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| **Year 2** | | |
|  | Term 1 – Castles | Term 2 – Great Fire of London | Term 3 – New Worlds | Term 4 – Women in Medicine | Term 5 – Queens | Term 6 – Campaigners |
| Chronological Understanding | * Recognise that their own lives are similar and/or different from the lives of people in the past. * Use common words and phrases concerned with the passing of time. | * Order and sequence events and objects – closer in time using a reference book/websites to research. * Recognise that their own lives are similar and/or different from the lives of people in the past. * Use common words and phrases concerned with the passing of time. | * Order and sequence events and objects – closer in time using a reference book. * Recognise that their own lives are similar and/or different from the lives of people in the past. * Use common words and phrases concerned with the passing of time. | * Order and sequence events and objects – closer in time using a reference book. * Recognise that their own lives are similar and/or different from the lives of people in the past. * Use common words and phrases concerned with the passing of time. | * Order and sequence events and objects – closer in time using a reference book. * Recognise that their own lives are similar and/or different from the lives of people in the past. * Use common words and phrases concerned with the passing of time. | * Recognise that their own lives are similar and/or different from the lives of people in the past. * Use common words and phrases concerned with the passing of time. |
| Events People and Changes | * Develop awareness of significant historical events, people and places in their own locality. | * Understand why events happened and what happened as a result. | * Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. | * Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. | * Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. * Develop awareness of significant historical events, people and places in their own locality. | * Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. |
| Interpretation, Enquiry and using sources | * Recognise some basic reasons why people in the past acted as they did. | * Ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/how/where questions to find answers. * Consider why things may change over time. * Recognise some basic reasons why people in the past acted as they did. * Choose parts of stories and other sources to show what they know about significant people and events. | * Ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/how/where questions to find answers. * Choose parts of stories and other sources to show what they know about significant people and events. | * Ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/how/where questions to find answers. * Choose parts of stories and other sources to show what they know about significant people and events. | * Ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/how/where questions to find answers. * Choose parts of stories and other sources to show what they know about significant people and events. | * Ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/how/where questions to find answers. * Choose parts of stories and other sources to show what they know about significant people and events. * Consider why things may change over time. * Recognise some basic reasons why people in the past acted as they did. |
| Communication | * Demonstrate simple historical concepts and events through role-play, drawing and writing. * Use a variety of simple historical terms and concepts. | * Talk about what/who was significant in simple historical accounts. * Demonstrate simple historical concepts and events through role-play, drawing and writing. * Use a variety of simple historical terms and concepts | * Talk about what/who was significant in simple historical accounts. * Use a variety of simple historical terms and concepts | * Talk about what/who was significant in simple historical accounts. * Use a variety of simple historical terms and concepts | * Talk about what/who was significant in simple historical accounts. * Demonstrate simple historical concepts and events through role-play, drawing and writing. * Use a variety of simple historical terms and concepts | * Talk about what/who was significant in simple historical accounts. * Demonstrate simple historical concepts and events through role-play, drawing and writing. * Use a variety of simple historical terms and concepts |
| Key knowledge | * I know that a castle is where a lord or noble, such as a King or Queen, lives. * I can name some castles in my local area: Rochester castle, Dover castle, Leeds castle, Saltwood Castle, Sandgate Castle, Canterbury Castle. * I can name the key parts of a castle and explain what they are for, including: battlements, moat, bailey, portcullis, barbican, drawbridge, arrow loops and tower. * I can explain that castles were built near the coast to defend England from invasion * I know some of the types of people who lived in a castle and the jobs that they did | * I know that the Fire of London happened in 1666. * I know that it started in a bakery on Pudding Lane. * I know that Charles II was King during the fire of London. * I know that it lasted from the 2nd September to the 5th September. * I can give some of the reasons for the causes of the fire: the material and proximity of the houses, the wind direction, the weather, the lack of fire engines. | * I know that Christopher Columbus sailed to America in 1492 on the Santa Maria. * I know that Amelia Earhart was the first woman to fly solo across the Atlantic ocean in 1932. * I know that Neil Armstrong travelled to the moon in Apollo 11 in 1969. * I know that Matthew Henson travelled to the North Pole * I can order these events chronologically. | * I know that Florence Nightingale and Mary Seacole were nurses in the Crimean War. * I know that the Crimean War lasted from 1853 to 1856. * I know that they lived during the Victorian era. * I know that Florence Nightingale changed nursing to make it more hygienic. * I can talk about some of the obstacles that they overcame. | * I know that Queen Elizabeth I and Queen Victoria are both significant British monarchs. * I know that Queen Elizabeth became queen in 1558 and ruled for 44 years. * I know that Queen Victoria became queen in 1837 and reigned for 63 years. * I know that both were unusual because women were not usually monarchs. * I can name some key events from both reigns: the Spanish Armada, the writings of William Shakespeare, the expansion of the British Empire, the invention of the steam train. | * I know that Rosa Parks campaigned for Civil Rights in America in the 1950s. * I know that Emily Davison campaigned for women’s rights in the UK during the Victorian era. * I know that Greta Thunberg is a modern day campaigner against climate change. * I can explain how each of these individuals has changed the world. * I can order these individuals chronologically. |
| Cross Curricular links | Geography: Local area | Geography: Maps | Geography: continents and oceans | Science: Healthy bodies |  | Geography: climate change  PSHE and C: Rights |

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| Historical Theme | Suggested Activities |
| Castles | Identify castle in the local area: Leeds castle, Hever castle, Dover castle.  Focus on Dover castle: why was it built? When? Who by? Does the way it was built tell us about the lives of the people who lived there?  Compare and contrast the lives of people living inside Dover castle to our lives today: role play, drawing, non-fiction reports.  Significant individual: William the Conqueror  Suggested trip: Dover Castle |
| Great Fire of London | Create a timeline of the events of the Fire of London. Discuss the cause and effects of the fire.  Look at different sources: paintings, maps, contemporary source: Samuel Pepys diary  Compare life on London in the past and present  Compare London before and after the Fire.  Create digital images of the Fire.  Write poetry and recounts inspired by the Fire.  Significant Individual: Samuel Pepys  Suggested event: Fire of London workshop |
| New Worlds | Look at images of significant explorers. When do we think they lived? Why do we think they were important? What is the same and what is different? Use clues from the picture to help us.  Plot the lives of significant explorers onto a timeline.  Use non-fiction texts/websites to research significant explorers and their achievements.  Compare and contrast the equipment used by explorers and relate to different time periods.  Consider the effect that their achievements have had on our own lives.  Write recounts and fact files of significant explorers.  Hot seat explorers to find out information.  Significant Individuals: Christopher Columbus, Amelia Earhart, Neil Armstrong, Matthew Henson |
| Women in Medicine | Look at images of Mary Secole and Florence Nightingale. When do we think they lived? Why do we think they were important? What is the same and what is different? Use clues from the picture to help us.  Research and report on each individual’s achievements. How have they impacted our lives today?  Historical interpretation: why do we know so much about one and not the other?  Compare and contrast their lives: who said it? Activity.  Compare and contrast medicine during the Crimean war to medicine today using photographs, contemporary accounts and objects as sources.  How should we commemorate both individuals  Write: diary entries from the point of view of each individual.  Significant Individuals: Florence Nightingale, Mary Seacole |
| British Queens | Create a timeline of each Queen’s life.  Plot each Queen’s life on a historical timeline to compare and contrast to other periods in British history.  Create fact files that compare and contrast: key events during their reign, changes during their reign, difficulties during their reigns, personal lives.  Compare and contrast the lives of ordinary people from each era using sources: paintings, objects, non-fiction texts, contemporary accounts  Compare and contrast to our lives today.  Look for historical evidence of the Elizabethan and Victorian times in our local area: historical buildings or artefacts  Suggested event: artefacts from Folkestone museum  Significant Individuals: Elizabeth I and Victoria |
| Campaigners | Look at images of Rosa Parks, Emily Davison and Greta Thunberg. When do we think they lived? Why do we think they were important? What is the same and what is different? Use clues from the picture to help us.  Research each individual using non-fiction texts, newspaper reports, television reports and websites.  Discuss the historical and social context of each individual and compare to our lives today: what rights do we have that they did not have? What did each individual want to change? What are people fighting to change today?  Create suffragette and civil rights timelines.  Look at the impact each individual has had on our present day lives. Letter writing: what would we say to them?  Significant Individuals: Rosa Parks, Emily Davison, Greta Thunberg |