

Subject: History Year 2

What are the aims and intentions:

That all the children:

- know and understand the history of chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History - key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Links to previous learning:

- Looking at the lives of significant individuals.
- Moving on to debate.

Term:	Topic:	Knowledge	Skills:	Key Questions
Autumn	Your Country Needs You	<p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p> <p><u>Historical Enquiry</u> Identify ways in which the past is represented Ask questions about the past Use a wide range of information to answer questions</p> <p>Chronological Understanding Understand and use the words past and present when telling others about an event Recount changes in my own life over time Understand how to put people, events and objects in order of when they happened. Use a timeline to place important events Use words and phrase such as; now, yesterday, last week , a long time ago, a very long time ago</p>	<p>Talk about some of the key events and countries involved in the First World War.</p> <p>Describe some experiences of men, women and animals involved in the First World War.</p> <p>Explain what happens on Remembrance Day and why it is marked.</p> <p>Use primary sources such as photographs to decide what are facts, what opinions can be formed from the evidence, and identify questions they have from studying them.</p>	<p>When did the war begin? Why did the war start? Who started it? Which countries were involved? Why did the children get evacuated?</p>

	Key Vocabulary	danger, travel, encounter, impact, significant, brave, pioneer ,Survive, memorial, investigate, research evidence, Why...? Historians, experts, letters, newspapers, websites, detective, opinion, artefact What...? When...? Where...?		
		Cultural Capital: DLI, topic boxes, remembrance day, Bishop Auckland town hall.		
Spring	Fire, Fire!	<p>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.</p> <p><u>Historical Enquiry</u> Identify ways in which the past is represented Ask questions about the past Use a wide range of information to answer questions</p> <p><u>Chronological Understanding</u> Understand and use the words past and present when telling others about an event Recount changes in my own life over time Understand how to put people, events and objects in order of when they happened. Use a timeline to place important events Use words and phrase such as; now, yesterday, last week , a long time ago, a very long time ago</p>	<p>To develop an awareness of the past and identify similarities, including differences between ways of life in different periods.</p> <p>Talk about some of the key events of the Great Fire of London. Say why the Great Fire of London spread and eventually stopped. Explain that we know about the Great Fire because of Samuel Pepys' diary. Start questioning the reliability of some historical evidence.</p>	<p>What was London like in the past? What is London like in the present? How did the fire start? When did the fire start? Where did the fire start? How did they put it out? Were there fire engines? What happened after? How was London rebuilt? What can we use to find out about the fire? How do we know the resources are reliable? Who is Samuel Pepys?</p>
	Key Vocabulary	The Great Fire of London, Samuel Pepys diary, danger, Christopher Wren, St Paul's Cathedral, encounter, impact, significant, brave, Survive, memorial, investigate, research, evidence, Why...? Historians, experts, letters, newspapers,, websites, detective, opinion, artefact What...? When...? Where...?		
		Cultural Capital: Fire brigade, setting fire to own houses, visit to fire station.		
Summer	Mini Masterchef	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>significant historical events, people and places in their own locality.</p>	<p>Provide some criteria about what makes a person significant in history.</p>	<p>Who are the suffragettes? Why are they significant? How did they change history? Who is Emily Davison?</p>

		<p><u>Historical Enquiry</u> Identify ways in which the past is represented Ask questions about the past Use a wide range of information to answer questions</p> <p><u>Chronological Understanding</u> Understand and use the wordspast and present when telling others about an event Recount changes in my own life over time Understand how to put people, events and objects in order of when they happened. Use a timeline to place important events Use words and phrase such as; now, yesterday, last week , a long time ago, a very long time ago</p>	<p>Have an understanding of the chronology of the historical periods</p> <p>Begin to question and debate the criteria of what makes a person historically significant.</p>	
	Key Vocabulary	<p>encounter, impact, significant, brave, Survive, memorial, investigate, research, evidence, Why...? Historians, experts, letters, newspapers,, websites, detective, opinion, artefact What...? When...? Where...?</p>		
		<p>Cultural Capital: celebration day to celebrate woman and voting, polling day.</p>		