



# Y2 History overview 2019-20

History Activity	Desired Skills	Approaches to Developing Skills Knowledge and Interpretation	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Chronological Understanding Historical Enquiry Knowledge and Interpretation		
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>putting a set of objects in chronological order and give reasons for their order</li> <li>use words and phrases like past, present, then, before, now</li> <li>answer some questions about when they were little using phrases</li> <li>sequence events about a famous person's life</li> <li>to understand that some objects belong to the past</li> <li>use historical language, describe the past using words and phrases</li> <li>retell a familiar story set in the past</li> <li>use the words before and after correctly</li> <li>be able to sequence events about their own life</li> <li>to be able to ask and answer questions about a famous person's life or about a special event</li> <li>use the web and books /different resources to gather information about historical events</li> </ul>	<ul style="list-style-type: none"> <li>understand that some famous people helped so our lives can be better today</li> <li>understand that we celebrate certain event because of what happened many years ago</li> <li>recount some interesting facts, such as where the fire of London started</li> <li>understand that things were different in their grandparents' life</li> <li>give examples of things that are different in their life from that of a long time ago (Victorian times)</li> <li>explain why Britain has a special history by naming some famous events and some famous people</li> <li>understand that we have a queen that rule us and that Britain has had a king or queen for many years</li> <li>begin identify the differences between old and new objects</li> <li>explain why certain objects were different in the past</li> <li>explain what is meant by a parliament</li> <li>find differences and similarities between ways of life in different periods</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should develop knowledge about the world</li> <li>They should understand basic subject-specific vocabulary relating to history and chronology</li> <li>Understand value of map use/ find historical places/route of explorers</li> <li>Pupils should extend their knowledge and understanding beyond the local area to include a contrasting locality</li> <li>This will include the location and characteristics of a range of the world's most significant human features and historical buildings</li> <li>Understand how History reflects a community/ culture</li> <li>Understand how History can tell us about cultures and communities relating to religion.</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher led presentations with children note-taking</li> <li>Group research opportunities</li> <li>Modelled strategies relating to research</li> <li>Field studies off-site</li> <li>Visits to centres of historical interest</li> <li>Planned opportunities for use of and access to varied resources</li> </ul>	<b>TERM1:</b> The Great fire of London	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>ask and answer questions about the past by talking to an older person</li> <li>research about a famous event that happened somewhere else in the world</li> <li>using specific source, such as an information book</li> <li>spot old and new things on a picture</li> <li>research the life of a famous Briton using different resources</li> <li>investigating problems through an eye witness (why has the fire happened in London)</li> <li>explain why eye –witness accounts may vary</li> <li>explain how people used an object in the past</li> <li>answer questions using old photos/ artefact</li> <li>carry out a research about a famous person</li> </ul>	<ul style="list-style-type: none"> <li>Research and analyse case studies</li> <li>Modelling by teacher</li> <li>Review of investigations against criteria</li> </ul>			<b>TERM2:</b> Florence Nightingale			
<b>Historical Knowledge</b>	<ul style="list-style-type: none"> <li>learn about famous people's lives from Britain</li> <li>explain how the local area was different in the past</li> </ul>	<ul style="list-style-type: none"> <li>Modelled analysis of maps</li> <li>Planned opportunities to investigate different types of map, both in books and digitally</li> </ul>						
<b>Maths links</b>	<ul style="list-style-type: none"> <li>comparing the sizes of different buildings (how close were the houses to each other during the fire, size of the houses)</li> <li>comparing distances on the map (London on a map during the fire, London today)</li> <li>making a timeline</li> <li>sequencing events –Great Fire of London</li> <li>sequencing the life of Florence Nightingale</li> </ul>	<ul style="list-style-type: none"> <li>Observational opportunities to be part of each lesson</li> </ul> (Geography link: UK countries and their history)			<b>TERM3:</b>			
<b>SMSC</b>	<ul style="list-style-type: none"> <li>research in pairs or individually according to given briefs, wider knowledge of Y2 History curriculum</li> <li>enjoyment and relaxation study of History can offer (museum trips, local studies of buildings, investigating with a team, knowledge of wider world)</li> </ul>	<ul style="list-style-type: none"> <li>Plan museum trips and opportunities to investigate with a partner/group</li> <li>Plan for real experiences in centres of historical interest</li> <li>visit the place where the fire started and where it spread</li> </ul>						