

## YEAR 2 History CURRICULUM

*Outlined below is the Year 2 History Curriculum which includes details of both the National Curriculum and the KPS Curriculum.  
The statutory guidance is taken from the Key Stage 1 History Curriculum.*

	Programmes of Study STATUTORY	KEXBOROUGH GUIDANCE	CROSS CURRICULAR / TEACHING AND LEARNING SUGGESTIONS
<b>KEY CONCEPTS</b>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Significant historical places in their own locality.</p>	<p>Changes – possibilities could be toys, washday, school, transport and seaside. Remember, how are you going to teach these concepts to develop children’s understanding of chronology and enquiry?</p> <p>Significant local places - This could be the church. What stories do pictures in the windows tell? What do the coats of arms stand for? Who died in this war? Why? Who is remembered? Why? Discuss pictures on font; christenings, weddings, burials over centuries; now/then Names? Dates? Family relationships? Is there evidence of additions to building in different periods? When was church built? Changes in building over time. Reasons. Impact on daily life?</p>	<p>Link to Religious Education – Christian faith. Link to Geography – Fieldwork skills</p>
<b>KEY INDIVIDUALS</b>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Significant historical people in their own locality.</p>	<p>If The Great Fire of London was to be studied then it would make sense to study the lives and achievements of Charles Dickens and Samuel Pepys. Samuel Pepys as a significant individual. Link to historical places – What do the both of them tell us about London?</p> <p>Significant local people?</p>	<p>Link to English – writing diaries, character profiles.</p>

	Programmes of Study STATUTORY	KEXBOROUGH GUIDANCE	CROSS CURRICULAR / TEACHING AND LEARNING SUGGESTIONS
<b>KEY EVENTS</b>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>Significant historical events in their own locality.</p>	<p>Study national events - The Great Fire of London. Remember to use enquiry based questions:</p> <p><i>What happened on the night of 2 September 1666?</i>  <i>Who were some of the main characters involved?</i>  <i>Why did the fire spread so disastrously?</i>  <i>Could anything have been done to stop the spread of the fire?</i>  <i>What did people do first?</i>  <i>What did the King do to make London better?</i>  <i>Suggest that we need some evidence.</i></p> <p>Compare with St.Paul's Cathedral (was destroyed in the Great Fire of London) with the local church.</p>	<p>Link to Geography – map of the area of the fire in London.</p>

**\*The point of studying significant events from national and/or wider world history at KS1 is to introduce children to different times and places and ways of life that they will go on to learn more about in later years.**

**\*Timelines – every classroom must have one permanently displayed so children are constantly developing their understanding of chronology by comparing dates and periods as their knowledge builds.**

**\*It is easy to focus on developing skills in reading and writing, particularly when the outcome is written work. It is important however to remember that the learning intention and any success criteria derived from it need to relate to developing historical understanding.**

**\*KS1 history lessons should be enquiry-led with pupils adopting exciting roles and working collaboratively.**