

Whitefield Primary School - Long Term Curriculum Overview Year 2

History

NC KS1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2			<p><u>How do would you tackle the Great Fire of London? How do we know about it?</u> NC: Pupils should be taught about: Events beyond living memory that is significant nationally or globally (for example, the Great Fire of London).</p> <p>Wow -Visit to fire station. Identify how fires are fought today. 1.Were fires always fought in this way? We are going to travel back in time to the time of King Charles II (Stuart times) Identify on time line. 2. Identify London now and then on a map. Compare/contrast size of city then and now. Show children the timeline on ppt showing when the Great Fire happened and explain the exact dates. What do you think London would have been like in 1666? Use the pictures of Samuel and Elizabeth Pepys on the slides to start children thinking about</p>			<p><u>Who were Nelson Mandela and Rosa Parks? Why do we remember them?</u> NC: Pupils should be taught about: The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Wow - African experience dance, drumming, storytelling. 1.Define significant. Show images of famous people. Why are they well known/remembered? Show Newspaper/News clip-will this person be remembered in 5/10/50 years? Can they put famous figures on a time line? 2. Identify Africa and South Africa on the world map. Show photo of Nelson Mandela. What can we tell about him from the photo? Reveal facts of his early life. Place on time line. 3. Equality-In South Africa not everyone was</p>

			<p>how the 17th century was different to today. Ask children to point out the main features of how the couple are dressed and how that's different to what we wear.</p> <p>3. Sequence the events that led to the Great Fire and the consequences of it. Look at sources of information (drawings and paintings) identify the similarities and differences between London before and after the fire. Hot seating - characters from these events (Thomas Farriner, Elizabeth and Samuel Peyps, Charles II)</p> <p>4. Identify the causes of why the fire spread so quickly.</p> <p>5. How do we know so much about the Great Fire? Samuel Peyps wrote a diary. Investigate other sources of information (artefacts, paintings etc) use image of mystery object. What clues do we get from it that tells us about the Great Fire?</p> <p>6. In conclusion, write a diary entry that gives significant details of the fire.</p>		<p>treated in the same way- Define Apartheid. Add to the time line from previous session - events leading up to his imprisonment.</p> <p>4. How does Nelson compare to some of the individuals they talked about in the first session? Is he as significant, or not? Make a list of the reasons we should remember Nelson. Place him on the time line of famous people.</p> <p>5. How do you decide if someone is significant? What criteria/reasons should we use? Was Nelson Mandela a great role-model in 1960's? What was special about his life? Is Nelson Mandela a great role-model today? What is special about him to us?</p> <p>Wow-American session food, music etc.</p> <p>1. Show photo of Rosa Parks. Use clues to identify features of her and her life. Place where she lived on a map. Identify key events leading up to the bus boycott. Refer back to 'segregation'.</p> <p>2. Hot seat-What would you like to ask Rosa about the incident on the bus? Write questions. And film.</p> <p>3. Compare/contrast her life to Nelson Mandela's are there any similarities/differences?</p> <p>4. Why should she be remembered? Refer back to criteria made previously.</p> <p>5. Design a statue for a museum display of either Nelson Mandela or Rosa Parks. What are the parts of their story do you want to emphasise? How are you going to present your finished work?</p>
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Chronological understanding

Sequence events of the The Great Fire of London on a timeline.

Recount historical events. Can they give reasons for the given order?

Can they use a range of appropriate vocabulary e.g. before, after, past, present, then, now?

Knowledge and interpretation

Can they recount interesting facts from a historical event e.g. How the great Fire of London started?

Can they explain what is meant by 'diary'?

Who was Samuel Pepys? Can they recount the life of someone famous who lived in the past giving detail on what they did earlier and what they did later?

Nelson Mandela/Rosa Parks- compare the lives of significant individuals in the past who have contributed to national and international achievements.

Can they tell us about an important historical event that happened in the past?

Can they explain why Britain has a special history? Name famous events and people.

Historical enquiry

How can you find out about the past?

Work out how long ago something happened.

Explain why people in the past acted in certain way.

Variation in eyewitness accounts.

Can they research about a famous Briton from the past using different resources to help them?

Analyse evidence/artefacts to give plausible explanations of actions/events.

Can they research about famous people outside Britain? Can they say at least two ways that you can find out about the past?

Organisation and Communication

Can they write simple newspaper reports/diary entry based on significant events/people? Can they draw labelled diagrams and write about their drawings?

Can they include dates and terms more accurately in the work they present?