








History			Year 2			
Term 1:	Term 1: Black History Month	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>Consolidating and Connecting previous learning:</p>	 <p>Mary Seacole:</p>	 <p>Great Fire of London:</p>	 <p>Consolidating and Connecting previous learning:</p>	 <p>Consolidating and Connecting previous learning:</p>	 <p>Up, Up and Away:</p>	 <p>Sunk:</p>
<p>Start of term learning: LI: To order previously learnt about time periods, events and significant individuals on a timeline.</p> <p>During this term, the children focus on consolidating and connecting the previous core historical knowledge below: LI: To sequence methods of communication through history. LI: To explain why Grace Darling is important in history. LI: To recognise that the dinosaurs was a long time ago. LI: To explain why dinosaurs became extinct.</p>	<p>LI: To understand the life and contribution of Mary Seacole. LI: To sequence the life of Mary Seacole. LI: To compare and contrast Mary Seacole and Florence Nightingale. LI: To write a blog post about Mary Seacole. LI: To plan a description of Mary Seacole's life and achievements. LI: To descriptively write about Mary Seacole.</p>	<p>LI: To explain how the Great Fire of London started and spread. LI: To compare fire-fighting in the past and present. LI: To recognise the importance of different sources. LI: To identify different ways in which the past is represented. LI: To understand the role of Charles II in the Great Fire of London. LI: To use historical knowledge to write as Samuel Pepys.</p>	<p>During this term, the children focus on consolidating and connecting the previous core historical knowledge below: LI: To order significant events and people on a timeline from Year 1 and Year 2. LI: To explain how the Great Fire of London started, spread and ended. LI: To consolidate the contributions of Mary Seacole as a significant individual. LI: To know that the dinosaurs were a long time ago and compare this to the invention of the telephone (knowledge of how long ago something was).</p>	<p>During this term, the children focus on consolidating and connecting the previous core historical knowledge below: LI: To order significant events and people on a timeline from Year 1 and Year 2. LI: To explain how firefighting has changed from 1666 to now. LI: To explain why Grace Darling is an important figure in history. LI: To sequence different modes of communication on a timeline using dates to support ordering.</p>	<p>LI: To sequence events. LI: To order the achievements of a significant individual. LI: To compare the life of Amy Johnson to Samuel Pepys or Mary Seacole. LI: To understand what life would have been like when Amy Johnson died and how it has changed today.</p>	<p>LI: To sequence key events of the Titanic disaster. LI: To use sources to discover information about the Titanic. LI: To use sources to form an opinion about what happened to the Titanic. LI: To identify the experiences of different people involved in the disaster. LI: To compare the Titanic to the Windrush.</p>