

Year 2

History Overview

	Key Question	Ancillary questions and content focus	History National Curriculum subject coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts.
Autumn	Who is the greatest history maker?	What does it mean for someone to 'make history'? (Guy Fawkes) Which of these people was the greatest history maker? 1. Malala (Malala Yousafzai, Pakistani human rights activist) 2. Margaret (Margaret Roberts who became Margaret Thatcher, first woman Prime Minister of the United Kingdom)	What does it mean for someone to 'make history'? (Guy Fawkes) Which of these people was the greatest history maker? 1. Malala (Malala Yousafzai, Pakistani human rights activist) 2. Margaret (Margaret Roberts who became Margaret Thatcher, first woman Prime Minister of the United Kingdom) 3. Hatshepsut (first woman of Ancient Egypt to become a pharaoh) 4. Marie (Marie Curie, the first person in the world to win two Nobel Prizes in different subjects) 5. Grace (Grace O'Malley, Irish Chieftain, pirate and independence fighter)	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting

		<p>3. Hatshepsut (first woman of Ancient Egypt to become a pharaoh)</p> <p>4. Marie (Marie Curie, the first person in the world to win two Nobel Prizes in different subjects)</p> <p>5. Grace (Grace O'Malley, Irish Chieftain, pirate and independence fighter)</p> <p>6. Elizabeth (Elizabeth I Queen of England) and Queen Elizabeth II</p> <p>How would you like to be remembered as a history maker?</p>	<p>6. Elizabeth (Elizabeth I Queen of England)</p> <p>How would you like to be remembered as a history maker?</p>	
Spring	Why was Charles sent to prison?	<p>What did Charles do wrong?</p> <p>Why were messenger pigeons so important during the First World War?</p> <p>Why were messages sent by pigeon</p>	<p>Pupils should be taught about:</p> <p>□ events beyond living memory that are significant nationally or globally.</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p>

		<p>always in code? How did children know that a war was happening in 1916? Why were horses very important during The First World War? How did other animals contribute to the war effort?</p>		Reasoning and interpreting
Summer	<p>Why is the history of my locality significant? (a model enquiry focusing on significant events, people and places in Devon providing a framework for teachers to adapt to their own local area)</p>	TBD.	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> changes within living memory <input type="checkbox"/> events beyond living memory that are significant nationally or globally <input type="checkbox"/> the lives of significant individuals in the past who have contributed to national and international achievements <input type="checkbox"/> significant historical events, people and places in their own locality. 	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>