

Year Two Long Term Plan For History

Autumn term – Why do we remember WW1?

Setting up classroom timelines

Life during WW1.

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.	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.	Vocabulary century, memorial, no man's land, front line, home front, Remembrance, Armistice, war, soldier, trenches, significant	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.
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Spring term – What changed because of the Great Fire of London? The Great Fire of London

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.

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.

Vocabulary

squirts, fire hooks, bakery, eyewitness, fire break, flammable, Samuel Pepys, diary, thatched roof, wattle and daub, **government (revisit from Year 1)**

National Curriculum Objectives

- *Events beyond living memory that are significant nationally or globally.

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