

*Inspiring and enabling our school community to live life to the full*



**YEAR 2**

**Subject: History**  
**Unit: Our Area – The History of Crowthorne**

*Our history curriculum aims to inspire pupils' curiosity about the past. It broadens their historical knowledge and equips them with key skills needed to become thoughtful and successful historians. Our intention is to provide pupils with an increased understanding of their own position in their community and the wider world.*

**Characteristics of an Effective Learner**

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

**Prior Learning:**

Year 1 - Children learn about Queen Victorian and life in the Victorian Times.

Year 2 - Children learn about The Great Fire of London and the history of firefighting.

**Key Vocabulary taught in this unit:**

past, present, source, reliable, eye witness, Victorian, Queen Victoria, Prince Albert, origin, Duke of Wellington,

**Intent: What do we want the children to know, be able to do by the time they complete this unit?**

**Significant historical events, people and places in their own locality**

Know about the history and development of Wellington College and its impact on Crowthorne Village. Use old photographs to find out how the village has changed over time. Find out about the Swinley Forest Fire and make comparisons with the Great Fire of London.

**Use common words and phrases relating to the passing of time and develop an awareness of the past**

Learn and use vocabulary linked to describing changes in the locality over a period of time. Children learn and use vocabulary when finding out about an event in recent local history.

**Recognise where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.**

Identify similarities and differences between ways of life in different periods – Victorian era to present day. Locate the lives of the Duke of Wellington and Queen Victoria as well as the building of Wellington College on our class time line. Learn about how attitudes to girls were different in the past. Sequence the events of the Swinley Forest Fire and plot this event on the class timeline. Make comparisons between the Great Fire of London and The Swinley Forest Fire.

**Use a wide vocabulary of everyday historical terms**

Learn and use the following vocabulary throughout the year: past, present, modern, nowadays, Victorian, artefact, source, timeline, year, century, eyewitness

**Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.**

Ask and answer questions to find out about the Duke of Wellington. Ask and answer questions about a local event in the recent past – The Swinley Forest Fire.

**Recognise some of the ways in which we find out about the past and identify different ways in which it is represented.**

Use sources (paintings, information text) to find out answers to questions. Use a range of different sources of information to find out about the Swinley Forest Fire, including newspaper articles and blogs. Think about some of the ways in which we can find out about the Crowthorne's past and identify different ways in which it is represented. Learn about recent historical events by interviewing an eyewitness.

**Impact / Outcome: What will the final product / result be?**

Children will create a newspaper article about the Swinley Forest fire. They will demonstrate their understanding of the locality of Swinley forest, explaining about the History of Wellington college and its impact on Crowthorne Village over time, including the Duke of Wellington and Queen Victoria. They will demonstrate their ability to make comparisons about Swinley Forest fire and the Great Fire of London.

**P4C Inquiry (where appropriate)**

What would it be like if all schools were just for boys/girls?