

Year 2 History Curriculum Overview

Term	Autumn 1 6 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Year Group Theme	LANDMASS		FARRINER		TRAIT	
Subject Focus			London and the UK, the Great Fire of London, important historical sites in the UK and London. How has London changed?			
Essential Questions/ Key concepts			Places as sites of historical memory and of significance which affect later lives and people Why was the fire important? Why is this building important? Samuel Pepys' diary and the writing of history by witnesses			
National curriculum- knowledge and skills			<ul style="list-style-type: none"> -changes within living memory. Where appropriate, these should be used to reveal aspects of change in national 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] -know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world 			
Spark, Trips, Visitors, events			London? Museum of London?			
Diversity/PSHE links						

Hope Kindness Forgiveness Aspiration Love Courage Trust Respect Friendship

Maestro/Cross-curricular links		Bright Lights, Big City	
Key vocabulary		Bakery, capital city, cathedral, city, country, landmark, physical feature, queen, settlement	
Skills progression		<p>2a I can describe some features, events, people and themes from the past</p> <p>2b I can sequence a few events, objects or pieces of information on a timeline</p> <p>3c1 I can use some “historical period” terms.</p> <p>3c2 I can also use “century”, “decade”, “BC”/”BCE”, “AD”/”CE”</p> <p>2d I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about</p> <p>2e I can point out some similarities and some differences between the ways of life different people living at the time I am learning about</p> <p>2f I can make some comments about why people did things, why events happened and what happened as a result</p> <p>2h I can use information from more than one source in my answers</p> <p>2i I can talk about some of the different ways that the past is recorded/represented [I can name some types of things which tell us about the past]</p> <p>2j I can make labelled drawings, tables and write sentences, speak (including in drama) and use ICT to show my ideas</p>	
Prior knowledge check		What did houses used to be like? What were they made of? How did people live?	
Assessment		<p>By the age of 7:</p> <p>Tell me about some people from when you were little</p> <p>Who do you know who is old?</p> <p>Do you know a story from the past?</p> <p>What is the same and what is different about these two pictures?</p> <p>Why did these people do this/act like that?</p> <p>How do we know this a long time ago? How long ago was this? ·</p> <p>How do we know things about the past?</p> <p>How can you find out about the past?</p> <p>Can you show me what you know about _____?</p>	

Hope Kindness Forgiveness Aspiration Love Courage Trust Respect Friendship