



Year 2			
Subject	Knowledge	Skills	Key Vocabulary
<p>Knowledge and understanding of British history.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Aut 1: Remembrance</p>	<p>Pupils will be introduced to the concept of Remembrance Day and will learn why people in this country wear poppies in November. Through learning about Remembrance, pupils will understand that there are events beyond living memory that are significant nationally and globally, and that these are commemorated through anniversaries. Pupils will learn how to ask relevant questions about WWI and to deduce facts about the war based on their own investigations. Pupils will attempt to empathise with the people who lived through the war, and to use this knowledge to explain why it is important to remember significant past events, like WWI.</p> <p>This unit is structured around 5 sequential history enquiries:</p> <ol style="list-style-type: none"> 1. Why are people wearing poppies this week? 2. Who do we remember on Remembrance Day? 3. Why do we have Remembrance Day? 4. What happens on Remembrance Day? 5. Why is it important to remember? <ul style="list-style-type: none"> • All children should have the opportunity to explore photography, artefacts, places, maps, stories, diaries, journals, newspaper reports, people. 	<ul style="list-style-type: none"> - identify and describe people and places using pictures and role play. Start to make simple observations. - identify the names of some historical periods. Start placing them in chronological order. - Ask questions about the past informed by what they already know. Compare pictures of past with their lives now and support their thinking with reasons. - Use evidence to start piecing together historical stories and information. - Show an understanding of where information about the past comes from. <p>Chronological understanding</p> <ul style="list-style-type: none"> - Sequence artefacts closer together in time – check with a reference book - Sequence photographs etc from different periods of their life - Describe memories of key events in their lives. <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> - Recognise why people did things, why events happened and what happened as a result. - Identify differences between ways of life at a different time. <p>Interpretations of history</p> <ul style="list-style-type: none"> - Compare two versions of a past event - Compare pictures of photographs of people or events in the past - Discuss reliability of photos / accounts / stories <p>Historical enquiry</p> <ul style="list-style-type: none"> - Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. <p>Organisation and Communication</p> <ul style="list-style-type: none"> - Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing and using ICT 	<p>Past, present, today, yesterday, tomorrow, future, timeline, chronological, decade, century, year, lifetime, historical, nationally, globally, significant, evidence, artefacts, museum, fact, fiction.</p>
<p>Events beyond living memory that are significant nationally or globally.</p> <p>Spr 1: The Great Fire of London</p>	<p>This unit is structured around 5 history enquiries:</p> <ol style="list-style-type: none"> 1. What was Stuart London like? 2. Could anyone have stopped what happened on the night of 2nd September 1666? 3. What did people do first? 4. What was it like at the height of the fire? 5. What was left of London? 		



<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different Sum 1 Explorers</p>	<p>6. What did the King do to make London better?</p> <ul style="list-style-type: none"> All children should have the opportunity to explore photography, artefacts, places, maps, stories, diaries, journals, newspaper reports, people. <p>This unit is structured around six key questions:</p> <ol style="list-style-type: none"> Who was Ibn Battuta? Who were the explorers we can find out about through time? Where did Ibn Battuta travel? What are some of the stories which Ibn Battuta told about his journeys? How do we know about Ibn Battuta? How should we remember Ibn Battuta? <ul style="list-style-type: none"> All children should have the opportunity to explore photography, artefacts, places, maps, stories, diaries, journals, newspaper reports, people. 		
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