

Year 2 History Curriculum

History Cornerstone Topics

Topics leading to History	2014 National Curriculum Links	Resources
Towers, Tunnels and Turrets - Castles and Castle Life	<ul style="list-style-type: none"> 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] 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 <i>Teachers TV</i> gives an example

		<ul style="list-style-type: none"> • of how to incorporate local history into your lessons.
Bounce	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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.

Local History / Geography Week

National Curriculum Links	
<p>significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> • Look at Manchester Bee symbol and its History - Bee in the City resource pack. 	

Knowledge skills and understanding Breakdown

Chronological Understanding	Knowledge and interpretation	Historical Enquiry
-----------------------------	------------------------------	--------------------

<p>I can use words like 'younger' 'before' 'after' 'past' and 'present' in the right context and know what they mean.</p> <p>I can use different language to describe the past.</p> <p>I can sequence a set of events in chronological order, explaining why I have done it that way.</p> <p>I can understand that things change over time.</p>	<p>I can recount the life of someone famous and explain what they did (Neil Armstrong)</p> <p>I can explain how my local area is different now than the past.</p> <p>I can recount some interesting facts from a historical event (Moon landing / changes to Skipton Castle).</p> <p>I can give examples of how my life is different to my grandparents.</p> <p>I can name some events and some famous people from Britain's history.</p>	<p>I can ask and answer questions about a photograph or artefact.</p> <p>I can think of a plausible explanation for what an object may have been used for in the past.</p> <p>I can ask questions about a historical figure (Neil Armstrong).</p> <p>I can talk to an older person to find out about the past.</p> <p>I can look in information books and different sources of information.</p> <p>I can research the life of famous people and some famous events (Neil Armstrong / Moon landing / bonfire night).</p> <p>I can research the life of someone who used to live in my area (street detectives).</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Can they use words and phrases like: before I was born, when I was younger?</p> <ul style="list-style-type: none"> • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? 	<p>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?</p> <ul style="list-style-type: none"> • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? 	<p>Can they find out something about the past by talking to an older person?</p> <ul style="list-style-type: none"> • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? • 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?
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------