

YEAR 2: TUCANA - HISTORY CURRICULUM FRAMEWORK

Overview of Key Stage 1 Curriculum:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 3
SUPERHEROES	BEAT BAND BOOGIE	DINOSAUR PLANET
<p>Hi 3 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Listen to the story of a historical 'superhero' such as Rosa Parks, Emily Davison, Mary Seacole or Florence Nightingale, Edith Cavell, Elizabeth Fry, Thomas Fowell Buxton or David Livingstone. Find out what they did to make things better for other people and respond to stories through independent writing, drawing, small world play and role play. Express their opinion on why they acted as they did and how it made life better for others.</p>		<p>Hi 2 Learn about events beyond living memory that are significant nationally or globally</p> <p>Delve into a 'feely' bag or box containing an unseen fossil. Describe the texture and shape considering what type or part of an animal it may have been. Take it out, examine it and say whether it was what they had expected. Look at and handle other fossils identifying what they could have been and discussing how they have been formed. Make rubbings or imprints of fossils using wax crayons or dough, finding out their names and labelling them. Sort fossils into sets based on size or shape and explain their reasoning.</p> <p>Meet Mary Anning and listen as she tells her life story. Look at images of her fossil discoveries including the first marine reptile ichthyosaur skeleton to be correctly identified, the first two plesiosaur skeletons ever found and some important fish fossils. Ask Mary questions about how she felt at certain points in her life such as when she was very poor, when she made her first fossil discovery or during her dangerous fossil hunting</p>

		<p>expeditions.</p> <p>Compare life during the age of the dinosaurs with modern life. Use pictures and key words to illustrate the main differences. Choose the most interesting differences to present to the rest of the class in a creative way.</p> <p>Listen to and discuss theories about the extinction of the dinosaurs. Find information in non-fiction books and on the web. Produce illustrations or diagrams to represent some of their ideas and choose one to explain to the rest of the class.</p>
SPRING TERM 4	SUMMER TERM 5	SUMMER TERM 6
TOWERS, TUNNELS AND TURRETS <p>Hi 2 Learn about significant historical events, people and places in their own locality</p> <p>Look at pictures of castles from different periods and sequence in a timeline. Look at building materials and discuss why we have ordered them in the way we have.</p>	WRIGGLE AND CRAWL	LAND AHOY <p>Hi 3 Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Make a timeline of significant sea explorers including Marco Polo, Columbus and Sir Francis Drake.</p> <p>Find out more information and record.</p> <p>Compare to a modern day sailor such as Ellen McArthur.</p> <p>Find out about pirates, the pirate code, clothing and punishment!</p> <p>Find out about Grace Darling. Act out a scene from her life.</p>