

History Long Term Overview- Year 2

| The Throne | Autumn 1 | | |
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| <p><i>How have our monarchs changed Britain over time?</i></p> | <p>The aim of this unit is to teach pupils about significant individuals both past and present within British Monarchy. Pupils will study the lives of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II and will make comparisons between their reign. They will reflect on changes to the monarchy within their living memory and learn about key events in recent times.</p> | | |
| | NC Objectives | Overview | Working Historically |
| | <p>Pupils will be taught about;</p> <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 • 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 periods | <p>Pupils will;</p> <ul style="list-style-type: none"> • Sequence British monarchs on a timeline • Compare the reign of three British Queens from different periods • Recognise and talk about why people did things • Find out about key events during Queen Elizabeth II reign | <p>Comparing similarities and differences</p> <p>Identifying continuity and change</p> <p>Sequencing the past (Chronology)</p> <p>Using sources as evidence</p> |

History Long Term Overview- Year 2

| Fire! Fire!! | Spring 1 | | |
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| <p><i>What changed due to the Great Fire of London?</i></p> | <p>This units teaches pupils about the key events of the Great Fire of London. Pupils will compare life in the 17th century to the present day and consider what caused the fire to spread. Pupils will consider why some things changed as a result of the fire, in order to be safer.</p> | | |
| | NC Objectives | Overview | Working Historically |
| | <p>Pupils will be taught about;</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally • 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 periods | <p>Pupils will;</p> <ul style="list-style-type: none"> • understand the basic events of the fire • identify key people like King Charles II and their role in relation to the events • explain how the fire spread due to the building materials and weather conditions of the time period, • compare London before and after the fire • discuss the impact of the fire on people's lives <p>All while using basic and specific vocabulary to describe the event and its consequences</p> | <p>Asking and answering questions</p> <p>Comparing similarities and differences</p> <p>Identifying continuity and change</p> <p>Sequencing the past (Chronology)</p> <p>Compare sources to determine fact or fiction</p> |

History Long Term Overview- Year 2

| Roar | | Summer 1 | | |
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| <p><i>How do we know dinosaurs existed?</i></p> | <p>This unit explores the life of Mary Anning, a significant woman who achieved an amazing amount in what was a man's world. Pupils have lots of opportunities for hands-on activities, working with fossils, as well as consideration of historical evidence and coming up with compelling reasons why we still remember this young girl's achievements 200 years later.</p> | | | |
| | NC Objectives | Overview | | Working Historically |
| | <p>Pupils will learn about;</p> <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 life in different periods Events beyond living memory that are significant nationally or globally | <p>Pupils will;</p> <p>Sequence events in Mary Anning's life in chronological order</p> <p>Use a range of sources to find out about Mary Anning</p> <p>Discuss why Mary Anning should be remembered</p> <p>Take part in hands-on activities, working with fossils</p> | | <p>Asking and answering questions</p> <p>Comparing similarities and differences</p> <p>Identifying continuity and change</p> <p>Sequencing the past (Chronology)</p> <p>Using sources as evidence</p> |