



Year 2 History

Chronology and Causation	Interpretation and Significance	Historical Enquiry
C1 Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past	I1 Know about people in the past who have contributed to national and international achievements	H1 Look carefully at pictures and objects to find information.
C2 Begin to appreciate the difference between long ago and very long ago	I2 Recount historic details from eye-witness accounts, photos and artefacts	H2 Find answers and respond to simple questions about the past.
C3 Know where the people and events studied fit into a basic timeline	I3 To develop an awareness of the past and comment on how they found out	H3 Choose and select evidence and say how it can be used to find out about the past
C4 Able to point out a few similarities and differences between ways of life at different times	I4 Be aware of how we know about events from the past and potential for evidence to be interpreted differently	H4 Understand some ways we find out about the past
C5 Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time	I5 To begin to reflect on the significance of what has been learnt from the past	H5 Recognise the importance of basing ideas on evidence
C6 Able to order a few events and artefacts from the recent past	I6 Start to recognise what is a reliable piece of information and what is not, e.g., photograph or word of mouth.	H6 Develop the idea of presenting an idea and raising questions about the past

Year 2 Topic Coverage



Autumn Who are the famous people that have made an impact on the world?	Spring What lessons have we learned from the Great Fire of London?	Summer How did the Victorians influence our life today?
Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life
<p>To be taught this term: C1, C2, C3, C4, C5, C6, I1, I2, I5, I6, H2, H4, H5</p> <p>To be revisited from Y1: I4, H1, H4</p>	<p>To be taught this term: I3, I4, H2, H3, H4</p> <p>To be revisited: C2, C3, C4, C5, C6, I2, I5, I6, H1, H5</p>	<p>To be taught this term: C6, I5, I6, H3, H5, H6</p> <p>To be revisited: C1, C2, C3, C4, C5, I1, I2, I3, I4, H1, H2, H4</p>
Subject specific vocabulary		
Rosa Parks, Nelson Mandela, Christopher Columbus, Florence Nightingale, Mary Seacole, Emily Pankhurst, Ghandi	Pudding Lane, Thomas Fariner Samuel Pepys, leather buckets, plague, fire hooks, diary	Workhouse, Earthing, gramophone, gruel, industrial revolution, chimney sweep, coal mining
I will know...		
<ul style="list-style-type: none"> Use a range of sources to find out about the named significant people (disciplinary) Identify famous people who have made the world a better place. (Florence Nightingale, Ghandi) L & EL Compare significant events from history (moon landing, Christopher Columbus) L & EL Know about a significant person who has contributed to the rights of black people (Nelson Mandela) L & EL Know about a significant person who has contributed to the rights of women (Emily Pankhurst) L & EL 	<ul style="list-style-type: none"> Use a range of sources to understand and prove that the Great Fire of London happened. (disciplinary) Know the reasons why the fire spread so quickly and lasted so long. EL Place the events on a timeline. (disciplinary) Know a range of ways the fire was tackled compared to how we tackle fires today. L, WT & EL Know how London improved after the fire. L 	<ul style="list-style-type: none"> Use photos, diaries and replica inventions as sources of evidence (disciplinary) Know what life was like for adult Victorians (rich & poor). WT & EL Use photographs to understand how industry improved the Victorian era. L, WT, EL (disciplinary) Know what life was like for Victorian children in work. L & EL Know what life was like for Victorian children in school. L & EL <p>Know what games Victorian children played. L & EL (Granparents Y1)</p>



Key themes running through the History curriculum at Marlfields Primary School

Legacy – A legacy is defined as something that has been passed on by those who lived in the past. Legacies can include political structures, such as parliamentary democracy, building and monuments, oral histories and stories, as well as tangible artefacts. They may also include cultural traditions and celebrations.

Work and Trade – The study of how people earned a living in the past. The different occupations and careers that people may have had. The study of a variety of industries and their impact on people's lives and the wider community.

Everyday Life – How people lived in the past: their homes, values, work, transport, traditions, education and entertainment.