

St Anne's C of E Primary School Curriculum Plan

Subject: History

Year: 2

Term: Autumn and Spring 1



Unit: Movers and Shakers



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	What children will be able to
<p>activist - A person who feels strongly about helping people, other living things or the planet.</p> <p>artist - A person who creates works of art, including pieces of music, plays, poems, paintings, dances or sculptures.</p> <p>campaign - A planned set of activities to reach a goal.</p> <p>Dawson's model - A set of five statements that help decide if a person is historically significant.</p> <p>discovery - The act of finding something that had not been known before.</p> <p>Explorer - A person who travels to places to find out what is there.</p>	<p>The historical importance of local events, people and places.</p> <p>Important individual achievements include great discoveries and actions that have helped many people.</p> <p>Historical information can be presented as a result of a sorting activity.</p> <p>Introduction to timelines:</p> <p>A timeline is a display of events, people or objects in chronological order.</p> <p>A timeline can show different periods of time, from a few years to millions of years.</p>	<p>That places local to where they live have historical importance.</p> <p>That there are individuals throughout history who have achieved great things, such as discoveries and helping people.</p> <p>That there are different ways of sorting and presenting historical information.</p> <p>How a timeline is useful and how it can present historical information.</p> <p>The difference between facts and opinions. That some historical sources contain facts and some contain opinions.</p>	<p>Cause and Consequence</p> <p>Describe how an aspect of life has changed over time.</p> <p>Change and Continuity</p> <p>Sequence significant information in chronological order.</p> <p>Describe how an aspect of life has changed over time.</p> <p>Significance</p> <p>Describe, in simple terms, the importance of local events, people and places.</p> <p>Use historical models to make judgements about significance and</p>

<p>fact - Something that is known or true. invention The process of creating something that has never been made before.</p> <p>monarch - A king or queen who rules a kingdom. Movers and Shakers</p> <p>monument - A structure built to honour a special person or event.</p> <p>opinion - A thought or belief about something.</p> <p>protest - To disagree with something and complain strongly. rights The things that a person is entitled to have.</p> <p>role model - Someone you admire whose behaviour you aim to copy.</p> <p>scientist - A person who discovers or invents new things.</p> <p>significant - A person who is great, important or worthy of attention.</p> <p>speech - A formal talk usually given to a large number of people.</p> <p>statue - A stone or metal object made to look like a person.</p> <p>suffragette - A woman who campaigned for women's right to vote.</p>	<p>A fact is something that is known or true. An opinion or viewpoint is a thought or belief about something.</p> <p>Dawson's model helps historians decide if a person is historically significant based on the impact they had when they were alive and the impact they have on modern society.</p> <p>Explorers' modes of transport have changed over time. For example, early explorers used sailing ships and modern explorers use rockets.</p> <p>To know about the historical significance of the following people:</p> <p>Vasco da Gama was the first European to find an ocean trading route to India.</p> <p>Christopher Columbus was the first European to discover the Americas.</p> <p>Captain James Cook drew detailed maps of New Zealand and discovered Australia.</p> <p>Roald Amundsen led the first expedition to reach the South Pole.</p> <p>Neil Armstrong was the first man to walk on the Moon.</p> <p>William Wilberforce was a British activist who successfully</p>	<p>How Dawsons Model helps historians to decide if a person is historically significant.</p> <p>The development of modes of transport over time.</p> <p>That there are important individuals from Britain (and around the world) and the ways in which they have helped people and made great discoveries.</p> <p>Information about specific important individuals.</p>	<p>describe the impact of a significant historical individual.</p> <p>Describe and explain the importance of a significant individual's achievements on British history.</p> <p>Similarity and Difference</p> <p>Describe how an aspect of life has changed over time.</p> <p>Evidence and Interpretation</p> <p>Use historical sources to begin to identify viewpoint.</p> <p>Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p>
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<p>timeline - A way of displaying events in chronological order.</p> <p>viewpoint - A person's own opinion or way of thinking about something. vote To express your opinion by marking a ballot paper or raising your hand</p>	<p>campaigned for the abolition of the slave trade in the 19th century.</p> <p>Emmeline Pankhurst was a British activist who successfully campaigned for women's voting rights in the 20th century.</p> <p>Mahatma Gandhi was a 20th century activist who successfully campaigned for India's independence from Great Britain.</p> <p>Rosa Parks was a 20th century activist who campaigned for the rights of black people in the United States.</p> <p>Martin Luther King Jr was an activist who led the civil rights movement in the United States that campaigned for equal rights for black people.</p> <p>Malala Yousafzai is a Pakistani activist who campaigns for the rights of children to attend school.</p> <p>Important achievements by British individuals include great discoveries and actions that have helped many people.</p>		
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St Anne's C of E Primary School Curriculum Plan

Subject: History

Year: 2

Term: Spring 2 and Summer



Unit: Magnificent Monarchs



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	What children will be able to
<p>absolute power - Complete authority to make decisions.</p> <p>AD - The years after Jesus Christ was born.</p> <p>castle - A large, strong building with high walls and towers built in the past by a ruler to protect the people inside from attack.</p> <p>century - A period of 100 years.</p> <p>chronology - The order in which events happened.</p> <p>decade - A period of 10 years.</p> <p>empire - A group of countries that a ruler or government has control over.</p>	<p>Artefacts provide evidence about the past.</p> <p>A timeline is a display of events, people or objects in chronological order.</p> <p>A timeline can show different periods of time, from a few years to millions of years.</p> <p>In the past, some monarchs had absolute power and could make their own rules and laws.</p> <p>Today we have a constitutional monarch, Charles III, which means that laws are made by parliament, and the King represents the nation.</p>	<p>The ways that historians use historical artefacts to find out about the past. (Precursor to historical sources.)</p> <p>How a timeline is used by historians and how it displays historical information.</p> <p>The way that the monarch has worked in the past and how it is now different.</p>	<p>Cause and Consequence</p> <p>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <p>Change and Continuity</p> <p>Describe how an aspect of life has changed over time.</p> <p>Sequence significant information in chronological order.</p> <p>Significance</p> <p>Name, locate and explain the significance of a place.</p>

<p>feudal system - A hierarchy where people are put into different groups based on their class and roles.</p> <p>future - A time that has not happened yet.</p> <p>heir - The person who will inherit the throne on the monarch's death.</p> <p>hierarchy - The order of people or things from most important to least important.</p> <p>invasion - When a foreign army enters a country by force.</p> <p>kingdom - A country that a king or queen rules.</p> <p>law - A rule that states how people may and may not behave in a society.</p> <p>monarch - A king or queen who rules a kingdom.</p> <p>monarchy - A type of country that has a king or queen as the head of state.</p> <p>palace - A large house where a ruler, such as a king or queen, lives with their family.</p> <p>parliament - A group of people who make laws for their country.</p>	<p>Places can be significant because religious or historic events that have happened there in the past.</p> <p>Buckingham Palace in London and Balmoral Castle in Aberdeenshire are two significant royal residencies in the UK.</p> <p>A historical period is the duration of a monarch's reign.</p> <p>Alfred the Great was an Anglo-Saxon king who defeated Viking invaders and became the first king of a unified England.</p> <p>Alfred valued reading and knowledge and translated books from Latin for others to read.</p> <p>William the Conqueror was a French duke who won the Battle of Hastings in 1066 to become the new English monarch.</p> <p>William I built many castles and introduced the feudal system.</p> <p>The Bayeux Tapestry is an embroidered cloth that shows the events leading up to the Norman conquest of England.</p> <p>The Battle of Hastings in 1066 led to the Norman Conquest and the reign of William the Conqueror.</p>	<p>How places can be historically significant.</p> <p>Some of the different royal residences across the UK and who lives there.</p> <p>The definition of a historical period.</p> <p>Who Alfred the Great was and his</p>	<p>Sequence significant information in chronological order.</p> <p>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <p>Explain why an event from the past is significant.</p> <p>Similarity and Difference</p> <p>Describe how an aspect of life has changed over time.</p> <p>Describe the hierarchy of a past society.</p> <p>Evidence and Interpretation</p> <p>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</p> <p>Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p>
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<p>past - A period of time before the present.</p> <p>period - A length of time.</p> <p>portrait - A painting, drawing or photograph of a person, usually showing their head and shoulders.</p> <p>power - The amount of control a person, such as a ruler, has over things or people in a kingdom.</p> <p>present - The time happening now.</p> <p>reign - The period of time that a king or queen rules over a country.</p> <p>religion - The belief in and worship of a god or gods.</p> <p>royal - Connected to a king or queen.</p> <p>rule - To control a country or empire.</p> <p>ruler - A person who rules a country or empire.</p> <p>serf - A peasant at the bottom of the feudal system.</p> <p>sovereign - A king or queen.</p> <p>timeline - A line of dates to show the order that events happened through time.</p>	<p>Hierarchy is a way of organising people in society according to how important they are.</p> <p>The feudal system was the hierarchy in Norman times: it had the king at the top followed by the tenants-in-chief, knights and peasants.</p> <p>Henry VIII was a Tudor king who broke away from the Roman Catholic Church and created the Church of England.</p> <p>Henry VIII had a lavish lifestyle and married six times.</p> <p>Elizabeth I was a popular Tudor queen who supported exploration, the arts and the Church of England.</p> <p>Elizabeth I strengthened the role of parliament and established religious peace and good relationships with other European countries.</p> <p>Elizabeth I's Royal Navy stopped an invasion by the Spanish Armada in 1558.</p> <p>Queen Victoria, ruled over Great Britain and the British Empire between 1837 and 1901. Her reign is known as the Victorian era. Queen Victoria was the first monarch to support charities to improve education, hospitals and the lives of the poor.</p>		
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<p>year - 12 months, 365 days, or sometimes 366 days, from 1st January to 31st December</p>	<p>British citizens copied Queen Victoria and her family. For example, people decorated Christmas trees and took afternoon tea. These traditions continue today.</p> <p>Elizabeth II was the constitutional monarch of the United Kingdom and the leader of the Commonwealth between 1952 and 2022.</p> <p>Elizabeth II's activities included supporting charities, hosting royal banquets and presenting awards.</p> <p>Dawson's model helps historians decide if a person is historically significant based on the impact they had when they were alive and the impact they have on modern society.</p>		
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