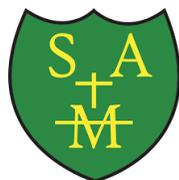


History at St Augustine's Catholic Primary School



Y2 End Points

	Autumn	Spring	Summer
	<p>Explorers</p> <p>How has exploration changed over time?</p>	<p>The Great Fire of London</p> <p>What was the Great Fire of London?</p>	<p>Women in History</p> <p>How have the lives of women in history influenced the world we live in today?</p>
Pupils will be able to...			
	<ul style="list-style-type: none"> - Explain what an explorer is and understand reasons why exploration takes/has taken place. - Recognise ways in which exploration has changed over time. - Identify some significant explorers from the past and place these in chronological order. - Describe key information about the individual explorers studied (Christopher Columbus, Captain Cook and Neil Armstrong) including where and how they travelled and what their aims were. 	<ul style="list-style-type: none"> - Place 1666 alongside other events in the past that they are aware of. - Make detailed comparisons between London today and London in 1666. - Understand when and where the Great Fire started. 	<ul style="list-style-type: none"> - Say what a monarch is and understand how the title of King or Queen is inherited - Place the reigns of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II in chronological order on a timeline. - Recall key knowledge about the lives of each queen, identifying similarities and differences

	<ul style="list-style-type: none"> = Describe some significant discoveries made by the three explorers studied. - Recognise how individuals from the past (Captain James Cook) have significance within their own locality. - Recognise and discuss the impact these discoveries have had on the world, at the time and today. - Make comparisons, through identifying similarities and differences between the exploration of Columbus, Cook and Armstrong. - Compare some aspects of life during the time periods in which these three explorers lived. - Describe some modern-day explorers and compare these to the three individuals studied. 	<ul style="list-style-type: none"> - Describe and order the events of the Great Fire of London. - Identify why the fire spread so quickly and describe what led to the fire eventually being stopped. - Examine sources of evidence including eye-witness accounts to understand what happened. - Describe the role of Samuel Pepys' diary as a source of evidence. - Describe measures that were taken to ensure another similar event wouldn't happen again. - Identify key architects involved in the rebuild of London. - Explain how fire safety changed and improved after the Great Fire of London. 	<ul style="list-style-type: none"> - Describe aspects of each Queen's reign, which have national/international significance i.e. The Spanish Armada (Queen Elizabeth) and The British Empire (Queen Victoria) - Describe aspects of life in Elizabethan and Victorian England, recognising some similarities and differences between them and how these are the same/different to today.
<p>Developing understanding of Chronology</p>	<ul style="list-style-type: none"> - Place significant explorers in chronological order. - Use historical language to talk about and compare explorers from the past e.g. before, after, later, earlier. - Describe events from the lives of explorers in order. 	<ul style="list-style-type: none"> - Place the events of the Great Fire of London in chronological order - Use historical language to talk about events and when the fire 	<ul style="list-style-type: none"> - Understand that our present/current Queen has been queen for a long time (longest reigning monarch)

		happened e.g. before, then, now, century, after.	<ul style="list-style-type: none"> - Place the reigns of the Queens in order; know who was the 'earliest' and who is the most recent. - Sequence events from life of queens
Communicating History	<ul style="list-style-type: none"> - Ask and answer questions about the lives of significant individuals and the time periods in which they lived. - Use historical and topic-related vocabulary 	<ul style="list-style-type: none"> - Ask and answer questions about the lives of significant individuals including Samuel Pepys. - Discuss and reach conclusions about the accuracy of historical sources of evidence. 	<ul style="list-style-type: none"> - Ask and answer questions about the lives of significant individuals and the time periods in which they lived. - Use historical vocabulary
Investigating the Past Historical Enquiry	<ul style="list-style-type: none"> - Discuss what historical sources (paintings, letters, artefacts) tell us about the past and the lives of the individuals studied. 	<ul style="list-style-type: none"> - Identify various historical sources of evidence, understanding what individual sources tell us about the past. - Use eye-witness accounts and paintings to understand why the fire spread so quickly. - Investigate and describe how fire fighting has developed since the Great Fire. 	<ul style="list-style-type: none"> - Identify 'clues' which tell us that someone is from the past, and begin to compare these e.g. from portraits/photographs. - Use sources and facts to describe aspects of life during Victorian and Elizabethan times.

<p>Thinking like a Historian</p>	<ul style="list-style-type: none"> - Identify impact/achievements of the explorers studied. - Make comparisons between explorers and their achievements. - Begin to make judgements/develop own perspectives based on what has been learnt. 	<ul style="list-style-type: none"> - Make comparisons between London in 1666 and London today. - Understand how the landscape of London changed dramatically after the fire. - Describe the impact of the Great Fire of London and how actions taken afterwards ensure another similar event could not happen again. 	<ul style="list-style-type: none"> - Identify what makes each queen significant/what they are remembered for - Identify similarities and differences between the reigns of each queen. - Identify similarities and differences between the periods in which they lived.
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