

History Curriculum Overview

Year 2

Term	Theme	Knowledge and understanding	Skills	What I will know and remember	Vocabulary
1	Great Fire of London	<p>Develop an awareness of the past.</p> <p>Identify differences and similarities between ways of life in different periods.</p> <p>Know and understand key features of an event beyond living memory that are nationally significant.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Understand key features of events, choosing and using parts of stories and asking and answering questions.</p>	<p>Explain how and why London was different in the 17th century.</p> <p>Explain and order the key events of the Great Fire of London.</p> <p>Explain how and why the fire spread and finally stopped and what changed afterwards.</p> <p>Explain what we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others.</p>	<p>I can compare past and present London.</p> <p>I can explain how people live now is different to how people lived in 1666.</p> <p>I can order the events of the Great Fire of London.</p> <p>I can explain how we know about the Great Fire of London.</p> <p>I can explain how London changed after the Great Fire.</p> <p>I can describe London before, during and after the Great Fire.</p>	<p>London</p> <p>Pudding Lane</p> <p>Thomas Farriner bakery</p> <p>Fire disaster</p> <p>smoke</p> <p>escape</p> <p>plague</p> <p>fire service</p> <p>source</p> <p>primary source</p> <p>secondary source</p> <p>diary</p> <p>Samuel Pepys</p>
<p><u>End of unit assessment</u></p>					
<u>Working towards</u>		<u>Working at</u>		<u>Working above</u>	

2	Toys	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<p>Choose and select evidence and say how it can be used to find out about the past.</p> <p>Sequence pictures from different periods.</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>Recognise some similarities between the past and present.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Talk, write and draw about things from the past.</p>	<p>I can find out about toys today; I can explain how we can find out about the past.</p> <p>I can find out about toys in the past; I can use sources.</p> <p>I can compare similar toys from different times.</p> <p>I can compare Victorian toys with modern toys.</p> <p>I can recognise how toys have changed over time.</p>	<p>21st century</p> <p>century</p> <p>describe</p> <p>question</p> <p>source</p> <p>evidence</p> <p>toys</p> <p>favourite</p> <p>today</p> <p>modern</p> <p>new</p> <p>present</p> <p>now</p>
<u>Working towards</u>		<u>End of unit assessment</u> <u>Working at</u>	<u>Working above</u>		

3	Nurturing Nurses	The lives of significant individuals in the past who have contributed to national and international achievements.	<p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Observe or handle evidence to ask simple questions about the past.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Understand that there are reasons why people in the past acted as they did.</p> <p>Describe significant individuals from the past.</p> <p>Talk, write and draw about things from the past.</p>	<p>I can explain what makes a person significant.</p> <p>I can explain how Florence Nightingale improved nursing.</p> <p>I can explain who Mary Seacole was and how she improved nursing.</p> <p>I can compare the lives of different nurses.</p> <p>I can persuade others to remember Florence/Mary.</p>	<p>significant</p> <p>important</p> <p>nurse</p> <p>care</p> <p>hospital</p> <p>soldiers</p> <p>injured</p> <p>compared</p> <p>inspired</p> <p>changed</p> <p>Racial prejudice</p> <p>remember</p> <p>memorial</p>
<u>Working towards</u>		<u>End of unit assessment</u>		<u>Working at</u>	
			<u>Working at</u>		<u>Working above</u>