

Manor Primary School

Autumn Term Year 2 History – The Cadbury Family

Overview of the Learning:

In this unit children will investigate similarities and differences between families today and families in the past. This unit will encourage children to collect information about themselves and their families and create chronological families trees from past to present family members. The unit will also include a local historical study of the well-known 'Cadbury family'.

Core Aims

- know and understand the history of these islands in chronological narrative, from the earliest times to the present day;
- know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the achievements and follies of mankind
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.
- understand the methods of historical enquiry,

Children should be taught

Chronological understanding

Children should be able to:

- place events and objects in chronological order
- use common words and phrases relating to the passing of time (eg, before, after, a long time ago, past) and everyday historical terms.
- match objects to people of different ages.
- Identify similarities and differences between ways of life in different period

Knowledge and understanding of events, people and changes in the past

Children should know:

- recognise why people did things, why events happened and what happened as a result.
- pupils should be taught to identify different ways in which the past is represented.

Historical interpretation and Enquiry

Children should be able to:

- use stories to distinguish between fact and fiction
- compare adults talking about the past and ask how reliable the source is
- find out about the past from a range of sources of information (stories, eye-witness accounts, pictures/photographs, artefacts, historic buildings/visits to museums/galleries/sites, ICT)
- to ask and answer questions

Manor Primary School



	<p>Organisation and communication</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • work with a partner or in a group to discuss their learning • use role play /drama for empathy and understanding • record their work in a variety of ways- pictures, ICT, models, timelines
<p>Expectations</p> <p>Children can:</p> <ul style="list-style-type: none"> • show an awareness of the past, • Use common words and phrases relating to the passing of time. • know where the people and events they study fit within a chronological framework • show things that are the same and different between life in different periods. • use a wide vocabulary of everyday historical terms. • ask and answer questions, • show an understanding of some of the ways in which we find out about the past • show an understanding of the ways the past is presented. 	

Manor Primary School Spring Term Year 2 The Plague

<p>Overview of the Learning:</p> <p>In this unit children will learn about an important event beyond living memory in British history and develop their sense of chronology. They will develop the historical concepts of cause and consequence and use them to make connections as to why the plague happened; its results; and the different ways it is represented.</p>	
<p>Core Aims</p> <ul style="list-style-type: none"> ▪ know and understand the history of these islands in chronological narrative, from the earliest times to the present day; 	<p>Children should be taught</p> <p>Chronological understanding</p> <p>Children should be able to:</p> <ul style="list-style-type: none"> • place events and objects in chronological order

Manor Primary School



- know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the achievements and follies of mankind
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.
- understand the methods of historical enquiry,

- use common words and phrases relating to the passing of time (eg, before, after, a long time ago, past) and everyday historical terms.
- match objects to people of different ages.
- Identify similarities and differences between ways of life in different period

Knowledge and understanding of events, people and changes in the past

Children should know:

- recognise why people did things, why events happened and what happened as a result.
- pupils should be taught to identify different ways in which the past is represented.

Historical interpretation and Enquiry

Children should be able to:

- use stories to distinguish between fact and fiction
- compare adults talking about the past and ask how reliable the source is
- find out about the past from a range of sources of information (stories, eye-witness accounts, pictures/photographs, artefacts, historic buildings/visits to museums/galleries/sites, ICT)
- to ask and answer questions

Organisation and communication

Pupils should be able to:

- work with a partner or in a group to discuss their learning
- use role play /drama for empathy and understanding
- record their work in a variety of ways- pictures, ICT, models, timelines

Expectations

Children can:

- show an awareness of the past,
- Use common words and phrases relating to the passing of time.
- know where the people and events they study fit within a chronological framework
- show things that are the same and different between life in different periods.
- use a wide vocabulary of everyday historical terms.
- ask and answer questions,
- show an understanding of some of the ways in which we find out about the past

Manor Primary School



- show an understanding of the ways the past is presented.
- make connections between cause and consequences

Manor Primary School Spring Term Year 2 The Great Fire of London 2

Overview of the Learning:

In this unit children will learn about an important event beyond living memory in British history and develop their sense of chronology. They will develop the historical concepts of cause and consequence and use them to make connections as to why the Great Fire occurred; its results; and the different ways it is represented.

Core Aims

- know and understand the history of these islands in chronological narrative, from the earliest times to the present day:
- know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the achievements and follies of mankind
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.
- understand the methods of historical enquiry,

Children should be taught

Chronological understanding

Children should be able to:

- place events and objects in chronological order
- use common words and phrases relating to the passing of time (eg, before, after, a long time ago, past) and everyday historical terms.
- match objects to people of different ages.
- Identify similarities and differences between ways of life in different period

Knowledge and understanding of events, people and changes in the past

Children should know:

- recognise why people did things, why events happened and what happened as a result.
- pupils should be taught to identify different ways in which the past is represented.

Historical interpretation and Enquiry

Children should be able to:

- use stories to distinguish between fact and fiction
- compare adults talking about the past and ask how reliable the source is
- find out about the past from a range of sources of information (stories, eye-witness accounts, pictures/photographs, artefacts, historic buildings/visits to museums/galleries/sites, ICT)
- to ask and answer questions

Manor Primary School



	<p>Organisation and communication Pupils should be able to:</p> <ul style="list-style-type: none"> • work with a partner or in a group to discuss their learning • use role play /drama for empathy and understanding • record their work in a variety of ways- pictures, ICT, models, timelines
<p>Expectations Children can:</p> <ul style="list-style-type: none"> • show an awareness of the past, • Use common words and phrases relating to the passing of time. • know where the people and events they study fit within a chronological framework • show things that are the same and different between life in different periods. • use a wide vocabulary of everyday historical terms. • ask and answer questions, • show an understanding of some of the ways in which we find out about the past • show an understanding of the ways the past is presented. • make connections between cause and consequences 	

Manor Primary School
Summer Term Year 2 World Exploration

<p>Overview of the Learning: In this unit children will learn about important events beyond living memory in British and international history and develop their sense of chronology. They will develop the historical concepts of cause and consequence and use them to make connections as to why people explored and the impact it had on life today. They will look at the different ways it is represented.</p>	
<p>Core Aims</p> <ul style="list-style-type: none"> ▪ know and understand the history of these islands in chronological narrative, from the earliest times to the present day: 	<p>Children should be taught Chronological understanding Children should be able to:</p> <ul style="list-style-type: none"> • place events and objects in chronological order • use common words and phrases relating to the passing of time (eg, before, after, a long time ago, past) and everyday historical terms.

Manor Primary School



- know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the achievements and follies of mankind
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.
- understand the methods of historical enquiry,

- match objects to people of different ages.
- Identify similarities and differences between ways of life in different period

Knowledge and understanding of events, people and changes in the past

Children should-

- recognise why people did things, why events happened and what happened as a result.
- pupils should be taught to identify different ways in which the past is represented.

Historical interpretation and Enquiry

Children should be able to:

- use stories to distinguish between fact and fiction
- compare adults talking about the past and ask how reliable the source is
- find out about the past from a range of sources of information (stories, eye-witness accounts, pictures/photographs, artefacts, historic buildings/visits to museums/galleries/sites, ICT)
- to ask and answer questions

Organisation and communication

Pupils should be able to:

- work with a partner or in a group to discuss their learning
- use role play /drama for empathy and understanding
- record their work in a variety of ways- pictures, ICT, models, timelines

Expectations

Children can:

- show an awareness of the past,
- Use common words and phrases relating to the passing of time.
- know where the people and events they study fit within a chronological framework
- show things that are the same and different between life in different periods.
- use a wide vocabulary of everyday historical terms.
- ask and answer questions,
- show an understanding of some of the ways in which we find out about the past
- show an understanding of the ways the past is presented.

Manor Primary School



- make connections between cause and consequences

Manor Primary School

