



History Core Curriculum
Year 2

Unit	How do our favourite toys and games compare with those in the 1960s?	Why do we know so much about where Sappho used to live?	What does it take to be a great explorer?
Previous Learning	<p>Created their own personal timeline for their lives so far (Using stories to develop an understanding of historical concepts FS)</p> <p>Were introduced to people in stories about the past who did important things and are remembered today (How do we know so much about what happened in the Great Fire of London?Y1)</p> <p>Examined and talked about images of familiar situations in the past (Using stories to develop an understanding of historical concepts FS)</p> <p>Examined artefacts from the past commenting on similarities and differences to modern day equivalents (Same but different: artefacts from the past FS)</p> <p>Heard and discussed accounts of the past involving people, places and events through storytelling and role play (Why did Delia buy new hat? Y1)</p> <p>Were supported to organise events using basic chronology (Using stories to develop an understanding of historical concepts FS)</p> <p>Recognised that things happened before they were born (Using stories to develop an understanding of historical concepts FS)</p>	<p>Were introduced to people in stories about the past who did important things and are remembered today (How do we know so much about what happened in the Great Fire of London?Y1)</p> <p>Examined and talked about images of familiar situations in the past (Using stories to develop an understanding of historical concepts FS)</p> <p>Examined artefacts from the past commenting on similarities and differences to modern day equivalents (Same but different: artefacts from the past FS)</p> <p>Heard and discussed accounts of the past involving people, places and events through storytelling and role play (Using stories to develop an understanding of historical concepts FS)</p> <p>Were supported to organise events using basic chronology (How do we know so much about what happened in the Great Fire of London?Y1)</p> <p>Recognised that things happened before they were born (Using stories to develop an understanding of historical concepts FS)</p>	<p>Were supported to make sense of their own life story and of past and present (Using stories to develop an understanding of historical concepts FS)</p> <p>Examined and talked about images of familiar situations in the past (Using stories to develop an understanding of historical concepts FS)</p> <p>Examined artefacts from the past commenting on similarities and differences to modern day equivalents (Same but different: artefacts from the past FS)</p> <p>Heard and discussed accounts of the past involving people, places and events through storytelling and role play (Using stories to develop an understanding of historical concepts FS)</p> <p>Were supported to organise events using basic chronology (How do we know so much about what happened in the Great Fire of London?Y1)</p> <p>Recognised that things happened before they were born (Using stories to develop an understanding of historical concepts FS)</p> <p>Compare and contrasted characters from stories including important figures from the past. (Using stories to develop an understanding of historical concepts FS)</p>

Substantive Knowledge	<ul style="list-style-type: none"> • Some of the ways in which historians divide up time • Why dividing up time into periods helps in the study of History • How to construct a simple timeline of significant events in British history • Some of the important events which occurred during the decade of the 1960s • How to construct a timeline of the main events of the 1960s • Why some of these events were of great significance • Which were the most popular games and toys of the 1960s • How these toys and games compare with popular toys and games today • Some of the reasons for the similarities and differences I observe • How an invention of Tim Berners-Lee in 1989 led to a great change in toys and games • What the term 'continuity and change' means in History • Some of the significant memories and experiences of adults alive today who lived through the 1960s 	<ul style="list-style-type: none"> • Where the remains of the ancient Roman city of Pompeii can be found today • What the Roman empire was and the lands it ruled • Why the Romans built a huge empire • Why the city of Pompeii was important to the Romans • What an archaeologist does Some important artefacts that have been discovered at Pompeii by archaeologists • What these artefacts suggest about what life was like in Pompeii during the Roman Empire for both rich and poor people • Why the city of Pompeii was destroyed in AD 79 • The difference between primary and secondary sources of evidence of the event • How archaeologists and artists have gone about reconstructing what Pompeii looked like before it was destroyed • Why the bodies of many people who died at Pompeii were preserved and how they have been restored 	<ul style="list-style-type: none"> • What an explorer does • The achievements of Ranulph Fiennes and why he is considered the world's greatest living explorer • The accomplishments of Amy Johnson • Why Amy Johnson's achievements were particularly remarkable given the expectations of women in society at that time • What Christopher Columbus succeeded in doing during his expeditions • Why Christopher Columbus was able to accomplish what he did • Who Neil Armstrong was and what he achieved in 1969 • The challenges that will be faced by explorers to Mars in the future • The personal qualities that most explorers must have in order to succeed
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<p>Disciplinary knowledge</p>	<ul style="list-style-type: none"> • Identify and describe some of the ways in which historians divide up time such as bc and ad and decades and suggest reasons for doing this; • Compare, contrast and sequence historical events to create a simple timeline of British history and a personal timeline of their life to date; • Identify through observation and discussion some of the most memorable events of the 1960s and suggest reasons for their significance; • Identify and describe some of the most popular toys and games of the 1960s; • Compare and contrast toys and games of the 1960s with those of today, identifying and describing similarities (continuity) and differences they observe (change); • Describe and explain the cause of the major change to toys and games since the 1960s; • Describe what Tim Berners-Lee invented in 1989 and suggest reasons to explain how this has affected toys, games and other aspects of life since then; • Recognise, describe and explain how they can use Wi-Fi-enabled toys and games safely and securely; • Describe, collate and compare and contrast the memories of adults who lived in the 1960s by gathering primary evidence from interviews (oral histories). 	<ul style="list-style-type: none"> • Identify, recognise, describe and suggest reasons for the way in which people lived in the city of Pompeii based on the evidence of the reconstructions of modern-day artists; • Describe a 'typical' day in the life of Sappho, a wealthy young teenager, and suggest reasons why she was able to live the life she did compared with many others in the city at the time; • Identify and describe in simple terms what the Roman Empire was and recognise some of the ways in which the lives of the rich and poor were different in the city of Pompeii; • Describe and provide reasons for the causes and effects of the destruction of Pompeii in ad 79; • Describe the differences between primary and secondary historical evidence about what happened in Pompeii; • Compare and contrast the trustworthiness of pieces of primary (the writing of Pliny) and secondary (Briullov painting) evidence about what happened in Pompeii in ad 79; • Identify, describe and suggest reasons for the use of a range of smaller artefacts excavated by archaeologists at Pompeii; • Identify and describe the main larger buildings of Pompeii based on artistic and digital reconstructions; • Understand through explanation and modelling how archaeologists reconstructed the remains of the dead at Pompeii and how they died; • Describe and give reasons for the significance of one piece of personal primary historical evidence; • Describe one piece of personal secondary historical evidence and explain some of the ways in which it tells us about the lives of people at some point in the past. 	<ul style="list-style-type: none"> • Describe the achievements of Ranulph Fiennes, the qualities he possesses and give reasons why he is recognised as the world's greatest living explorer; • Give an account of the accomplishments of Amy Johnson and give reasons which suggest why they can be considered remarkable given the role of women in society at the time; • Identify and recognise the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons to help understand why he was able to accomplish what he did; • Describe and suggest reasons to help explain why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did; • Recognise, observe and suggest reasons for the particular challenges explorers venturing to Mars will face and explain the personal qualities they will require to complete the expedition successfully; • Through personal research, describe the achievements of another major explorer and identify, give reasons and begin to explain the ways of life of most people in the historic period in which they lived.
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<p>Key Vocab</p>	<ul style="list-style-type: none"> • Decade a period of ten years • BC Means 'Before Christ' and the number of years before Christ's birth that an event happened • AD Means Anno Domini 'in the year of the Lord' and the number of years after Christ's birth that an event happened • Century a period of a hundred years • Millennium a period of a thousand years • Timeline a graph to show the order in which events happened • World Wide Web (WWW or 'The Web') is part of the Internet that contains websites and web pages • Smart toys internet-enabled toys with Wi-Fi and Bluetooth built in 	<ul style="list-style-type: none"> • Reconstruction building something again that has been destroyed • Artefact an historic object made by a human being • Primary evidence a source of information that was produced at the time of an historic event by someone who was there • Secondary evidence information about an historic event that was collected afterwards by someone who did not witness it • Restoration repair or bring something back to its original condition • Archaeologist someone who studies the things that people in prehistoric times made, used and left behind to understand their lives • Merchant someone who buys and sells goods to make a profit • Volcano a landform (usually a mountain) from which red hot liquid rock, gas and ash erupts onto the Earth's surface • Pyroclastic flow a dense mass of very hot and fast moving ash which erupts from a volcano • Plaster cast a mold made of a shape using white powder mixed with water that dries hard quickly • Unearthed to discover something in the ground • Sulphur dioxide a heavy, colourless and poisonous gas 	<ul style="list-style-type: none"> • Voyage a long journey especially by ship • Explore travel to discover or to search for something • Pioneer a person who does something for the first time • Discrimination where someone or a group of people are treated differently or unfairly • New World the lands of North America and South America that were not known to most Europeans until the 1500s • Navigate travel along a planned route from one place to another • Merchant someone who buys and sells goods to make a profit • Indigenous the first and original people to live in a place • Mission a task that a person or a group of people is given to complete • Motive the reason someone has for acting in a particular way
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