



History Long Term Overview- Year 2



Autumn 1			
The Throne	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 King Charles and King Henry VIII, making comparisons between their reign. They will reflect on changes to the monarchy within their living memory and learn about key events in recent times.		
	Lives of significant individuals		
	NC Objectives	Overview	Working Historically
	Pupils will be taught about; <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. 	Pupils will; <ul style="list-style-type: none"> know what a monarch is know who the reigning king is know that King Henry VIII was a monarch from the past know key facts about King Henry VIII's life know that buildings, clothes and transport were different in Tudor times 	Key Skills:
			Chronological Understanding: <ul style="list-style-type: none"> Show an awareness of the past and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened within a chronological framework (timeline) Identify similarities and differences between ways of life in different periods)
			Knowledge and understanding of events, people and changes in the past: <ul style="list-style-type: none"> Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.
			Historical interpretation: <ul style="list-style-type: none"> Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Think about and discuss the origins of these sources – do we know who made them, or took the photograph etc. Why did they do this?
			Historical enquiry: <ul style="list-style-type: none"> Understand some of the ways in which we find out about the past Identify different ways in which the past is represented Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.
			Organisation and communication: <ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms to describe objects, people or events in history. Speak about how he/she has found out about the past e.g. through role-play. Record what he/she has learned by drawing and writing, including using ICT.



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Spring 1		
<p>The Great Fire of London</p> <p>Events beyond living memory</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
<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"> know when, where and how the fire started know why the fire spread so quickly can tell the story of the Great Fire of London know what sources are used to tell us about the GFOL know that firefighting equipment was different in the past 	<p>Key Skills:</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> Show an awareness of the past and use the words past and present when telling others about an event. Understand how to put people, events and objects in order of when they happened within a chronological framework (timeline) Identify similarities and differences between ways of life in different periods) <p>Knowledge and understanding of events, people and changes in the past:</p> <ul style="list-style-type: none"> Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. <p>Historical interpretation:</p> <ul style="list-style-type: none"> Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Think about and discuss the origins of these sources – do we know who made them, or took the photograph etc. Why did they do this? <p>Historical enquiry:</p> <ul style="list-style-type: none"> Understand some of the ways in which we find out about the past Identify different ways in which the past is represented Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. <p>Organisation and communication:</p> <ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms to describe objects, people or events in history. Speak about how he/she has found out about the past e.g. through role-play. Record what he/she has learned by drawing and writing, including using ICT.



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Summer 1			
<p>Mary Anning</p> <p>Lives of significant individuals</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> <ul style="list-style-type: none"> know what a fossil is know the story of Mary Anning's life know why we remember Mary Anning Know Mary Anning found the first Ichthyosaurus fossil know some comparisons between my life and the life of Mary Anning 	<p>Key Skills:</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> Show an awareness of the past and use the words past and present when telling others about an event. Identify similarities and differences between ways of life in different periods) <p>Knowledge and understanding of events, people and changes in the past:</p> <ul style="list-style-type: none"> Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. <p>Historical interpretation:</p> <ul style="list-style-type: none"> Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Think about and discuss the origins of these sources – do we know who made them, or took the photograph etc. Why did they do this? <p>Historical enquiry:</p> <ul style="list-style-type: none"> Understand some of the ways in which we find out about the past Identify different ways in which the past is represented Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. <p>Organisation and communication:</p> <ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms to describe objects, people or events in history. Speak about how he/she has found out about the past e.g. through role-play. Record what he/she has learned by drawing and writing, including using ICT.