## Year 2 History Curriculum

### History Cornerstone Topics

<table>
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<tr>
<th>Topics lending to History</th>
<th>2014 National Curriculum Links</th>
<th>Resources</th>
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| Towers, Tunnels and Turrets - Castles and Castle Life | ● Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | ● Timeline in classroom.  
● Go on a trip to a castle.  
● Compare pictures of medieval clothing to our clothing.  
● Have a medieval feast and try food that they would eat at a banquet.  
● **Houses and homes long ago**  
An imaginary story that gets pupils thinking about how home life in the past compares to their own. |

| Street Detectives | ● Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] (Moon landing / Bonfire night)  
● Significant historical events, people and places in their own locality.  
● Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | ● Hamilton lesson plans - Changes Within Living Memory.  
● **The Race for Space – Neil Armstrong**  
A fully-planned and resourced series of lessons on Neil Armstrong and the moon landings.  
● **Farming history**  
A collection of farming pictures and a worksheet to help build a local study about agricultural changes.  
● **Cornish tin mining lesson**  
A local study into mining with worksheets and links to help with setting up an enquiry.  
● **Local history testaments**  
This video from Teachers TV gives an example |
### Local History / Geography Week

<table>
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<th>Bounce</th>
<th>National Curriculum Links</th>
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| • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of (Neil Armstrong – Linked to focus English ) | • Look at Man City sporting heroes - particularly those who have played for England - this will also link to local History.  
• Visit Man City sporting ground.  
• Famous Sports People - Activity Village. |

#### Knowledge skills and understanding Breakdown

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<tr>
<th>Chronological Understanding</th>
<th>Knowledge and interpretation</th>
<th>Historical Enquiry</th>
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- Look at Manchester Bee symbol and its History - Bee in the City resource pack.
| I can use words like ‘younger’ ‘before’  
| ‘after’ ‘past’ and ‘present’ in the right  
| context and know what they mean.  
| I can use different language to describe  
| the past.  
| I can sequence a set of events in  
| chronological order, explaining why I have  
| done it that way.  
| I can understand that things change over  
| time.  
| I can recount the life of someone famous  
| and explain what they did (Neil  
| Armstrong)  
| I can explain how my local area is  
| different now than the past.  
| I can recount some interesting facts from  
| a historical event (Moon landing /  
| changes to Skipton Castle).  
| I can give examples of how my life is  
| different to my grandparents.  
| I can name some events and some  
| famous people from Britain’s history.  
| I can ask and answer questions about a  
| photograph or artefact.  
| I can think of a plausible explanation for  
| what an object may have been used for  
| in the past.  
| I can ask questions about a historical  
| figure (Neil Armstrong).  
| I can talk to an older person to find out  
| about the past.  
| I can look in information books and  
| different sources of information.  
| I can research the life of famous people  
| and some famous events (Neil Armstrong /  
| Moon landing / bonfire night).  
| I can research the life of someone who  
| used to live in my area (street detectives).  
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<table>
<thead>
<tr>
<th>Can they use words and phrases like: before I was born, when I was younger?</th>
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<tbody>
<tr>
<td>• Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning?</td>
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<td>• Can they use the words ‘past’ and ‘present’ accurately?</td>
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<tr>
<td>• Can they use a range of appropriate words and phrases to describe the past?</td>
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<tr>
<td>• Can they sequence a set of events in chronological order and give reasons for their order?</td>
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<th>Can they recount the life of someone famous who lived in the past giving attention to what they did earlier and what they did later?</th>
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<td>• Can they explain how their local area was different in the past?</td>
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<tr>
<td>• Can they recount some interesting facts from an historical event, such as where the ‘Fire of London’ started?</td>
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<tr>
<td>• Can they give examples of things that are different in their life from that of their grandparents when they were young?</td>
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<td>• Can they explain why Britain has a special history by naming some famous events and some famous people?</td>
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<th>Can they find out something about the past by talking to an older person?</th>
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<td>• Can they answer questions by using a specific source, such as an information book?</td>
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<tr>
<td>• Can they research the life of a famous Briton from the past using different resources to help them?</td>
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<tr>
<td>• Can they research about a famous event that happens in Britain and why it has been happening for some time?</td>
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<tr>
<td>• Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</td>
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