



## History and Geography: Year 2

### WORLD GEOGRAPHY

**Teachers:** In Year 2, children continue their study of the world around them and then broaden and complement that focus. The goal of studying selected topics in World History in Year 2 is to foster children's curiosity and the beginnings of their understanding about the larger world outside their locality, and about varied civilisations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion, and more.

In Year 2, the study of geography expands on the concepts of spatial sense, maps of the school setting, and the globe. Pupils also learn about Northern Europe, including Scandinavia. The geography of the British Isles expands on the regional differences between England, Scotland, Wales and Northern Ireland.

### I. SPATIAL SENSE

**Teachers:** Foster children's geographical awareness through regular work with maps and globes and other geographical tools.

- Locate yourself on maps and globes in relation to the different places you are studying.

### II. THE SCHOOL SETTING

**Teachers:** Pupils should learn about the spatial layout of the school in greater detail: its site (what is there) and situation (what surrounds the school).

- Identify buildings, playgrounds, fields, entrances, boundaries, vegetation and neighbouring land use.
- Examine aerial photographs of the school grounds and surrounding area. Use these photos to:
  - Identify buildings and points of interest.
  - Discuss how to navigate around the school grounds, what buildings and land are near the school, what route pupils take to get to school and what they pass along the way.
  - Use the compass points: north, south, east and west.
- Develop spatial awareness by drawing basic maps of confined areas, for example a classroom, the playground, their bedroom, etc. Use symbols, a key to represent objects on the map and a colour-code for different areas.

### III. GLOBE/WORLD MAP

**Terms:** Peninsula, boundary, equator, hemisphere, climate.

- Identify the major oceans and the seven continents.
- Find the equator, the northern hemisphere, the southern hemisphere and the North/South Poles on a globe.
- Identify the UK as one of many countries in Europe, with neighbours such as France, Spain, Germany, Italy, Norway, the Netherlands, Belgium, Norway, Sweden, Finland, Denmark, Iceland and Ireland.
- Identify the spatial distribution of the Roman Empire (Cross-curricular connection with Roman History).

### IV. NORTHERN EUROPE

**Teachers:** Introduce pupils to a part of Europe that is different from the UK and illustrate the ways in which Northern Europe is similar and different from the UK. The geography of Northern Europe should be taught alongside the history of the Vikings.

- Climate (average weather conditions over an extended period of time)

- Climate of Northern Europe: mild in the south; cold and snowy further north. Northern Europe is covered in snow and ice for much of the winter.
- Vegetation: coniferous forest adapts to the cold and snowy climate.
- Landscape: mixture of lowlands, mountains and lakes.
- Countries: Norway, Sweden, Denmark, Finland and Iceland.
- Languages spoken: Norwegian, Swedish, Danish, Finnish, and Icelandic.
- Settlement: the capital cities are Oslo, Stockholm, Copenhagen, Helsinki and Reykjavik.
  - Discuss what it is like to live in a cold and snowy climate. How do people keep warm? How do they travel around? How do they clear snow?

## GEOGRAPHY OF THE BRITISH ISLES

### I. REGIONS OF THE UK

- Name the continent, country and county in which you live.
- Identify regional differences between England, Scotland, Wales and Northern Ireland. For example: identify the flags, major mountain ranges, major rivers, lakes, capital cities and other distinguishing characteristics.
- England: identify cultural symbols, famous people and cultural differences. For example: St. George's Day, the Tower of London, Windsor Castle, Anglo-Saxons, football, Stratford-upon-Avon, Shakespeare, Chaucer
- Scotland: identify cultural symbols, famous people and cultural differences. For example: Loch Ness, Ben Nevis, Scottish Gaelic, tartan, kilts, haggis, highland games, Robert Burns, Scottish dancing [cross-curricular connection with Music Year 2]
- Wales: identify cultural symbols, famous people and cultural differences. For example: Welsh language, rugby, Dylan Thomas, St. David's Day, Eisteddfod festival of literature and music, Welsh folk songs
- Ireland: identify cultural symbols, famous people and cultural differences. For example: Irish Gaelic, St. Patrick's Day, shamrock, leprechaun, James Joyce, Gaelic football

### II. CLIMATES

- Understand the difference between weather and climate
  - Weather is day to day atmospheric conditions
  - Climate is the average weather conditions measured over years
- How does the weather vary from day to day and why?
  - Keep a daily record of temperature, wind direction, wind speed and precipitation
  - Discuss how the weather changes and why, for example with wind direction
- Show how the climate varies across the UK
  - Changes in temperature, precipitation, wind, seasons
  - Discuss latitude as a reason for this variation

## WORLD HISTORY

**Teachers:** Encourage children to examine the nature of a 'civilisation', what defines a settled culture as opposed to a nomadic lifestyle. Settlements, agriculture, laws and customs and communications all form important parts of civilisation, and children should see what modern culture and society owes to these ancient civilisations.

### I. ANCIENT EGYPT

**Terms:** archaeology, archaeologist, fertile

## A. GEOGRAPHY

- Identify the African continent on a map or globe.
- Understand the climate in Africa and its influence on vegetation, particularly in the Sahara Desert [Cross-curricular connection with Science Year 2]
- Understand the importance of the Nile River, floods and farming
- Identify key pharaohs
  - Rameses II
  - Tutankhamun [Cross-curricular connection with Visual Arts Year 2]
  - Hatshepsut, woman pharaoh
  - Akhenaten and Queen Nefertiti [Cross-curricular connection with Visual Arts Year 2]
- Identify key features in the Ancient Egyptian culture and religion
  - Pyramids
  - Mummies
  - Great Sphinx
  - Animal gods
  - Hieroglyphic writing

## II. MESOPOTAMIA: THE 'CRADLE OF CIVILISATION'

- Understand the importance of the Tigris and Euphrates Rivers in Mesopotamia
- Identify key features in the Ancient Mesopotamian culture and religion
  - Cuneiform writing: understand why writing is important to the development of civilization
  - Ziggurat temples
  - Babylon city
  - The Gate of Ishtar
- Become familiar with the Code of Hammurabi (early code of laws)
  - Understand why rules and laws are important to the development of civilisation

## HISTORY OF WORLD RELIGIONS

**Teachers:** Since religion is a shaping force in the story of civilisation, the *Core Knowledge Sequence UK* introduces children in the early years to major world religions, beginning with a focus on geography and major symbols and figures. The purpose is not to explore matters of theology but to provide a basic vocabulary for understanding many events and ideas in history. The goal is to familiarise, not proselytise; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past. To the question, 'Which one is true?' an appropriate response is: 'People of different faiths believe different things to be true. The best people to guide you on this right now are your parents or carers.'

### I. JUDAISM

- Belief in one God
- Followers are called the Jewish people or Jews
- Become familiar with the Story of the Exodus
  - Moses leads the Hebrews out of Egypt
- Understand important places, holidays, symbols and features:
  - Israel, Hanukkah (sometimes spelled Chanukah), Torah, synagogue, symbol of the Star of David

### II. CHRISTIANITY

- Belief in one God
- Followers are called Christians
- Christianity grew out of Judaism
- Understand important places, holidays, symbols and features:

- Jesus, meaning of 'messiah', Christmas, Easter, symbol of the cross

### III. ISLAM

- Belief in one God
- Followers are called Muslims
- Originated in Arabia, spread worldwide
- Understand important places, holidays, symbols and features:
  - Allah, Muhammad, Makkah, Qur'an, mosque, symbol of the crescent and star (found on the flags of many mainly Islamic nations)

## BRITISH HISTORY

### I. ROMANS IN BRITAIN

**Teachers:** Emphasise the vast extent of Roman influence from the Middle East and North Africa to Northern Europe. It is important that pupils understand how the Romans exported ideas, innovations and language all over Europe, and led to the development of the idea of Christendom. In Britain, the Romans brought literacy and extended trade and contact with continental Europe, as well as vast technological developments.

#### A. THE ROMANS INVADE 43AD

- Invasion under Emperor Claudius
  - Boudicca, Rebellion of the Iceni, in 60AD.
  - Destroyed Roman settlements at Colchester, London and St Albans; Romans considered leaving.
- Romans fail to conquer Scotland (Caledonia)
  - Hadrian's Wall
  - Ireland (Hibernia) not invaded
- Large Roman Settlements
  - Londinium
  - Eboracum
- Technological advances
  - Road networks
  - Sewage and water supply systems
  - Literacy and written records
- Roman archaeology
  - Roman villa at Fishbourne near Chichester
  - Roman baths at Bath

#### B. ROMANS LEAVE, 410

- Economic decline
  - Roman integration and intermarriage; Romans left cultural influence
  - Romano-British culture; Romanisation of the language, e.g. centenary, mega, video

### II. POST-ROMAN BRITAIN

**Teachers:** After the departure of the Romans, the British Isles were subject to successive waves of invasions from Northern Europe and Scandinavia. The Anglo-Saxon immigrations and invasions mixed with the Romano-British to modify native culture. Encourage children to think about the significance of waves of immigrations in forming cultures in the British Isles. Use maps to ensure children can understand where early Kingdoms existed in Britain.

#### A. ANGLES AND THE SAXONS, INVASIONS FROM 490

- Native Anglo-Saxon culture
  - Legend of King Arthur

## B. MULTIPLE KINGDOMS ACROSS BRITAIN

- England and Wales included:
  - Northumbria, Mercia, Wessex, Kent, East Anglia, Sussex, Essex
- Scotland included:
  - Pictland and Dál Riata
- Struggles for power
  - The rise of Wessex, Alfred the Great

## III. CHRISTIANITY IN BRITAIN

**Teachers:** Ensure the historical, rather than theological, importance of Christianity in Britain is emphasised. Early Christianity helped form identity and social organisation. Pupils should be introduced to the idea that Christian institutions and beliefs were of great importance to people's lives and shaped their world.

### A. CHRISTIANITY

- Christianity was the official religion of the Roman Empire before the Romans left Britain
- Roman Emperor Constantine and his conversion to Christianity in 312

### B. SPREAD OF CHRISTIANITY

- Missionaries travelled throughout the Roman Empire to convert Anglo-Saxon pagans to Christianity
  - St Augustine (of Canterbury), first Archbishop of Canterbury; King Aethelbert of Kent
  - St. Patrick, Christian missionary to Ireland; Ireland's patron saint
  - St. Columba, Celtic Christianity to Scotland; monastery of Iona
  - St. Aidan, Christianity in Northumbria; monastery at Lindisfarne

### C. MONASTICISM IN MEDIEVAL EUROPE

- Monasticism was the centre of cultural and scholastic life
  - Monks studied grammar, logic, mathematics, canon law and medicine; some monasteries become universities.
  - The Venerable Bede wrote a historical account of England *The Ecclesiastical History of the English People*
- Illuminated manuscripts
  - The Book of Kells and the Lindisfarne Gospels [Cross-curricular link with Visual Arts Year 2]

## IV. THE VIKINGS

**Teachers:** Encourage pupils to compare the arrival of the Anglo-Saxons with the influence of the Vikings. Children should understand the different ways in which Viking attack, invasion, settlement and interaction influenced Britain, as well as the extent of Viking exploration and its importance in Viking culture.

### A. THE VIKINGS, SCANDINAVIAN EXPLORERS AND INVADERS

- Viking culture, known for invasion and violence
  - Culture of exploration and seafaring; extensive trading routes; migration and settlement
  - Danegeld payments to the Vikings to convince them not to attack
- Viking invasions of Britain
  - Viking settlements of Jorvik (York) and Dublinia (Dublin)
- The Danelaw: dominated Northumbria, East Anglia and parts of Mercia
  - Kingdom of Wessex under Alfred the Great was the only native English Kingdom
  - Alfred victorious over the Vikings

## V. NORMAN BRITAIN

**Teachers:** The Norman Conquest marks the final successful hostile invasion of Britain. Explain how it ensured the continued existence of the fragile and newly unified England by the enforcement of a strong and informed system of government and taxation.

### A. NORMAN INVASION, 1066

- Succession dispute, Harold Godwinson (Earl of Wessex), Harald III of Norway and William of Normandy
  - Battle of Stamford Bridge
- Battle of Hastings, October 1066
  - William of Normandy defeats Harold Godwinson
  - Submission of the Anglo-Saxon ruling elites; crowned King of England
  - The Bayeux Tapestry

### B. DOMESDAY BOOK, 1086

- Lists all settlements and lands in England and Wales
- Important for governance and taxation

## FEATURED GREAT EXPLORER

### A. ROALD AMUNDSEN [builds on Year 2 History and Geography: Northern Europe]