







**Holmesdale Yearly Knowledge and Skills Progression**  
**Subject: History**  
**Year 2**

We have identified 3 BIG IDEAS that run through our history curriculum. These are evident threads that run through the year groups –  
**1. Artefacts/evidence** **2. Change/continuity** **3. Cause/consequences**. These are highlighted throughout the maps.

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p data-bbox="360 587 674 624"><b>Black History Month</b></p>  <p data-bbox="107 946 745 1171">Children learn about some of the history, achievements, and contributions of Black people across the world, with a focus on Rosa Parks. Children to also learn about Emeline Pankhurst and look at the differences between her and Rosa Parks.</p>	<p data-bbox="1028 528 1442 564"><b>Famous Scientists/Transport</b></p>   <p data-bbox="781 1016 1440 1238">Children to learn about famous scientists and the impact they have had on the world of medicine; Edward Jenner, Lois Pasteur and Alexander Fleming. Children to learn about how transport has changed over time, early travel and the Viking longboats, The Wright brothers and George Stephenson.</p>	<p data-bbox="1767 620 2078 657"><b>Great Fire of London</b></p>  <p data-bbox="1464 914 2172 983">Children to learn about the Great Fire of London, and to understand how one event impacts on the future.</p>

## Autumn Term

### Key Knowledge gained:

- To use topic specific vocabulary relating to the time period.
- To learn about significant people from the past and understand how these people have had a key impact on the current day (Rosa Parks)

### Key Skills developed:

- **Chronological understanding** - to put events in chronological order on a timeline and making links to previous learning.
- **Knowledge and understanding of events, people and changes in the past - discuss the lives of significant individuals in the past who have contributed to national and international achievements.**
- **Historical enquiry** – to be able to analyse properties from collections of artefacts from 'then' and 'now' and be able to justify and explain similarities and differences.

### Vocabulary:

In order, last year, earlier, later, a long time ago, recently, years, decades, centuries, modern, old fashioned, timeline, time scale, resources, artifacts, objects, historians, investigate, properties, justify, chronology

(Current Topic: Black history month/ Resources and artefacts)

### British Values/SMSC

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people.
- Develop awareness of tolerance and harmony.

### How can we enrich this at Holmesdale?

Black History Month – sharing videos/stories/songs from different cultures around the world.

Creating and putting up class timeline to show a clear representation of the past – show how the topics taught in Reception and Year 1 fit in.

Using school/ hire artifacts for children to handle and examine.

### Unit Outcomes

#### Pupils who are secure will be able to:

Talk about Rosa Parks and know how her actions impacted on the current day.

Compare Rosa Parks with Emeline Pankhurst and talk about the similarities and differences between them both.

## Spring Term

### Key Knowledge gained:

- To learn about significant people from the past (Famous scientists- Edward Jenner, Louis Pasteur, Alexander Fleming, Transport – Wright brothers, Amelia Earhart, George Stephenson)
- To learn about key events from the past and understand that these events have had a key impact on the current day

### Key Skills developed:

- Knowledge and understanding of events, people and changes in the past - discuss the lives of significant individuals in the past who have contributed to national and international achievements.
- Chronological Understanding – understanding that there are similarities, differences, and connections between eras – make comparisons between different forms of transport and recognise how transport has changed over time by using different sources.
- Knowledge and Understanding of Events, People and Changes in the Past – identify similarities and differences between now and then, compare how people lived in the past to now.
- Historical Enquiry – Use information to describe the past using books, media, and artefacts- hospitals past and present

### Vocabulary:

Find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods, justify, Crimean War, soldiers, patients, treatment, medicine, injured, wounded, disease, care, dirty, hygiene.

(Current Topics: Healthy Living/Medicine

Edward Jenner / Alexander Fleming

Transport – Vikings, George Stephenson, Wright Brothers

### British Values/SMSC

- Develop the awareness of respect for significant individuals in the past who have contributed to national and international achievements.
- Developing respect for others' opinions.

### How can we enrich this at Holmesdale?

Transport assembly

### Unit Outcomes

#### Pupils who are secure will be able to:

Recall facts about famous scientists and explain how they changed the world of medicine- Edward Jenner, Louis Pasteur, Alexander Fleming.  
Compare transport over time and recall facts about Viking Longboats, George Stephenson and trains, The Wright brothers.  
Understand that these events have had a key impact on the current day.

## Summer Term

### Key Knowledge gained:

- To learn about key events from the past and be able to sequence key events from this period (eg Great Fire of London)
- To understand how one event impacts on what happens in the future
- To learn about significant people in the past

### Key Skills developed:

- **Knowledge and understanding of events, people and changes in the past** - Find answers to questions about the past from different sources.
- **Chronological Understanding** – Understand how to put people/events/objects in order of when they happened using a scale that my teachers has given me. Identify the different ways in which the past is represented.
- **Historical interpretation – Awareness that there are different versions of past events (Great fire of London) and be able to compare stories.**
- **Historical Enquiry** – ask and answer questions about the past.
- **Describe some similarities and differences between artefacts.**

### Vocabulary:

Find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods, fire, firefighter, burning, diary, axe, smoke, escaping, flame, bakery, modern, materials, thatch/straw/wood etc. historical, flight, invention, engine, horsepower, propeller, gasoline.

### British Values/SMSC

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Individual Liberty- Helping children to make their own decisions about interpretations of history.

### How can we enrich this at Holmesdale?

Great Fire of London Workshop  
Walk to Reigate, look at history of buildings  
Cross curricular DT- make a Tudor house  
Art week – history of an artist

### Unit Outcomes

#### Pupils who are secure will be able to:

Recall and sequence key events from The Great Fire of London.  
Ask and answer questions about The Great Fire of London  
Be aware that there are different versions of the event and be able to compare stories.



- End points – by the end of the year:
- Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time.
  - Pupils will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
  - Pupils will use a wide vocabulary of everyday historical terms.
  - Pupils will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
  - Pupils will understand some of the ways in which we find out about the past and identify different ways in which it is represented.