

History Curriculum Map & Skills Progression



Year 2 National Curriculum Objectives		
Autumn Term	Spring Term	Summer Term
<p>Events beyond living memory that are <u>significant nationally</u> or globally [for example, <u>the Great Fire of London</u>, the first aeroplane flight or <u>events commemorated through festivals or anniversaries</u>]</p> <p>[The Great Plague and Great Fire of London linked] [Linked to The Great Fire of London, The Plague, Gunpowder Plot mini theme and WW2 mini theme]</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of <u>change in national life</u>.</p> <p>[Linked to Gunpowder Plot mini theme and WW2 mini theme]</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, Christopher Columbus and Neil Armstrong, 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>[Linked to history of exploration, transport and endeavour]</p> <p>Pupils should be taught about: significant historical events, people and places in their own locality.</p> <p>[Linked to history of exploration, transport and endeavour]</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>
Year 2 Knowledge & Sequence		

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<p>The Great Plague</p> <ul style="list-style-type: none"> • Where and when did it happen? • How did it spread? What were the symptoms? • What happening if your family had the plague? The plague Doctor. • Samuel Pepys and King Charles. • Compare Covid to The Great Plague <p>The Great Fire of London</p> <ul style="list-style-type: none"> • London – where is it? Features of a city (Geography link). • How and where the fire started (separate science flammable materials lesson – taught in science slot) • The events of the great fire of London • Samuel Pepys – diary – How do we know? • Timeline of events 		<p>Significant Individuals</p> <ul style="list-style-type: none"> • The Queen (where she lives, her role, etc.) • Timeline of the current Queen's reign • Significant contributions • Queen Victoria • Timeline of Queen Victoria's reign • Significant contributions • Compare achievements, etc.
Year 2 Vocabulary		
<p>Great Fire of London</p> <p>Samuel Pepys River Thames King Charles II</p>	<p>Gunpowder Plot Day</p> <p>Guy Fawkes Houses of Parliament</p>	<p>Queen Elizabeth Queen Victoria Timeline Buckingham Palace</p>

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<p>The Tower of London 1666 Pudding Lane Thatched roof The Great Plague 1665 Plague pits Ring-a-ring o' roses</p>	<p>Bonfire Gunpowder King James I WW2 Week Remembrance Air raid Blitzkrieg Anderson shelter Evacuation Evacuee The Black Death King Charles II Great Fire of London - 1666</p>		<p>Accession Throne Victorian Era Royal family Monarch Reign Great Britain</p>
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