

Year 2 History Overview

History						
	Autumn		Spring		Summer	
Year 2	Amazing Adventures/ Never Giver Uppers		Time Machine –going back in time			
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
National Curriculum	How inventions and new discoveries changed how people lived - Significant historical events, people and places	Recognise the role of women and their contribution to shaping Britain. - Significant historical events, people and places	Separating Fact and Fiction by interpreting primary and secondary sources - Events beyond living memory that are significant nationally (Great Fire of London)	Study significant events that are commemorated through festivals or anniversaries and the role religion plays in the nation's history. Events beyond living memory that are significant nationally (change in monarchy)		
knowledge	-the voyage Christopher Columbus wanted to travel and the actual sea route; discovering a new continent -how air and space travel changed overtime leading to 1 st landing on Moon -historic 'firsts' achieved by various explorers; include Amelia Earhart	-the following 3 significant people and recognise the reasons why they acted as they did: Emmeline Pankhurst Florence Nightingale	-causes of the Great Fire of London and describe the change in housing over time -how evidence is used to answer questions; Samuel Pepys's diary and pictures of the Titanic -order of events leading up to GFL and sinking of the T.	-the events that led to the Gunpowder plot; religion being a factor' -the changing role of the monarch/y since King James I		
skills	-retell the events of CC discovering part of America -construct a timeline of key moments in the evolution of air and space travel -describe and discuss why people in the past acted as they did (identify significant events)	-ask questions such as: What was it like for people? What happened? How long ago? -use artefacts, pictures, stories, online sources and databases to find out about the past -identify some of the different ways the past has been represented	-describe cramped living conditions prior to GL and explain reasoning behind new layout and how significance of event led to a Fire Brigade service -distinguish the difference between primary and secondary sources (eg. Pepys diary versus paintings and Titanic photographic evidence versus film clips). What is factual and what is interpretation	-show an understanding of the concepts; monarchy, parliament, democracy, war and peace -identify the various organisations that the Monarch is 'Head of' -use pictures and film footage to form questions about the Coronation		
	Air/Space Travel – Change and continuity (Technological Advancement) Significant events (Historical First)	Cause & Consequence Florence Nightingale / Suffragettes (Not Princess Diana)	Cause & Consequence (GofL) Primary Sources (Diary) Ask Questions what it would have been like for people.	Cause & Consequence (Catholic/Protestant conflict) Difference & Similarities between James I & Charles III		
Subject Builder	1) What are the Wright Brothers famous for? 2) Which of these people achieved a historic first? 3) Who introduced the old world to the new world? 4) Who was the first women to fly across the Atlantic?	1) What is Florence Nightingale remembered for? 2) Who was a famous suffragette? 3) What did the suffragettes change for women? 4) During which war did Florence help wounded soldiers?	What primary source has survived that tells us about the great fire of London? What happened after the fire was put out? Which one of these is a secondary source of the Titanic tragedy?	Why did King Henry VIII set up the church of England? Why did Guy Fawkes want to blow up the Houses of Parliament? Why was Queen Elizabeth II coronation such a big event?		

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Key Concepts	<table border="1"> <tr> <td>Technological Advancement</td> <td>Invasion</td> </tr> <tr> <td>Empire</td> <td>Exploration</td> </tr> <tr> <td>Revolution and Change</td> <td>Cultural Change</td> </tr> </table>		Technological Advancement	Invasion	Empire	Exploration	Revolution and Change	Cultural Change	<table border="1"> <tr> <td>Technological Advancement</td> <td>Invasion</td> </tr> <tr> <td>Empire</td> <td>Exploration</td> </tr> <tr> <td>Revolution and Change</td> <td>Cultural Change</td> </tr> </table>		Technological Advancement	Invasion	Empire	Exploration	Revolution and Change	Cultural Change	<table border="1"> <tr> <td>Technological Advancement</td> <td>Invas</td> </tr> <tr> <td>Empire</td> <td>Explo</td> </tr> <tr> <td>Revolution and Change</td> <td>Cultu</td> </tr> </table>		Technological Advancement	Invas	Empire	Explo	Revolution and Change	Cultu
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Second order Concepts	1. cause and consequence 2. change and continuity 3. similarity and difference 4. historical significance		1. cause and consequence 2. change and continuity 3. similarity and difference 4. historical significance		1. cause and consequence 2. change and continuity 3. similarity and difference 4. historical significance																			
Progression	Year 1		Year 2																					
	Chronology	I can sequence events or objects in chronological order	I can sequence artefacts closer together in time I can sequence events I can sequence photos etc from different periods of their life I can describe memories of key events in lives																					
	Knowledge	I can begin to describe similarities and differences in artefacts I can use drama to discover why people did things in the past I can use a range of sources to find out characteristic features of the past events of time studied I can compare and contrast ancient civilisations	I can find out about people and events in other times I can study collections of artefacts and confidently describe similarities and differences I can use drama to develop empathy and understanding (hot seating, sp. and listening)																					
	Interpretation	I can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	I can compare pictures or photographs of people or events in the past I can identify different ways to represent the past																					
	Enquiry	I can sort artefacts into "then" and "now" I can use as wide a range of sources as possible I can use speaking and listening skills (links to literacy) I can ask and answer questions related to different sources and objects	I can use a source – why, what, who, how, where to ask questions and find answers I can sequence a collection of artefacts I can use time lines I can discuss the effectiveness of sources																					
	Organisation and Communication	I can read time lines (3D with objects/ sequential pictures) I can present ideas in a drawing I can involve myself in drama/role play I can organise my ideas through writing (reports, labelling, simple recount) I can present ideas using ICT	I can contribute to a class display/ museum I can write annotated photographs I can present ideas using ICT																					
Vocabulary	Past, present, future, important event, era, artefacts, timeline, in the past, last century, year, decade, century, chronological order, recent, sources, Historian	Portrait, hero, significant, local, courage, evidence, clues, artefact and museum, adventure, recent	Now, then, cause, period, eyewitness, Samuel Pepys, diary, interpretation, consequences, impact	Treason, plot, evidence, parliament, hero, villain, monarch, tradition																				