

Year 2

History

Autumn – Turrets and Talons (Castles)

Spring – Horatio Nelson (famous people)

Summer – The Great Fire of London

Key Skills:

Pupils show factual knowledge and understanding of aspects of the history of **Britain** and the wider world.

Through:

- able to use terms concerned with the passing of time with growing accuracy.
- by recognising that their own lives are different from the lives of people in the past giving several verbal answers.
- show a developing knowledge and understanding of aspects of the past beyond living memory, and of some of the main events they have studied.
- beginning to recognise (with teacher support and scaffolding) that there are reasons why people in the past acted as they did.
- beginning to identify some of the different ways in which the past is represented.
- observing or handle primary and secondary sources of information to answer questions with growing detail about the past on the basis of simple observations.
- verbally re-tell a story of events from the past with a good level of detail using some visual prompts.

Key Skills:

Pupils show factual knowledge and understanding of aspects of the history of **Britain** and the wider world.

Through:

- using correct terminology concerned with the passing of time.
- show knowledge and understanding of aspects of the past beyond living memory and of people they have studied.
- beginning to recognise that there are reasons why people in the past acted as they did and give a verbal example.
- identifying some of the different ways in which the past is represented
- observing or handle sources of information to answer questions about the past on the basis of simple observations with detail.
- verbally re-tell a story of events from the past with good detail.
- represent a re-telling with drawings and simple sentences that include key vocabulary (sentences to be supported by teacher if child's grammar / punctuation / spelling ability requires it).

Key Skills:

Pupils show factual knowledge and understanding of aspects of the history of **Britain** and the wider world.

Through:

- using common terms confidently and growing accuracy concerned with the passing of time.
- by placing events and objects (including artefacts) in chronological order.
- by recognising that their own lives are different from the lives of people in the past and give verbal and written examples.
- show a secure knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied.
- beginning to recognise that there are reasons why people in the past acted as they did and confidently give examples.
- confidently able to recall and describe some of the different ways in which the past is represented.
- observing or handle primary and secondary sources of information to answer questions about the past on the basis of simple observations with a good level of detail.
- Confidently and accurately re-tell a story of events verbally from the past with some detail.

				<ul style="list-style-type: none"> <li>represent a re-telling with drawings and simple sentences <u>that include some relevant historical detail</u> and vocabulary (sentences to be supported by teacher if child's grammar / punctuation / spelling ability requires it).</li> </ul>	
Key Question(s):		Key Question(s):		Key Question(s):	
<p>Learning</p> <p>Pupils should be taught about: changes beyond living memory that are significant nationally or globally.</p> <p>Significant historical events, people and places in their own locality (Arundel Castle and Matilda).</p>	Activities	<p>Learning</p> <p>Pupils should be taught about:</p> <p>The lives of significant individuals who have contributed to national and international achievements (Admiral Nelson and HMS Victory).</p> <p>Significant historical events, people and places in their own locality (Admiral Nelson and HMS Victory).</p>	Activities	<p>Learning</p> <p>Pupils should be taught about: changes beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals who have contributed to national and international achievements (King James changing London house-building).</p> <p>Significant historical events, people and places in their own locality (Thomas Farriner and Samuel Pepys).</p>	Activities
<b>Extension and Enrichment Opportunities</b>					

Arundel Castle Visit

Visit to Historic Dockyard and The Victory

Drama Workshop of the Great Fire of London