

# History Curriculum Map & Skills Progression



Year 2 National Curriculum Objectives		
Autumn Term	Spring Term	Summer Term
<b>London Long Ago</b>	<b>Water, wings and whoosh</b>	<b>LIFE!</b>
<p>Events beyond living memory that are <u>significant nationally or globally</u> [for example, <u>the Great Fire of London</u>, the first aeroplane flight or <u>events commemorated through festivals or anniversaries</u>].</p> <p><b>[The Great Plague and Great Fire of London linked]</b></p> <p><b>[Linked to The Great Fire of London, The Plague, Gunpowder Plot mini theme and WW2 mini theme]</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of <u>change in national life</u>.</p> <p><b>[Linked to Gunpowder Plot mini theme and WW2 mini theme]</b></p>	<p>Pupils should be taught about: the lives of <u>significant individuals in the past who have contributed to national and international achievements</u>. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, <u>Christopher Columbus</u> and <u>Neil Armstrong</u>, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p><b>[Linked to history of exploration, transport and endeavour]</b></p> <p>Pupils should be taught about: significant historical events, people and places in their own locality.</p> <p><b>[Linked to history of exploration, transport and endeavour]</b></p>	
Year 2 Key Skills		

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<p>Use simple stories and other sources to show that they know and understand key features of events.</p> <p>Understand and use simple historical concepts such as now/then and same/different.</p> <p>To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>).</p> <p>Understand historical concepts and use them to make simple connections and draw contrasts.</p> <p>Use sources to answer <i>simple</i> questions about the past.</p> <p>Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</p>	<p>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</p> <p>Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>)</p>	
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		Year 2 will meet Matt Dickinson, (mountain climber) who climbed Mount Everest <b>[Linked to explorers and history of exploration]</b>	
Year 2 Vocabulary			
<p><b>Great Fire of London</b>                  Samuel Pepys                  River Thames                  King Charles II                  The Tower of London                  1666                  Pudding Lane                  The Monument                  Thatched roof                  Rations                  Blackout</p> <p><b>The Great Plague</b>                  1665                  Bills of mortality                  Plague pits                  Ring-a-ring o' roses</p>	<p><b>Gunpowder Plot Day</b>                  Guy Fawkes                  Houses of Parliament                  Bonfire                  Gunpowder                  King James I</p> <p><b>WW2 Week</b>                  Remembrance                  Air raid                  Blitzkrieg                  Anderson shelter                  Evacuation                  Evacuee                  The Black Death                  King Charles II                  Great Fire of London - 1666</p>	<p><b>Neil Armstrong/                  Christopher Columbus                  (Explorers)</b>                  3<sup>rd</sup> August 1492                  12<sup>th</sup> October 1492                  Santa Maria                  Yuri Gagarin                  Explorer                  Voyage                  New World                  navigate                  Expedition</p>	