

Year 1/2 History Overview B 2026/2027

History						
	Autumn		Spring		Summer	
Year 2	Significant Events	Significant People	Time Machine –going back in time	Amazing Adventures/ Never Giver Uppers		
	Term 1 1	Term 1.2	Term 1	Term 2	Term 1	Term 2
National Curriculum	Study significant events that are commemorated through festivals or anniversaries	Recognise the role of women and their contribution. - Significant historical events, people and places	Separating Fact and Fiction by interpreting primary and secondary sources - Events beyond living memory that are significant nationally (Great Fire of London)	How inventions and new discoveries changed how people lived - Significant historical events, people and places		
knowledge	-the events that led to the Gunpowder plot. -Why people wear poppies and the significance of the 1 minute silence. -	-the following 3 significant people and recognise the reasons why they acted as they did: Emmeline Pankhurst Florence Nightingale Mary Seacole	-The difference in primary and secondary sources. -causes of the Great Fire of London and describe the change in housing over time: before, at the time, after. -The significance of the Titanic at the time and the tragedy of the Titanic. Artefacts that have been recovered from the sinking. -how evidence is used to answer questions; Samuel Pepys's diary and pictures of the Titanic –order of events leading up to GFL and sinking of the T.	-the voyage of Christopher Columbus wanted to travel to Asia, discovering a new continent -how air and space travel changed overtime leading to 1 st landing on Moon (timeline of hot air balloon, Wright brothers, aeroplanes. Space: V2 rocket, man on moon, private space flights) -historic 'firsts' achieved by various explorers; include Amelia Earhart		
skills	-Place key events in chronological order (Gunpowder) -Explain the significance on Bonfire Night and what it commemorates. -Explain why the poppy has been chosen and how the display of poppies have changed over time.	-ask questions such as: What was it like for people? What happened? How long ago? -use artefacts, pictures, stories, online sources and databases to find out about the past	-describe cramped living conditions prior to GFL and explain reasoning behind new layout -distinguish the difference between primary and secondary sources (eg. Pepys diary versus paintings and Titanic photographic evidence versus film clips). What is factual and what is interpretation	-retell the events of CC coming across part of the Americas -construct a timeline of key moments in the evolution of air and space travel		
		Cause & Consequence (Nursing & voting) Revolution (right to vote) and change	Cause & Consequence	Air/Space Travel – Change and continuity (Technological Advancement) Significant events (Historical First)		
Subject Builder	When is Remembrance Sunday? Who tried to blow up Houses of Parliament?	1) What is Florence Nightingale remembered for? 2) Who was a famous suffragette?	-What primary sources has survived that tells us about the great fire of London?	Who was the first man on the moon? Who introduced the old world to the new world?		

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	What does commemorate mean?	3) What did the suffragettes change for women? 4) Which war did both Seacole and Nightingale help out in?	-Why is the difference between a primary and secondary source?	Who was the first women to fly across the Atlantic?														
Key Concepts	<table border="1"> <tr> <td>Technological Advancement</td> <td>Invasion</td> </tr> <tr> <td>Empire</td> <td>Exploration</td> </tr> <tr> <td>Revolution and Change</td> <td>Cultural Change</td> </tr> </table>		Technological Advancement	Invasion	Empire	Exploration	Revolution and Change	Cultural Change	<table border="1"> <tr> <td>Technological Advancement</td> <td>Invasion</td> </tr> <tr> <td>Empire</td> <td>Exploration</td> </tr> <tr> <td>Revolution and Change</td> <td>Cultural Change</td> </tr> </table>		Technological Advancement	Invasion	Empire	Exploration	Revolution and Change	Cultural Change		
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Second order Concepts	<ol style="list-style-type: none"> 1. cause and consequence 2. change and continuity 3. similarity and difference 4. historical significance 		<ol style="list-style-type: none"> 1. cause and consequence 2. change and continuity 3. similarity and difference 4. historical significance 															
Progression	Year 1		Year 2															
	Chronology	I can sequence events or objects in chronological order	I can sequence artefacts closer together in time I can sequence events I can sequence photos etc from different periods of their life I can describe memories of key events in lives															
	Knowledge	I can begin to describe similarities and differences in artefacts I can use drama to discover why people did things in the past I can use a range of sources to find out characteristic features of the past events of time studied I can compare and contrast ancient civilisations	I can find out about people and events in other times I can study collections of artefacts and confidently describe similarities and differences I can use drama to develop empathy and understanding (hot seating, sp. and listening)															
	Interpretation	I can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	I can compare pictures or photographs of people or events in the past I can identify different ways to represent the past															
	Enquiry	I can sort artefacts into "then" and "now" I can use as wide a range of sources as possible I can use speaking and listening skills (links to literacy) I can ask and answer questions related to different sources and objects	I can use a source – why, what, who, how, where to ask questions and find answers I can sequence a collection of artefacts I can use time lines I can discuss the effectiveness of sources															
	Organisation and Communication	I can read time lines (3D with objects/ sequential pictures) I can present ideas in a drawing I can involve myself in drama/role play I can organise my ideas through writing (reports, labelling, simple recount) I can present ideas using ICT	I can contribute to a class display/ museum I can write annotated photographs I can present ideas using ICT															
Vocabulary	Treason, plot, parliament, hero, villain, monarch Commemorate	significant, courage, change, cause, consequence, revolution & change	Now, then, cause, period, eyewitness, Samuel Pepys, diary, interpretation, consequences, impact	Past, present, event Cause Consequence Explorers														