

Year Two Long Term Plan For History 2024-25

<p>Autumn term – Why do we remember WW1? Setting up classroom timelines Life during WW1.</p>			
<p>Knowledge *Conditions soldiers experienced in the trenches. *Important events in the lives of Wilfred Owen, Walter Tull and Edith Cavell. *How women and children helped the war effort. *Impact of the aftermath of World War 1.</p>	<p>Skills *To sort objects and activities into then and now. *To formulate their own questions. *To research and answer open ended questions. *To apply their substantive knowledge to describe an event. *To explain the impact of an individual's work on history.</p>	<p>Vocabulary century, memorial, no man's land, front line, home front, Remembrance, Armistice, war, soldier, trenches, significant</p>	<p>National Curriculum Objectives *Changes within living memory Where appropriate, these should be used to reveal aspects of change in national life. *Significant historical events, people and places in their own locality.</p>
<p>Spring term – What changed because of the Great Fire of London? The Great Fire of London</p>			
<p>Knowledge *Where and why the fire started. *How the fire spread. *How the fire was put out. *The impact of the aftermath of the fire.</p>	<p>Skills *To recount events and sequence them correctly. *To apply their substantive knowledge to describe an event. *To recognise why the event happened and its impact. *To use a source to answer questions about the past. *To discuss the reliability of a historical source.</p>	<p>Vocabulary squirts, fire hooks, bakery, eyewitness, fire break, flammable, Samuel Pepys, diary, thatched roof, wattle and daub, government (revisit from Year 1)</p>	<p>National Curriculum Objectives *Events beyond living memory that are significant nationally or globally.</p>

Summer term – Who were CS Lewis and Roald Dahl?

Wartime Writers

Knowledge

*Important events in the lives of CS Lewis and Roald Dahl.
*Recognise the similarities and differences of their lives.

Skills

*To compare similarities and differences of the wartime writers.
*To compare alternate versions of the same event.
*To explain the impact of an individual's work on history.
*To recount events and sequence them correctly.
*To recognise why the event happened and its impact.

Vocabulary

evacuation, evacuee, shell shock, bombing, pilot, intelligence, aerial combat

National Curriculum Objectives

*Comparison of aspects of life in the past through significant individuals.

Year 2 disciplinary vocabulary: source, timeline, artefacts, similar, different, evidence, historical, reliable, past, present