

Year 2 History Medium Term Plan

	<u>Autumn 2</u>	
Topic	Famous Explorers	
Unit Aim	By the end of this unit, pupils will be able to name important historical explorers and explain why people explored in the past. They will be able to order key explorations chronologically, describe how exploration has changed over time, and compare different journeys of discovery using historical evidence.	
Prior Learning	EYFS - Understanding the world - Talk about the lives of people around them and their role in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books and storytelling. Year 1/2 – Children will have developed a solid basis for using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artifacts. They understand that there is a past within their living memory and beyond. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.	
Knowledge	<u>Historical Skills</u>	<u>Essential Knowledge</u>
	• Chronology • Evidence & Interpretation • Cause & Consequence • Similarity and Difference • Historical Significance • Change and Continuity	• I can order the famous explorations of the past by date and time order • I can find out about the past • I can say why people explore • I can say how explorations have changed over time • I can compare different explorations • I can name important historical explorers from the past
Vocabulary	<u>General Vocabulary</u>: after, astronaut, before, change, continuity, different, exploration, explore, explorer, mountaineer, monument, now, oceanographer, past, present, same, significant, then <u>Famous Explorers</u>: pioneer, discrimination	
Future Learning	Y3 Children will observe evidence to ask about the past and conclude based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history. Y4 Children will explain the concept of change over time, represent this with evidence, and discuss the sources' reliability. Y5 Children will discuss whether the evidence is reliable, explain why, and identify periods of rapid change in history. Y6 Children will use sources of information to form conclusions about the past.	
KS1 End Point	Children can sequence a set of events in chronological order and give reasons for their order	

	<u>Spring 2</u>	
Topic	Great Fire of London - Events beyond living memory	
Unit Aim	By the end of this unit, pupils will be able to explain what happened during the Great Fire of London, including when, where, and how it started. They will understand why the fire spread so quickly and describe how people responded at the time. Pupils will be able to use historical sources to find out about the past and compare life in 1666 to life today, identifying changes in buildings, firefighting, and daily life	
Prior Learning	EYFS - Understanding the world -I can talk about the lives of people around me and their role in society. Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. Understand the past through settings, characters and events encountered in books and storytelling. Year 1 – Children will have developed a solid basis for using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artifacts. They understand that there is a past within their living memory and beyond.	
Knowledge	<u>Historical Skills</u>	<u>Essential Knowledge</u>
	• Chronology • Evidence & Interpretation • Cause & Consequence • Similarity and Difference • Historical Significance • Change and Continuity	• I can use dates where appropriate. • I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary). • I can explain the causes of the Great Fire of London and what the consequences were. • I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century. • I can identify some of the different ways the past has been represented • I can name a monarch
Vocabulary	<u>General Vocabulary</u>: significant, before, after, past, present, same, different, change, then, now, archaeologist, chronological order, timeline, old, new, today, similar, compare, decade, century <u>Great Fire of London</u>: Lord Mayor, fire hook, diary, Samuel Pepys, Christopher Wren, St Paul's Cathedral	
Future Learning	Y3 Children will observe evidence to ask about the past and come to conclusions based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history. Y4 Children will explain the concept of change over time and represent this with evidence, and begin to discuss the reliability of sources. Y5 Children will discuss whether the evidence is reliable and explain why and will identify periods of rapid change in history. Y6 Children will use sources of information to form conclusions about the past.	
KS1 End Point	Children can sequence a set of events in chronological order and give reasons for their order.	

	Summer 2	
Topic	Hospitals and Health Care - Significant individuals and local individuals	
Unit aim	By the end of this unit, pupils will be able to describe the important contributions of significant individuals in the history of hospitals and health care, such as Florence Nightingale and Mary Seacole, as well as local figures where relevant. They will use pictures, stories, and film footage to find out about the past, begin to use dates where appropriate, and handle historical evidence to ask and answer questions. Pupils will recognise why people acted as they did, understand the impact of their actions, and explain why these individuals and events are remembered today.	
Prior Learning	EYFS - Understanding the world - Talk about the lives of people around them and their role in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books and storytelling. Year 1/2 – Children will have developed a solid basis for using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artifacts. They understand that there is a past within their living memory and beyond. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.	
Knowledge	<u>Historical Skills</u>	<u>Essential Knowledge</u>
	• Chronology • Evidence & Interpretation • Cause & Consequence • Similarity and Difference • Historical Significance • Change and Continuity	• I can begin to use some dates where appropriate • I can observe or handle evidence to ask questions and find answers to • I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were. • I can use pictures, stories and film footage to find out about the past. • I can describe significant people and events from the past and explain why they are important.
Vocabulary	<u>General Vocabulary</u>: significant, before, after, past, present, same, different, change, then, now, archaeologist, chronological order, timeline, old, new, today, similar, compare, decade, century <u>Famous Explorers</u>: pioneer, discrimination	
Future Learning	Y3 Children will observe evidence to ask about the past and conclude based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history. Y4 Children will explain the concept of change over time, represent this with evidence, and discuss the sources' reliability. Y5 Children will discuss whether the evidence is reliable, explain why, and identify periods of rapid change in history. Y6 Children will use sources of information to form conclusions about the past.	
KS1 End Point	Children can sequence a set of events in chronological order and give reasons for their order	