

Class: Year 2

Unit		
<p>Aut 1/2 Unit title: Should we celebrate Bonfire Night?</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> • retell the story of the Gunpowder Plot in the correct chronological order • include the key events and people associated with the Gunpowder Plot using their own captions • demonstrate some understanding of which is the most important event and why 	<p><u>Key historical skills</u></p> <ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time • choose and use parts of stories and other sources that they know and understand key features of events • understand some of the ways in which we find out about the past • identify different ways in which it is represented • use a wide vocabulary of everyday historical terms • know where events they study fit within a chronological framework.
<p>Spr 1/2 Unit title: Who were the greatest explorers?</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - Learn about the lives of significant individuals in the past who have contributed to national and international achievements - Compare aspects of life in different periods - Learn about significant historical events 	<p><u>Key historical skills</u></p> <ul style="list-style-type: none"> • know where the people they study fit within a chronological framework • develop an awareness of the past, using common words and phrases relating to the passing of time • understand some of the ways in which we find out about the past • identify different ways in which it is represented • ask and answer questions, choosing and using sources to show that they know and understand the key features of events • use parts of sources to show that they know and understand key features of events • use common words and phrases relating to the passing of time.
<p>Sum 1/2 Unit title: How have holidays changed over time?</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> • place the images of seaside holidays in the correct place on the timeline • work independently and with confidence • independently sequence on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people 	<p><u>Key historical skills</u></p> <ul style="list-style-type: none"> • learn about changes within living memory • understand historical concepts such as continuity and change, similarity and difference • ask historically valid questions • identify similarities and differences between ways of life in different periods • ask and answer questions • understand some of the ways in which we find out about the past • identify different ways in which the past is represented • use a wide range of everyday historical terms • use parts of stories and other sources to show they know and understand key features of events • use sources to show they know and understand the past • suggest reasons why changes took place