

YEAR 2 HISTORY CURRICULUM FRAMEWORK

Overview of Key Stage 1 Curriculum:

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 TERM 1	AUTUMN TERM 2	SPRING TERM 3
STREET DETECTIVES	MUCK, MESS AND MIXTURES	TOWERS, TUNNELS AND TURRETS
<p>Hi 4 Learn about significant historical events, people and places in their own locality.</p> <p>Hi 1 Children take a walk around the village with a local historian finding out how the village has changed and the previous uses for its buildings.</p> <p>Hi 1 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children look at pictures of shops in the past and compare them to shops today. Talking about how the old baker's shop in the village differed from today's giant supermarkets and making a class list of differences.</p>		<p>Hi 2 Learn about events beyond living memory that are significant nationally or globally.</p> <p>Children listen to the true story of the World War Two 'Great Escape' made by the allied soldiers from the prisoner of war camp, Stalag Luft III. Learning about the three tunnels known as Tom, Dick and Harry and how the men dug and disposed of the earth from the tunnels in order to escape.</p> <p>Hi 2 Learn about events beyond living memory that are significant nationally or globally.</p> <p>Children look at pictures of castles from different periods, from the earliest Saxon ditch and rampart castles to later motte and bailey and stone castles. They order the castles from oldest to newest and explain their sequence.</p>

SPRING TERM 4	SUMMER TERM 5	SUMMER TERM 6
<p style="text-align: center;">LAND AHOY</p>	<p style="text-align: center;">UNDER CONSTRUCTION</p>	<p style="text-align: center;">WRIGGLE AND CRAWL</p>
<p>Hi 3 Learn about 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> <p>Children make a timeline to show and sequence chronologically famous sea explorers including Marco Polo, Christopher Columbus, Sir Frances Drake, Sir Walter Raleigh, Henry Hudson, Captain Cook and modern day sea explorers such as Ellen MacArthur.</p>	<p>Hi 4 Pupils should be taught about significant historical events, people and places in their own locality</p> <p>Children look at the history of the school and how it has changed over time using photographs and a possible visit from an ex-pupil.</p>	