

History						
	Autumn		Spring		Summer	
Year 2	Amazing Adventures/ Never Giver Uppers		Time Machine –going back in time		Young Detectives – What’s the clue!	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	How inventions and new discoveries changed how people lived.	Recognise the role of women and their contribution to shaping Britain.	Separating Fact and Fiction by interpreting primary and secondary sources	Study significant events that are commemorated through festivals or anniversaries and the role religion plays in the nation’s history.	How past is inferred and interpreted through archaeology.	How past is reconstructed through science and palaeontology.
<b>(knowledge) must know</b>	-the voyage Christopher Columbus wanted to travel and the actual sea route; discovering a new continent -how air and space travel changed overtime leading to 1 <sup>st</sup> landing on Moon -historic ‘firsts’ achieved by various explorers; include Amelia Earhart	-the following 3 significant people and recognise the reasons why they acted as they did: <b>Emmeline Pankhurst</b> <b>Princess Diana</b> <b>Florence Nightingale</b>	-causes of the Great Fire of London and describe the change in housing over time -how evidence is used to answer questions; Samuel Pepys’s diary and pictures of the Titanic -order of events leading up to GFL and sinking of the T.	-the events that led to the Gunpowder plot; religion being a factor -the traditional rhyme ‘remember remember...’ -the changing role of the monarch/y since King James I -that Elizabeth II had her Coronation in 1953(1 <sup>st</sup> televised coronation)	-the role and study of archaeology -how excavation of Pompeii revealed a largely preserved city; why it is called the ‘Lost City’? -how and when the Terracotta army 1 <sup>st</sup> discovered; conclusions formed from their discovery	-the role and study of palaeontology -fossils provide information about living things that inhabited the Earth in the past -the Dino top 5; Stegosaurus, Tyrannosaurus, Diplodocus, Coelyphylis and Tryceratops -what caused the extinction of dinosaurs -the Contribution of Mary Anning as a fossil collector
<b>(skills) be able to</b>	-retell the events of CC discovering part of America -construct a timeline of key moments in the evolution of air and space travel -describe and discuss why people in the past acted as they did (identify significant events)	-ask questions such as: What was it like for people? What happened? How long ago? -use artefacts, pictures, stories, online sources and databases to find out about the past -identify some of the different ways the past has been represented	-describe cramped living conditions prior to GL and explain reasoning behind new layout and how significance of event led to a Fire Brigade service -distinguish the difference between primary and secondary sources (eg. Pepys diary versus paintings and Titanic photographic evidence versus film clips). What is factual and what is interpretation	-show an understanding of the concepts; monarchy, parliament, democracy, war and peace -explain why Henry VIII founded the ‘Church of England’ -identify the various organisations that the Monarch is ‘Head of’ -use pictures and film footage to form questions about the Coronation	-interpret evidence to suggest and discuss insight into the everyday life of Pompeii’s inhabitants -interpret/Hypothesise what the terracotta army’s clothing and size tell us about each soldier’s rank and status -compare how significant people or hierarchical figures are remembered: Nightingale £10, Pankhurst statue, Emperor –terracotta army	-distinguish between herbivores and carnivores -describe and enact the process of uncovering fossils; as in ‘Fieldwork’ -formulate questions and research answers to questions; What did they eat? How big? Etc. -place on a time line the events leading up to the ‘mass extinction’ -identify region of Jurassic Dorset where Mary A. found 1 <sup>st</sup> fossil
<b>Key Vocabulary</b>	<b>solo</b>	<b>equality gender</b>	<b>poverty salvage</b>	<b>monarchy state</b>	<b>excavate</b>	<b>extinct</b>
<b>Links</b>						
<b>Ass.</b>						
<b>Performance/ debate/world of work</b>						