



History Curriculum: Year 2

What are the aims and intentions of this curriculum?

That children:

- Know something of the history of their locality.
- Know about key events in history.
- Begin to understand how things have changed over time..

Term	Topic	Knowledge	Skills	Assessment
Autumn	Fantastic Firsts (What special events and inventions have changed our world?) Enrichment: train ride from Bishop Auckland to Darlington, North Road. Visit to Head of Steam Museum	Know key facts about the life and achievements of George Stephenson. Know some of Stephenson's greatest inventions. Know key facts about the Stockton to Darlington railway. (Including the year of opening -1825). Know why Shildon was important. Know how these inventions changed the world.	Use (dates, words that describe the passage of time, primary & secondary sources) Notice Infer Describe Compare/contrast Identify (what has changed/stayed the same) Sequence (events) Ask simple questions Research Collect evidence Record findings Find out the answers to questions Recall	
		Vocabulary: A long time ago, recently, when my parents were children, years, decades, centuries, railway, inventor, invention, significance, Locomotion, Shildon		
Spring	Why was the Great Fire of London significant? (Events beyond living memory)	Know key facts about the Great Fire of London (including the year – 1666 and the source – Pudding Lane) Know the sequence of events. Know how this event impacted upon life in	Use (dates, words that describe the passage of time, secondary sources) Identify Compare/contrast Notice e.g. differences	



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		<p>London. Know how things changed.</p>	<p>Sequence (events & historical figures on time line) Ask simple questions Collect evidence Record findings Find out the answers to questions Recall e.g. key events/people, cause/effect</p>	
		<p>Vocabulary: A long time ago, years, decades, centuries, London, Pudding Lane, Samuel Pepys, Thomas Farrinor, bakery, baker, fire hook, memorial, thatched roof</p>		
Summer	<p>How have holidays changed? (Comparing within living memory)</p>	<p>Know some of the features of seaside holidays: <ul style="list-style-type: none"> ✓ Now ✓ 1950s ✓ Victorian Know how holidays in the past are similar/different to holidays today. Know changes that have happened in their own lives (e.g. holidays).</p>	<p>Observe Notice Infer Describe Compare/contrast Use (e.g. primary sources) Identify (similarities/differences) Sequence (events on a time line) Ask simple questions Research Collect evidence Record findings Find out the answers to questions Recall e.g. main differences,</p>	
		<p>Vocabulary: A long time ago, recently, when my parents were children, years, decades, centuries, holiday, Bank Holiday, leisure, coast, transport, travel, Victorian, 1950s, pier, cliff lift, a long time ago, recently, years, decades, centuries</p>		