

Y2 HISTORY: How do we celebrate important British events that have happened in the past?

Term: Enquiry Q:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):			
Autumn 2: History	<p><u>Chronology:</u></p> <ul style="list-style-type: none"> I can use common words and phrasing relating to the passing of time. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> I can ask and answer questions <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> I can give a recount of historical people or events with support. <p><u>Communicating, Presenting & Organising:</u></p> <ul style="list-style-type: none"> I can recount my knowledge of significant individuals and events from the past through storyboards, descriptive writing and labelling. I can use some historical terms in my explanation and work. <p><u>Comparing Past & Present:</u></p> <ul style="list-style-type: none"> I can explain why someone in the past acted in the way they did. I can explain what impact that significant events and people for the past have had on the way we live today. I can explain how people or events in history have changed things nationally/internationally. I can identify similarities and differences of past events. 	<ol style="list-style-type: none"> 1) Why do we celebrate Bonfire Night? 2) What was the Gunpowder Plot? 3) What is the importance of a poppy on Remembrance Day? 4) What are traditions? 5) Why do we celebrate Christmas? 6) Assessment: How do we celebrate important days that have happened in the past? 			
	Substantive Knowledge:				
	<ul style="list-style-type: none"> I know why we celebrate Bonfire Night I know who Guy Fawkes is. I know why we wear a poppy on Remembrance Day. I know some similarities and differences of Christmas now and Christmas in the past. 				
	Vocabulary:				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 5px;"> Now Then Before After Long Ago In these times... </td> <td style="width: 33%; text-align: center; padding: 5px;"> Guy Fawkes gunpowder Plot Remembrance Day parliament </td> <td style="width: 33%; text-align: center; padding: 5px;"> fact impact reason </td> </tr> </table>		Now Then Before After Long Ago In these times...	Guy Fawkes gunpowder Plot Remembrance Day parliament	fact impact reason	
Now Then Before After Long Ago In these times...	Guy Fawkes gunpowder Plot Remembrance Day parliament	fact impact reason			

Y2 GEOGRAPHY: How do explorers discover new places?

Term: Enquiry Q:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):
Spring 1: Geography	<p><u>Geographical Skills:</u></p> <ul style="list-style-type: none"> I can name and locate the 7 continents on a world map. I can name and locate 5 oceans on a world map. I can identify the locations of hot and cold areas of the world. I can identify where the Equator, North and South poles on a world map. <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> I can use an atlas with some guidance to identify the continents and oceans of the world. I can draw a simple map of my school, including appropriate drawings and symbols to represent places or features. I can use basic symbols to represent features and make a key. I can use locational and directional language with increasing confidence, near/far, left/right, next to/under, etc. I can use simple compass directions (N/E/S/W) to describe the location of features and route on a map. <p><u>Fieldwork Skills:</u></p> <ul style="list-style-type: none"> I can draw simple pictures/ outlines of features I observe on my school grounds and add labels. I can talk about observations I make on my fieldwork I can recognise a photograph taken by a teacher and label the photo with help. 	<ol style="list-style-type: none"> 1) What do explorers do? 2) What are continents? 3) How many oceans does the world have? 4) What do explorers take with them on expeditions? 5) How do explorers navigate their way around the world? 6) Assessment: How do explorers discover new places?
	Substantive Knowledge:	
	<ul style="list-style-type: none"> I know what an explorer is and what they do. I know why Columbus and Cook are important people I know the names of the continents and oceans of the world. I know what a compass is and how to use it I know where the Equator and North and South Poles are on a world map. 	
	Vocabulary:	
World Map Globe Earth continents oceans equator line North Pole South Pole	Europe, Africa, Asia, North America, South America, Australasia, Antarctica Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean.	compass North, East, South, West direction location route navigate distance

Y2 HISTORY: Why are explorers significant people?

Term: Enquiry Q:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):																	
Spring 2: History	<p><u>Chronology:</u></p> <ul style="list-style-type: none"> I can recognise and communicate changes beyond my living memory. I can use common words and phrases relating to the passing of time. (e.g. First, Next, Then) I am beginning to label timelines with pictures, words or phrases and give reasons for their order. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> I can ask questions such as: What was it like for...? What happened? How long ago? I can answer questions using specific sources such as an information booklet, artefact or picture to show my understanding. I understand and can talk about how people use evidence to find out about the past. (prehistory) <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> I can understand and identify different ways that the past is represented. <i>E.g fact vs fiction, books, diaries, stories.</i> I can identify what type of evidence is reliable when finding out about the past. I am beginning to form my own opinion. I can give a recount of historical people or events with support. <p><u>Communicating, organising & Presenting:</u></p> <ul style="list-style-type: none"> I can recount my knowledge of significant individuals and events from the past through storyboards, descriptive writing and labelling diagrams. I can use some historical terms and vocabulary in my explanations and work. <p><u>Comparing Past & Present:</u></p> <ul style="list-style-type: none"> I can identify similarities and differences of past events. I can identify and talk about the different ways the past is represented. I can explain what impact that significant events/people from the past have had on the way we live today. I can explain how people or events in history have changed things nationally or internationally. 	<ol style="list-style-type: none"> 1) What makes someone a significant person? 2) How have explorers changed? 3) Who is James Cook and what did he discover? 4) Who is Christopher Columbus and what did he discover? 5) What have explorers achieved so far? 6) Assessment: Why are explorers significant people? 																	
	Substantive Knowledge:																		
	<ul style="list-style-type: none"> I know who James Cook is and what he discovered. I know who Christopher Columbus is and what he discovered. I know why journeys have changed over time. I know how explorers have impacted the world we live in today. 																		
	Vocabulary:																		
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 5px;">explorer</td> <td style="width: 33%; text-align: center; padding: 5px;">past</td> <td style="width: 33%; text-align: center; padding: 5px;">impact</td> </tr> <tr> <td style="text-align: center; padding: 5px;">James Cook</td> <td style="text-align: center; padding: 5px;">present</td> <td style="text-align: center; padding: 5px;">reason</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Christopher Columbus</td> <td style="text-align: center; padding: 5px;">then</td> <td style="text-align: center; padding: 5px;">true</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Discovery</td> <td style="text-align: center; padding: 5px;">now</td> <td style="text-align: center; padding: 5px;">false</td> </tr> <tr> <td style="text-align: center; padding: 5px;">develop</td> <td style="text-align: center; padding: 5px;">similar</td> <td></td> </tr> <tr> <td style="text-align: center; padding: 5px;">achieve</td> <td style="text-align: center; padding: 5px;">different</td> <td></td> </tr> </table>		explorer	past	impact	James Cook	present	reason	Christopher Columbus	then	true	Discovery	now	false	develop	similar		achieve	different
explorer	past	impact																	
James Cook	present	reason																	
Christopher Columbus	then	true																	
Discovery	now	false																	
develop	similar																		
achieve	different																		

Y2 HISTORY: How does the weather in India compare to the weather in the UK?

Term: Enquiry Q:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):		
Summer 1: Geography	<p><u>Geographical Skills:</u></p> <ul style="list-style-type: none"> I can talk about geographical similarities and differences between my city and a non-European city (Mumbai in India). I can talk about the seasonal weather patterns in the UK. I can identify the locations of hot and cold areas of the world. I can identify where the Equator, North and South poles on a world map. I can use basic geographical vocabulary to describe features in the area I am studying. <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> I can use an atlas with some guidance to identify countries on a world map. (India) I can use locational and directional language with increasing confidence, near/far, left/right, next to/under, etc. I can use simple compass directions (N/E/S/W) to describe the location of features and route on a map. <p><u>Fieldwork Skills:</u></p> <ul style="list-style-type: none"> I can talk about observations I make on my fieldwork. I can collect and record data. E.g. <i>using a thermometer and a weather vane to measure the weather and record on a weather chart.</i> I can present geographical data on a weather chart. I can recognise a photograph taken by a teacher and label the photo with help. 	<p>1)What is weather?</p> <p>2)What’s the weather like in the UK?</p> <p>3)Where is India and what’s the climate like there?</p> <p>4)What are the similarities and differences between India and the UK?</p> <p>5)What’s the weather like in India?</p> <p>6)Unit Assessment: How does the weather in India compare to the weather in the UK?</p>		
	Substantive Knowledge:			
	<ul style="list-style-type: none"> I know the seasons and the different types of weather we can have, I know how weather is recorded I know the hot and cold regions of the world. I know where India is on a map of the world. I know some similarities and differences between India and the UK 			
	Vocabulary:			
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 5px;">World map climate map India Mumbai</td> <td style="width: 33%; text-align: center; padding: 5px;">seasons weather climate hot and cold regions</td> <td style="width: 33%; text-align: center; padding: 5px;">forecast weather chart weather vane thermometer</td> </tr> </table>	World map climate map India Mumbai	seasons weather climate hot and cold regions	forecast weather chart weather vane thermometer	
World map climate map India Mumbai	seasons weather climate hot and cold regions	forecast weather chart weather vane thermometer		

Y2 HISTORY: How did the inventions of the car, train and airplane change the world?

Term: Enquiry Q:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):	
Summer 2: History	<p><u>Chronology:</u></p> <ul style="list-style-type: none"> I can recount changes that have happened in my living memory in chronological order. I can recognise and communicate changes beyond my living memory. I can place objects/people and events in chronological order. I am beginning to label timelines with pictures, words or phrases and give reasons for their order. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> I can ask questions such as: What was it like for...? What happened? How long ago? I can answer questions using specific sources such as an information booklet, artefact or picture to show my understanding. I am beginning to use research and use resources to find out about the life of a significant figure, place or historical event (of my locality) from the past <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> I am beginning to form my own opinion. I can give a recount of historical people or events with support. <p><u>Organising, Communicating & Presenting:</u></p> <ul style="list-style-type: none"> I can recount my knowledge of significant individuals and events from the past through storyboards, descriptive writing and labelling diagrams. I can use some historical terms and vocabulary in my explanations and work. <p><u>Comparing Past & Present:</u></p> <ul style="list-style-type: none"> I can identify similarities and differences of past events. I can explain what impact that significant events/people from the past have had on the way we live today. I can explain how people or events in history have changed things nationally or internationally. 	<p>1) What is transport?</p> <p>2) Who is George Stephenson and why is he important?</p> <p>3) How have cars changed?</p> <p>4) Who were the Wright Brothers and how did they change history?</p> <p>5) How has transport changed?</p> <p>6) Assessment: How did the inventions of the car, train and aeroplane change the world?</p>	
	Substantive Knowledge:		
	<ul style="list-style-type: none"> I know who George Stephenson is and why he is important I know who the Wright brothers are and why they are important I know how cars have changed over time. I know how transport changed the world. 		
	Vocabulary:		
In the past, A century ago, First, Next, Then, Now	George Stephenson The Wright Brothers transport	The Rocket national international	