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| History - Year 2 | Autumn | Spring | | | Summer | |
| End Points | To detail the Great Fire of London, articulating when it occurred, how it started, how we know about it and how London is different today because of it. | To detail the First Flight, articulating when it occurred, how it started, how we know about it and how the world is different today because of it. | | | To develop a knowledge of Christopher Columbus and Neil Armstrong and understand how their missions contributed to national and international achievements today and explore how these discoveries shaped future generations to the present day | |
| Curriculum Objectives (Substantive Knowledge) | **Events beyond living memory that are significant nationally/globally (Great Fire of London)**  • Know where events and people I have studies fit on a basic timeline.  • Similarities and differences between ways of life.  • Place events and artefacts in order on a time line.  • Label time lines with words or phrases such as: past, present, older and newer.  • Recount changes that have occurred in their own lives. | **Events beyond living memory that are significant nationally/globally**  • Know where events and people I have studies fit on a basic timeline.  • Similarities and differences between ways of life.  • Place events and artefacts in order on a time line.  • Label time lines with words or phrases such as: past, present, older and newer.  • Recount changes that have occurred in their own lives. | | | **The lives of significant individuals in the past who have contributed to national and international achievements.**  • Describe significant people from the past – Neil Armstrong and Christopher Columbus and understand the history of their lives as explorers  • Know where events and people I have studied fit on a basic timeline.  • Describe historical events | |
| Historical Enquiry Skills (Disciplinary Knowledge) | | | Key Vocabulary | | | |
| • Observe or handle evidence (artefacts, pictures, online sources) to ask questions and find answers to questions about the past.  • Ask questions such as: What was it like for people? What happened? How long ago?  • Develop chronological understanding.  • Recognise that there are reasons why people in the past acted as they did.  **Local History, Power, Settlement, Migration, Empire. Diversity** | | | significant  nationally  globally  Great Fire of London  aeroplane  flight  commemorate  festivals  anniversaries | remembrance  key features of events  Parliament  modern  past/ present/ future  memory  information  similarity | | difference  lives  memorial  monument  local  impact  museum  building |