



Subject/Area: History

Year Group: 2

Prior Learning	Year 2 Learning	Future Learning	Vocabulary - Subject Specific
<p><i>In Year 1 children should:</i></p> <p>Know the difference between past and present.</p> <p>Have developed an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Be able to identify similarities and differences between ways of life in different periods.</p> <p>Be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some ways in which we find out about the past and identify different ways in which it is represented.</p>	<ul style="list-style-type: none"> - Identify some ways that people have impacted upon our lives. - Recognise they we celebrate certain events, such as bonfire night, because of what happened may years ago. - Begin to identify objects from the past and the main differences between old and new objects. - Use a timeline to place important events. - Use books, pictures and the internet to find out about the past. - Ask questions about the past. 	<p><i>In Year 3 children will:</i></p> <ul style="list-style-type: none"> - Place a number of events chronologically on a BC/AD timeline. Use appropriate historical terms when talking about chronology i.e. periods, BC, AD, age, century etc. - Make comparisons between ways of life at different times i.e. modern times/ancient times. - Describe different aspects of society during Ancient times i.e. social, cultural, religious customs. - Know who the significant people/events were and why they were important. - Know that aspects of life today have been affected by Ancient Civilizations. Can choose the best sources to help answer a question about the past. Know that the past can be represented and interpreted in different ways. - Use a frame/template to record knowledge of the past including key information and historical terms 	<p>Recently, in ... , during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline.</p>
<p>KS1 National Curriculum Objectives</p>			<p>Famous People Links</p>
<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally. • The lives of significant individuals in the past who have contributed to national and international achievements. • Significant historical events, people and places in their own locality. 			<p>Florence Nightingale Mary Seacole William Caxton Tim Berners-Lee Greta Thunberg James Cook Samuel Pepys Guy Fawkes Queen Elizabeth I Queen Elizabeth II King Charles Queen Victoria</p>

	Enquiry questions	Key questions	Linked texts
	How did the Great Fire Change London? Where have humans explored? Why do we celebrate bonfire night?	What does it take to be an explorer? How has this event changed our lives? Why did the Great Fire of London burn down so many houses? How did the Great Fire of London start? What happened during the great fire of London and how do we know? Could more have been done to slow down the spread of the fire?	Greta and the Giants Paddington The Queen's Hat Fantastically Great Women Who Changed the World Robin Hood

Working historically – key concepts:

Enquiry	Sequencing the past	Change and Continuity	Cause and Effect	Significance	Planning and decision making	Using sources as evidence
Knows that we create our own interpretations of events by drawing inferences from evidence going beyond what sources say directly.	Can sequence on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people.	Can identify developments over defined periods of time.	Can explain how different causes link together in chains of events.	Can explain significance by describing impact beyond personal experience and how this led to change in the wider world.	Recognises that some plans and decisions are better suited to achieving specific aims.	Can select information from different types of sources including written, visual and oral sources and artefacts to answer historical questions.

Assessment Opportunities

Chronological understanding:

- We will use a timeline to place important events.

Historical interpretation:

- We will use books, pictures and the internet to find out about the past.
- We will research the past using multiple sources and summarise the key points.

Historical understanding:

- We will begin to identify objects from the past and the main differences between old and new objects.

Knowledge and understanding:

- We will recognise why we celebrate certain events, such as bonfire night, because of what happened many years ago.