultural diversity and understanding
Interconnection

Key Knowledge:

Where is the Caribbean and what is the climate like?

Recap naming and locating the world's 7 continents
Locate America and the Caribbean on a world map.
Know that there are 13 countries that make up the Caribbean which surround the Caribbean Sea (links to Mary Seacole topic).
Understand the climate of the Caribbean (high humidity and rainy season), and comparing it to the climate of the UK (apply knowledge of hot/cold topic).
Locate Trinidad and Tobago on a world map in relation to the Caribbean.

What makes Trinidad and Tobago different to the UK?

Know that Trinidad and Tobago are two islands off the coast of Venezuela.
Explore different maps of the UK and Trinidad and Tobago, and understand the size of it (significantly smaller in size than the UK)
Know that it has two capital cities on two islands – Port of Spain is the capital city of Trinidad and Scarborough is the capital of Tobago.
Know that Trinidad and Tobago is a country in the Commonwealth.
Name basic geographical vocabulary for physical geographical features of Trinidad

What is special about Trinidad and Tobago?

Explore cultural differences linked to human geography in Trinidad and Tobago:
- Food and national dishes such as curried crab and dumplings
- Music – calypso music, soca music and playing steel pans
Explore difference in physical geography – landscape due to the climate, difference in animals that live in Trinidad and Tobago, plants and nature differences.
Explore important people that have impacted the UK that are from Trinidad and Tobago - Floella Benjamin, Dwight Yorke.
Understand that Caribbean countries hold Carnivals annually – usually in February in Trinidad and Tobago and how this links to slavery.
Understand that Notting Hill Carnival in London is also held every year and originates from the Trinidad and Tobago carnival.

As HISTORIANS we will explore:

Key Knowledge

Who is Christopher Columbus?

Know that Christopher Columbus was a famous explorer who travelled seas to discover new countries across the world.
Know that Columbus wanted to travel to China and India, but instead he discovered the Americas.

How was Trinidad and Tobago discovered?

Both islands were explored by Christopher Columbus on his third voyage in 1498.
In 1889, the two islands became one colony and belonged to the British Empire.
It became a republic in 1976.

How does carnival link to Notting Hill in London?

Know that in the 1950s, a large population of people from Trinidad and Tobago moved to West London. It is one of the biggest festivals in the world.

Key Vocabulary:

Carnival, Caribbean, country, Trinidad, Tobago, Port of Spain, Scarborough, humid, culture, celebration, Notting Hill Carnival, British Empire, landscape, climate, calypso music, steel pan, independent, president, prime minister

