

Year 2 Scheme of Work – History

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
<p>Previous learning: Y1 – Chronological Understanding</p> <p>To know that a timeline shows the order events in the past happened. To know that we start by looking at ‘now’ on a timeline then look back. To know that ‘the past’ is events that have already happened. To know that ‘the present’ is time happening now. To know that within living memory is 100 years. To know that beyond living memory is more than 100 years ago Sequencing three or four events in their own life (e.g. day I was born, starting school, starting Year 1). Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Sequencing three or four artefacts/photographs from different periods of time. Placing events on a simple timeline. Recording on a timeline a sequence of historical stories heard orally.</p>				<p>Previous learning: Y1 – Substantive Concepts</p> <p>To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) To know some achievements and discoveries of significant individuals (e.g. explorers).</p>			
<p>Previous learning: Y1 – Disciplinary Concepts</p> <p>Being aware that some things have changed and some have stayed the same in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new. To know that people change as they grow older. To know that throughout someone’s lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time. Asking why things happen and beginning to explain why with support. To know that everyday objects have changed as new materials have been invented. Beginning to look for similarities and differences over time in their own lives. To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives. To know that people celebrate special events in different ways. To know that everyday objects have similarities and differences with those used for the same purpose in the past Recalling special events in their own lives. To know that some people and events are considered more ‘special’ or significant than others. Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now. To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through.</p>				<p>Previous learning: Y1 – Historical interpretations</p> <p>Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts. To know that the past can be represented in photographs.</p>			
1.1 Gunpowder Plot	5	<ol style="list-style-type: none"> Find out about Guy Fawkes. Understand some of the differences in how people such as Guy Fawkes lived, compared with today. Find out about the main events of the Gunpowder Plot. Find out about what happened to the plotters after the Gunpowder Plot was discovered. Use parts of the Gunpowder Plot to 	<ul style="list-style-type: none"> Show an awareness of the differences in ways of living in 1605 compared to the present. Pick some items that Guy Fawkes might have used in 1605. Tell the difference between objects that Guy Fawkes could have used when he lived compared with what he might have used today. Imagine and recreate the experiences of people involved in the Gunpowder Plot through drama, role plays activities and their writing. 	<p>Discussions</p> <p>Picture stimulus</p>	<p>Continuous throughout</p> <p>Observations</p> <p>Role Play</p> <p>Written task</p>	<p>Local area study</p> <p>To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past.</p> <p>To find out about events beyond living memory that are significant nationally.</p> <p>To ask and answer questions, choosing and</p>	<p>Drama – role play</p> <p>Literacy – written task</p> <p>Dance</p>

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		<p>show what I know and understand about it.</p> <p>5. Find out about how the Gunpowder Plot is remembered. Show what I have learnt about the Gunpowder Plot.</p>	<ul style="list-style-type: none"> Put the events of the Gunpowder Plot into the correct order. Create my own booklet of the story of the Gunpowder Plot. Ask and answer questions about the different people involved and the events of the Gunpowder Plot. Talk about what I notice in photographs of bonfire nights from the past. Talk about how the Gunpowder Plot has had an impact on national life in the present day. 			<p>using parts of stories and other sources to show that they know and understand key features of events and to find out about events beyond living memory that are significant nationally.</p> <p>To be taught about changes in living memory and where appropriate, these should be used to reveal aspects of change in national life and to find out about events beyond living memory that are significant nationally.</p>	
2.1 How did we learn to fly	5	<ol style="list-style-type: none"> To find out about the Wright brothers. To develop an understanding of historical significance. To investigate Ibn Al Firnas and the dream of flying is significant? To investigate why we remember the Moon landing. To recount the significance of the Ibn Al Firnas and his contributions to flying 	<ul style="list-style-type: none"> Identify important events surrounding the history of flight. Explain how a significant event has changed the lives of others. Ask questions about people and events in the past. Use primary sources to find out about people and events in the past. Correctly order five events on a timeline. 	<p>Discussions</p> <p>Picture stimulus</p> <p>Timeline</p>	<p>Continuous throughout</p> <p>Observations</p> <p>Comparisons</p> <p>Report</p>	<p>To develop an awareness of the past.</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p>	
3.1 What is a Monarch	5	<ol style="list-style-type: none"> To describe what a monarch is and to explain why coronations take place. To explain how William the Conqueror became King of England. To identify how William the Conqueror built castles while ruling England. To identify features of a castle that would be effective when defending against attacks. To suggest what a monarch was like in the past 	<ul style="list-style-type: none"> Recall that a monarch is a king or queen. Explain that recent monarchs in the UK do not have the power to make decisions alone. Identify some of the monarch's roles. Explain that a king or queen is crowned in a special ceremony called a coronation. Name some of the main steps in the coronation ceremony. Explain the use of special objects in the coronation. Use sources to explain how William the Conqueror became King of England. Know that monarchs in the past had all the power to make decisions. Explain how William the Conqueror kept order and conquered England. Identify the two different types of castle built by the Normans. Compare the similarities and differences between Norman castles. Identify features of Norman castles. 	<p>Discussions</p> <p>Picture stimulus</p>	<p>Continuous throughout</p> <p>Observations</p> <p>Comparisons</p>	<p>To know where people and events studied fit within chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events.</p> <p>To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p>	

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		<ul style="list-style-type: none"> • Explain how castles have changed over time. • Recognise that we still have castles today. • Sequence castles on a timeline. • Describe characteristics of the monarchy in the past. • Identify that the monarchy has changed over time. • Make comparisons between past and present monarchy. 				
<p>Previous learning: <u>Y3</u> – Chronological Understanding</p>			<p>Previous learning: <u>Y3</u> – Substantive Concepts</p>			
<p>Previous learning: <u>Y3</u> – Disciplinary Concepts</p>			<p>Previous learning: <u>Y3</u> – Historical interpretations</p>			