

# History Medium Term Planner: Year 2



## Chronological Understanding (CU)

- Sequence artefacts and events that are close together in time
- Order dates from earliest to latest on simple timelines
- Sequence pictures from different periods

## Knowledge and Understanding of Events, People and Changes (EPC)

- Identify similarities and differences between ways of life in different periods;
- Discuss the reasons people in the past acted as they did
- Describe significant individuals from the past.

## Historical Interpretation (HI)

Start to compare two versions of a past event

## Historical Enquiry (HE)

- Observe or handle evidence to ask simple questions about the past
- Choose and select evidence and say how it can be used to find out about the past.

## Organisation and Communication (Vocab)

Use a wide variety of historical terms such as year, century, artefacts, historical source, evidence, opinion.

	Context	Intent: Objectives		Implementation: Sequence of teaching	Vocabulary
<b>Autumn 1 Micro Project</b>	Black History Month	<b>Chronological Understanding</b>	<b>Interpretation</b>	<ul style="list-style-type: none"> <li>- Talk about fairness and equality to ensure the children understand these terms.</li> <li>- Share stories of various black personalities using books, PP, videos.</li> <li>- Plot the events onto class timeline</li> <li>- Show the children different versions of the same story. (Venus Williams. There were mixed feelings about this exciting new player in the world of tennis at that time).</li> </ul>	History Timeline Month Year Past Fairness Equality Achievement Impact Change Versions Events Comparison Differences
	Remembrance Day	<ul style="list-style-type: none"> <li>- Introduce class timeline</li> <li>- Assess understanding of the time that our timeline shows.</li> <li>- Demonstrate the passing of time with toilet paper / rulers etc.</li> <li>- Plot historical figures and events onto class timeline</li> </ul>	<ul style="list-style-type: none"> <li>- Read a mixture of stories about the one of the personalities the children are most interested in.</li> <li>- Ask them to talk about if both stories are the same.</li> <li>- Get them to look for differences in both stories and start to question why this may be.</li> </ul>		
		<b>Events, People and Changes</b>	<b>Enquiry</b>	<ul style="list-style-type: none"> <li>- Discuss remembrance day and why it is so important to us.</li> <li>- Look at war stories and events</li> <li>- Share the meaning of wearing poppies and what they represent</li> <li>- Make and display poppies as a tribute</li> </ul>	War Remembrance Respect Tribute
<b>Autumn 2 Subject Focus</b>	The Gun Powder Plot  Activists	<b>Chronological Understanding</b>	<b>Interpretation</b>	<ul style="list-style-type: none"> <li>- Share stories of a chosen activist.</li> <li>- Recount their story in pictures and writing.</li> </ul>	Activists Versions of events

		<p>taught about.</p> <ul style="list-style-type: none"> <li>- Draw comparisons to other known events and discuss time in between.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss adverts and information that convey conflicting arguments of the same event</li> <li>- Encourage the children to consider if their own actions make a change to their own story and the stories of the people around them.</li> </ul>	<ul style="list-style-type: none"> <li>- Children create their own timelines of the events.</li> <li>- Discuss opposing opinions on the event / personality.</li> <li>- Children to explore artefacts to prove or disprove a version of events.</li> </ul>	<p>Artefacts Research Impact Compare Argue Persuade Influence</p>
		<p><b>Events People and Changes</b></p> <ul style="list-style-type: none"> <li>- Learn about various activists through stories, books, artefacts and videos</li> <li>- Discuss the impact their actions had at that time</li> <li>- Discuss the greater impact their actions have had over time.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>- Children to use information available to find out if statements are true or false.</li> <li>- Children to be given opportunities to research a question or a statement and make their own arguments for or against</li> <li>- Allow the children to question and explore available materials linked to activists</li> <li>- Challenge area with a question / statement to provoke historical language and dialogue.</li> </ul>		
<b>Spring 2</b>	Women's History Month (US)	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- When did important things happen</li> <li>- What changes happened as a result?</li> </ul>	<p><b>Interpretation</b></p> <ul style="list-style-type: none"> <li>- Read a mixture of stories about one of the personalities the children are most interested in.</li> <li>- Ask them to talk about if both stories are the same.</li> <li>- Get them to look for differences in both stories and start to question why this may be.</li> </ul>	<ul style="list-style-type: none"> <li>- Share stories of various important female figures using books, PP, videos.</li> <li>- Plot the events onto class timeline</li> </ul>	<p>History Timeline Month Year Past Fairness Equality Achievement Impact Change Versions Events Comparison Progression</p>
		<p><b>Events People and Changes</b></p> <ul style="list-style-type: none"> <li>- Learn about the impact of woman is history</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>- Provide articles, books, videos linked to women's history for children to explore and discover for themselves.</li> </ul>		
<b>Summer 1 Subject Focus</b>	The Romans – Boudicca's Revolt  Local History	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- Use timeline to plot events the children are taught about.</li> <li>- Draw comparisons to other known events and discuss time in between.</li> <li>- Consider how long ago the Romans where here.</li> </ul>	<p><b>Interpretation</b></p> <ul style="list-style-type: none"> <li>- Consider the actions of the Roman empire and what they were trying to achieve</li> <li>- Discuss if Boudicca was a hero or a villain. Form arguments for both</li> <li>- What would Colchester be like now if the Roman temple was never burnt down?</li> </ul>	<ul style="list-style-type: none"> <li>- Plot the Roman invasion on timeline</li> <li>- Plot Boudicca's Revolt</li> <li>- Teach the events of Boudicca's revolt through stories, accounts, videos, landmarks, artefacts.</li> <li>- Recount the events in forms of timelines, non-fiction writing.</li> <li>- Create ideas as to what happened to Boudicca</li> <li>- Consider the Romans reasons for actions towards Boudicca</li> </ul>	<p><b>Revolt Revolution Boudicca Iceni tribe Local Landmarks Ruins Castle Temple Chariot Recount Events</b></p>
		<p><b>Events People and Changes</b></p> <ul style="list-style-type: none"> <li>- Learn about the life of Boudicca and the Iceni</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>- Speculate, using info we have, as to what happened to Boudicca</li> <li>- Explore local landmarks relating to the subject</li> </ul>		

		<p>tribe</p> <ul style="list-style-type: none"> <li>- Realise the importance of the events to our locality</li> <li>- Role play being in her position. How they would feel</li> </ul>	<p>Children to use information available to find out if statements are true or false.</p> <ul style="list-style-type: none"> <li>- Children to be given opportunities to research a question or a statement and make their own factual reports on events</li> <li>- Allow the children to question and explore available materials linked to Boudicca's revolt</li> <li>- Challenge area with a question / statement to provoke historical language and dialogue.</li> </ul>		
<b>Summer 2</b>	D-Day Celebrations	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- When did important things happen</li> <li>- What changes happened as a result?</li> </ul>	<p><b>Interpretation</b></p> <ul style="list-style-type: none"> <li>- Look at war stories and events</li> <li>- Compare soldiers roles then and now</li> <li>- Link back to remembrance day</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss remembrance day and why it is so important to us.</li> <li>- Look at war stories and events</li> <li>- Preparations for whole school celebrations.</li> </ul>	
		<p><b>Events People and Changes</b></p> <ul style="list-style-type: none"> <li>- Learn about the impact of the war and how it continues today</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>- Discovery area with artefacts and information on the events.</li> </ul>		