

History in Year 2

Topics: Castles & Dragons (T1), Dinosaurs (T5 & 6)

Castles & Dragons

National Curriculum Statement: Pupils should be taught about

- changes within living memory
- events beyond living memory that are significant nationally or globally
- lives of significant individuals in the past who have contributed to national and international achievements
- significant historical events, people and places in their own locality

Knowledge & understanding:

- Origins: When were castles built? Why were castles built? How were they built?
- Everyday life: What was life like in medieval times and living in castles?
- Changes: How did life change under William the Conqueror? How has life changed living in castles?
- Impact: How has William the Conqueror impacted on life after and now? How has the importance of castles changed?
- Ending: What happened to castles over time?

Skills: Learning will be through exploration like a historian

- Chronology:
 - Place people / events previously studied on a simple given timeline Great fire of London, medieval, when school built, when born.
 - Sequence artefacts / pictures / events from the previous mentioned eras to modern day.
- Enquiry:
 - ask questions about the medieval times and castles
 - answer questions (who, what, how, why) using at least 2 sources
- Interpreting:
 - Draw conclusions from information gathered e.g. what have we learnt?
 - Make comparisons between medieval times and present day using pictures or photographs and identify similarities and differences
 - Compare 2 sources of evidence for the past
- Communication of ideas:
 - Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role-play and also different genres of writing.
 - Use appropriate historical vocabulary

Assessment Questions:

- Can children physically place events / artefacts on a simple timeline
- Can they describe at least 3 features of a castle / medieval times (verbally or written)?
- Were they able to research through at least 2 sources?
- Did they use evidence effectively to draw conclusions?
- Are they able to describe the importance of castles both now and in past?

Dinosaurs

National Curriculum Statement: Pupils should be taught about

- events beyond living memory that are significant nationally or globally
- lives of significant individuals in the past who have contributed to national and international achievements

Knowledge & understanding:

- Origins: How long ago were dinosaurs around? What were the dinosaurs? How did we find out about dinosaurs?
- Everyday life: What was life like during the time dinosaurs roamed the Earth?
- Changes: How did life change during the Triassic, Jurassic and Cretaceous periods?
- Impact: How has the work of palaeontologists helped us to understand the past through looking at fossils?
- Ending: Why did dinosaurs become extinct?

Skills: Teaching will be through the skills listed below and less through direct teaching

- Chronology:
 - Place people / events previously studied on a timeline Great fire of London, medieval, when school built, when born, Dinosaurs, Normans.
 - Sequence artefacts / pictures / events from the previous mentioned eras.
- Enquiry:
 - ask questions about the dinosaurs and the different periods.
 - answer questions (who, what, how, why) using at least 2 sources to carry out research and make comparisons.
- Interpreting:
 - Draw conclusions from information gathered e.g. what have we learnt?
 - Make comparisons between the dinosaur periods and present day using pictures or photographs and identify similarities and differences
 - Compare 2 sources of evidence for the past
- Communication of ideas:
 - Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role-play and also different genres of writing.
 - Use appropriate historical vocabulary

Assessment Questions:

- Can children physically place events / artefacts on a simple timeline
- Can they describe at least 3 features of the Triassic, Jurassic and Cretaceous periods? (verbally or written)?
- Were they able to research through at least 2 sources?
- Did they use evidence effectively to draw conclusions?
- Are they able to describe the importance of the Triassic, Jurassic and Cretaceous periods both now and in past?