

## History Year 2

Know and understand the history of these islands	<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally: Gunpowder Plot</li> </ul>
Know and understand significant aspects of the history of the wider world	<ul style="list-style-type: none"> <li>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: Neil Armstrong, comparing aspects of life with the time of the Wright Brothers' and Amy Johnson or Bessie Coleman</li> </ul>
<b>These are National Curriculum statements</b>	<b>These can be used on curriculum star grids</b>
<p style="color: #a020f0;">Understand where people and events fit into a chronological framework (including characteristic features of periods)</p> <p>Developing a chronologically secure knowledge and understanding (including characteristic features of periods-cultural, economic, military, political, religious, social)</p> <p><i>Every year group should use age-appropriate timelines across and within periods to support in meeting these objectives</i></p>	<ul style="list-style-type: none"> <li>Sequence within clock and calendar time</li> <li>Recognise that we use dates to describe events in time</li> </ul>
<p style="color: #a020f0;">Develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Establish clear narratives within and across periods. Develop the appropriate use of historical terms</p>	<ul style="list-style-type: none"> <li>Use time-specific phrases in writing</li> <li>Recognise we can describe change over time using appropriate words and phrases to describe the more distant past</li> </ul>
<p style="color: #a020f0;">Identify similarities and differences between ways of life in different periods</p> <p>Address and devise historically valid questions about similarity and difference</p>	<ul style="list-style-type: none"> <li>Make comparisons of life in different periods beyond just 'then' and 'now' e.g. 'then', 'then' and 'now' relating to aviation and life during key periods studied</li> </ul>
<p style="color: #a020f0;">Understand changes within living memory</p> <p>Address and devise historically valid questions about change and cause</p>	<ul style="list-style-type: none"> <li>Understand how changes in air travel made the world more connected and led to space travel</li> </ul>
<p style="color: #a020f0;">Understand significant historical events, people and places in their own locality</p> <p>Address and devise historically valid questions about significance</p>	
<p style="color: #a020f0;">Identify different ways in which the past is represented</p> <p>Understand how knowledge of the past is constructed from a range of sources</p>	<ul style="list-style-type: none"> <li>Know some of the sources that can be used by a historian to find out about the past and that this depends on when the event happened</li> </ul>

<p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>Understand some of the ways in which we find out about the past</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p><i>All children will carry out at least one enquiry per unit. They will create their own enquiry question, although creating the question may be guided by the teacher e.g. focus on a specific topic or based upon specific sources available.</i></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions about a historical event</li> <li>• Choose and use sources to show that they know and understand key features of events</li> </ul>
<p>Note connections, contrasts and trends over time</p>	
<p>Create own structured accounts, including written narratives and analyses</p>	<ul style="list-style-type: none"> <li>• Retell a historical event in a simple, structured way demonstrating secure knowledge and using temporal markers and subject-specific precise vocabulary</li> </ul>
<p>Greater Depth</p>	<ul style="list-style-type: none"> <li>• Independently make connections and apply ideas from previous learning or own knowledge</li> </ul>
<p>Key Themes</p>	<ul style="list-style-type: none"> <li>• Aviation</li> <li>• Leadership and Democracy</li> <li>• Belief Systems</li> </ul>
<p>Diversity</p>	<ul style="list-style-type: none"> <li>• Issues relating to gender and ethnicity within space exploration</li> </ul>

<p><b>Defined End Point</b></p>
<p>Have a secure and detailed knowledge of the time periods studied in order to be able to retell historical events in a simple, structured way.</p>

Key Stage 1 National Curriculum Subject Content

Key Stage 2 National Curriculum Subject Content

Aims of the National Curriculum

Area of Study and Key Figures	Themes			
	Chronology / Enquiry	Aviation	Leadership and Democracy	Belief Systems
The Gunpowder Plot  King James I Guy Fawkes Robert Catesby Thomas Percy	hour week year decade century millennium time order sequence recent earlier later		Houses of Parliament monarch arrest conspirator executed hangman plot treason law villain	religion Catholics Protestants
Neil Armstrong and the First Moon Landing, with a comparison of life in different periods  John F. Kennedy Richard Nixon Neil Armstrong Edwin 'Buzz' Aldrin Michael Collins The Wright Brothers Amy Johnson Bessie Coleman	before after anniversary advancements	NASA astronaut Earth Moon Russia United States Kennedy Space Centre historic mission satellite Apollo 11 Sea of Tranquillity expedition lunar television newspaper communicate samples		

Ideas for Historical Enquiry Questions	
The Gunpowder Plot	The First Moon Landing (Comparing Life in Different Periods)
How do we know about the Gunpowder Plot when none of us were there?  Who were the key figures involved in the Gunpowder Plot?  Why did people want to blow up the Houses or Parliament?	In what ways were the first flight and the first moon landing similar and different?  What was life like for Neil Armstrong compared to e.g. Amy Johnson?  Would you rather have taken part in the first flight with the Wright Brothers or the first Moon landing?  How did people find out about the first Moon landing and was this the same as the first flight?