



# History – Year 2

<p><u>Honesty</u> Describe feelings Be honest when something hasn't gone right</p>		<p><u>Love</u> Understand how love can be depicted through artists in history.  How individuals give their love to help others.</p>		<p><u>Forgiveness</u> Forgiving mistakes- The Great Fire of London</p>		<p><u>Respect</u></p> <ul style="list-style-type: none"> <li>Asking questions about my own past and others</li> <li>Respecting other people's opinions</li> <li>Respect for others personal lives</li> </ul>		<p><u>Cultural Capital Opportunities</u></p> <ul style="list-style-type: none"> <li>Bonfire night- Guy Fawkes (Make sure its different from Yr1. Possibly a debate?)</li> <li>Emmeline Pankhurst statue visit to Manchester.</li> <li>Teacher to bring in photos from their past. Can chd sequence them and discuss past and present.</li> <li>Visit Barton Aqueduct and travel down the barge</li> <li>Visit The Lowry</li> </ul>					
<p><u>A Love Of Language</u> see key skills below <u>Reading:</u> Read different sources. <u>Listening:</u> Opportunities to listen to videos of sources. <u>Speaking:</u> Opportunities to speak and listen to others to share our thoughts on events.  Being able to speak about our own lives. <u>Writing:</u> Write about different events from our past.</p>		<p><u>Aspirations</u> Aspiring to make your own history in life  Aspiring to achieve a career they want.  Key female historical figures.  Standing up for what you believe in.</p>		<p><u>Bringing Learning To Life</u></p> <ul style="list-style-type: none"> <li>Archaeological dig</li> <li>Have a stone age day</li> <li>Quiz of extinct animals</li> <li>Learn the 'Remember Remember' rhyme for Guy Fawkes Night.</li> <li>Learn the national anthem.</li> <li>Songs/videos/writing.</li> </ul>		<p><u>Emotional Well-Being</u>  Understanding that animals/ people have died in the past.  Friendships- When friendships don't go right.</p>		<p><u>Resilience</u> Understanding significant individual's resilience during key events. Understanding that sometimes adults disagree  Understand the problems that individuals have overcome to succeed.</p>		<p><u>Valuing Our Diversity</u> Understanding that different people have different beliefs/lives/families/pasts.</p>		<p><u>Respect and Responsibility</u>  We are responsible for our own actions.  We value others beliefs.  Understand that our actions have consequences.</p>	
What will they learn?				In what order?									
Key Concepts		Key Skills		Autumn		Spring		Summer		End points			

<p><b>Look at changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</b></p> <p><b>Explore events beyond living memory that are significant nationally or globally.</b></p> <p><b>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. Eg,</b></p>	<p><u>Chronology:</u> Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>•Recognising the distinction between past and present in their own and other people's lives</li> <li>•Identifying some similarities and differences between ways of lives in different periods</li> <li>•Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past)</li> </ul> <p><u>Events, people and change.</u></p>	<p><b>Family History</b></p> <p><b>Look at changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</b></p> <ul style="list-style-type: none"> <li>•Recognising the distinction between past and present in their own and other people's lives</li> <li>• Sequence events in chronological order</li> <li>•Use information to describe the past.</li> <li>•Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long</li> </ul>	<p><b>Victorian Study</b></p> <p><b>Explore events beyond living memory that are significant nationally or globally.</b></p> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Explore Queen Victoria as a ruler. Compare aspects of life in different periods</li> </ul>	<p><b>Local History/Lowry/Cotton Industry</b></p> <p><b>Significant historical events, people and places in the locality. (Local History Study linking to Cotton Industry, Lowry and Local History)</b></p> <ul style="list-style-type: none"> <li>• Explore historical people in local area eg Emmeline Pankhurst and L.S lowry.</li> <li>• Explore historical areas in the locality eg Barton Aqueduct, Cotton Mills, Monton Mill. Linking it industrial Salford.</li> <li>• Look at L.S Lowry's</li> </ul>	<p><u>Autumn:</u></p> <ul style="list-style-type: none"> <li>• To explain the difference between past and present and give examples.</li> <li>• Be able to talk about their own lives in the past tense.</li> </ul>
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<p><b>Elizabeth I and Queen Victoria)</b> <b>Victorian Study</b></p> <p><b>or ( Rosa Parks and Emily Davison)</b></p> <p><b>or ( Pieter Bruegel the Elder and LS Lowry)</b></p> <p><b>Significant historical events, people and places in the locality.</b> <b>Eg,</b> <b>LS Lowry (Links to the Industrial Revolution)</b> <b>Cotton Industry</b></p> <p><b>Barton Aqueduct</b> <b>Emmeline Pankhurst</b></p>	<ul style="list-style-type: none"> <li>To tell the difference between past and present in their own and other people's lives using now and then.</li> <li>Using and making simple comparisons to parts of stories, and features of events.</li> <li>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> <li>Use simple stories and other sources to show that they know and understand key features of events.</li> </ul> <p><u>Communication:</u></p> <ul style="list-style-type: none"> <li>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li> <li>Understand historical concepts and use them to make simple connections and draw contrasts.</li> </ul> <p><u>Enquiry, interpretation and sources:</u></p> <ul style="list-style-type: none"> <li>Identify some of the basic ways the past can be</li> </ul>	<p>time ago, past)</p> <ul style="list-style-type: none"> <li>To tell the difference between past and present in their own lives</li> <li>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li> <li>Identify some of the basic ways the past can be represented</li> </ul>	<p>eg Queen Victoria and Queen Elizabeth I.</p> <ul style="list-style-type: none"> <li>Discuss what everyday life was like in the Victorian era.</li> <li>Explain what Victorian schooling was like.</li> <li>Explore what Victorian inventions were like.</li> <li>Know where some people and events fit into a chronological timeline by using common words and phrases about the passing of time (before, after, a long time ago, past)</li> <li>Using and making simple comparisons to parts of stories, and features of events.</li> <li>Use simple stories and other sources to show that they know and understand key features of events.</li> <li>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li> <li>Look at evidence to give and explain reasons why people in</li> </ul>	<p>artwork based on this and possibly visit the art museum.</p> <ul style="list-style-type: none"> <li>Identifying some similarities and differences between ways of lives in different periods</li> <li>Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past)</li> <li>To tell the difference between past and present in their own and other people's lives</li> <li>Using and making simple comparisons to parts of stories, and features of events.</li> <li>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> <li>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li> </ul>	<p><u>Spring:</u></p> <ul style="list-style-type: none"> <li>To be able to use vocabulary linking to the past.</li> <li>To compare two significant individuals in history and explain their achievements.</li> <li>Use simple dates.</li> </ul> <p><u>Summer:</u></p> <ul style="list-style-type: none"> <li>To name an important person in our locality.</li> <li>Explain why they are important/wh at their achievements are.</li> <li>Use simple dates.</li> </ul>
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	<p>represented</p> <p>To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories)</p>		<p>the past may have acted in the way they did.</p> <ul style="list-style-type: none"> <li>• Understand historical concepts and use them to make simple connections and draw contrasts.</li> <li>• To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand historical concepts and use them to make connections and contrasts.</li> <li>• To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories)</li> </ul>	
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