**Year 2 HISTORY Curriculum – Summer Term**

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| **Theme: When three Queens ruled** | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the 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.  Pupils should be taught 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 (for example, Elizabeth I and Queen Victoria)* | | | **Keyword** | Definition | **Keyword** | | Definition | Art – portraits |
| Century | A hundred years | Tudor | | Kings and queen who ruled mainly in 1500s.  Elizabeth was the last Tudor. |
| Monarch | Person who ruled a country | Victorian | | Long period mainly in 1800s named after the  Queen. |
| Parliament | People chosen to help run the country | Ruled | | To exercise control, dominion, or direction over; govern: rule a kingdom. |
| Queen | A female ruler of an independent state who inherits the position | Commemorate | | To honour or keep alive the memory of someone |
| Reign | Time when king or queen ruled. |  | |  |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | | |
| Linking past to more present times from Year 1. | | | | | Children will deepen their knowledge of chronology by studying ancient times. Adding to their knowledge of governance and democracy. | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | | |
| 1. Which three queens of England are most remembered in history and why? | | * Identify three long-lived queens and give a few reasons why they are remembered. * Know the order in which they reigned and how many years ago | | | | * Chronological understanding * Knowledge of people in the past | | |
| 1. How different was life in England when the 3 queens were ruling? | | * Compare how Britain would have looked in three distinct periods in which the queens ruled. * Identify characteristic features from each of the three periods. | | | | * Knowledge of people and changes in the past * Use a range of primary and secondary sources to find out about the past. | | |
| 1. How do we know about the queens who lived so long ago? | | * Compare four different types of evidence and see that some are different, and some are the same over the three reigns e.g paintings, photographs, film | | | | * Investigation * Critical thinking skills | | |
| 1. What important changes happened when each of the queens ruled? | | * Know events and changes that took place during each period. * Identify why these events are well remembered. | | | | * Knowledge and understanding of events in the past * Interpretation | | |
| 1. How should we remember these famous queens? | | * Recap the most important changes from each reign * Know ways in which monarchs from the past are commemorated | | | | * Presenting, organising, communicating information and ideas. | | |
| **Themes and links** | | | | | | | | |
| **Historical themes** | **Where these are covered:** | | | | | | | |
| **Settlements** |  | | | | | | | |
| **Invasion** |  | | | | | | | |
| **Democracy** | * Lesson 2 – how was life different when the 3 queens were ruling? * Lesson 4 – what important changes took place in each period? | | | | | | | |
| **Evidence** | * Lesson 3 – how do we know so much about the queens who lived so long ago? * Lesson 5 – how should we remember these famous queens? | | | | | | | |