

Shevington Federation of Schools
Schemes of Work

HISTORY

YEAR GROUP: 2

Y2 children will learn :	Autumn	Spring	Summer
CHRONOLOGICAL UNDERSTANDING			
To securely use the words past present and future securely and also linked to days of the week and months of the year			
To sequence events within one event in history Eg The Great Fire of London using the correct chronological vocab previously learned after.before, past etc			
That a time line is a number line .			
To use words such as 'recently' and begin to explore decades linked to 10 – dec =10 decimal –December used to be the 10 th month in the Roman calendar			
KNOWLEDGE AND UNDERSTANDING OF EVENTS PEOPLE AND CHANGES			
To research answers to questions with support using a restricted chosen range of evidence –artefacts- people- internet - Espresso			
To compare 2 artefacts confidently using a range of adjectives linked to their 5 senses.			
To link situations that they experience or read about or hear about on the news to events in the past Eg a house fire to the Great Fire of London			
That paintings, maps and portraits offer a good source of evidence about the past.			
To begin to think about which sources of evidence are reliable and why?			
To begin to discuss with an adult why an event may have happened			
To begin to think about with an adult the impact of an event Eg use of land after the Great Fire of London			
To begin to compare their lives with those peoples who lived during the time being studied. Use of role play would be good here.			
HISTORICAL INTERPRETATION			
To compare a past event in 2 versions of a story and be able to identify the differences and to question why there may be differences			
To use visits out to museums as a historical source			
To understand the role and purpose of a museum			
To compare a sketch and a photo and learn which is possibly more reliable and why			
HISTORICAL ENQUIRY			
To independently sequence a collection of artefacts			
To understand the use of the word 'source'			
That the local environment is also a source			

To ask questions about sources using 'who' 'what' 'when' 'why' and 'how'			
To independently create a timeline using artefacts using reference books and other resources			
COMMUNICATION			
To use drama to gain an insight into history – use of hot seating – teacher in role –role on the wall- conscience alley- to develop empathy skills			
To describe objects, people and /or events from different times using adjectives			
To draw labelled diagrams for a purpose			
To know and be able to write their full date of birth explaining the different parts Eg year month,. date, and yet no day			
BREADTH OF STUDY			
Changes within living memory that reveal aspects of national change such as monarchy and war.			
Changes beyond living memory that are significant nationally or globally. <ul style="list-style-type: none"> • Great Fire of London • Gunpowder Plot • First flight 			
About the lives of people who have significantly contributed to national and global achievements. <ul style="list-style-type: none"> • Queen Victoria/Elizabeth • Tim Berners-Lee • Neil Armstrong • LS Lowry. 			