

# Year 2 Long-term planning

1. *Children should know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.*

Children learn about events, changes and people within living memory, such as the development of telephones, a local history focus and World War II. They also look at topics beyond living memory, such as the Gunpowder Plot, a local history focus, Elizabeth Fry's prison reform work and how Victorian Britain influenced the world through the Great Exhibition. In each chapter, timelines and comparisons help children put these areas into a chronological narrative.

2. *Children should know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.*

Children learn about the stand against racial segregation by Rosa Parks in the US in the 1950s, and the role the Great Exhibition played in building the British Empire.

3. *Children should gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.*

Children are introduced to the terms, 'parliament', 'monarchy', 'segregation' and 'empire'.

4. *Children should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.*

Children are given the opportunity to learn about the above historical concepts, make connections, draw contrasts, ask and answer historically valid questions and write their simple accounts, narratives and explanations.

5. *Children should understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.*

Children deepen their skills in historical enquiry through all six topics – telephones, the Gunpowder Plot, Rosa Parks and Elizabeth Fry, the Great Exhibition, children in World War II, and our heritage.

6. *Children should gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.*

Children are given opportunities to make links between their national and local history; discuss the international effects of Rosa Parks' actions and the Great Exhibition; carry out a local study of a significant place, event or person; and use a range of empathetic activities, imaginative play and a range of sources to gain a historical perspective.

## Overview and depth studies

The medium-term planning incorporates both overview topics and depth studies, but you may choose to adapt lessons to focus on certain topics in more detail or to skip lessons to shorten topics. Depth studies could include the following:

**Autumn 1:** comparisons of telephones over the ages; a study on Alexander Graham Bell

**Autumn 2:** the main event of the Gunpowder Plot; a depth study of the Shetlands' winter fire festival, Up Helly Aa

**Spring 1:** focus on Rosa Parks or Elizabeth Fry

**Spring 2:** building the Crystal Palace; visiting and exhibits

**Summer 1:** evacuation

**Summer 2:** class investigation into, or a class production about, a historical aspect of their local area

**Note:** the outcomes, objectives and concepts outlined in the medium-term planning grids for each week are spread across two lessons