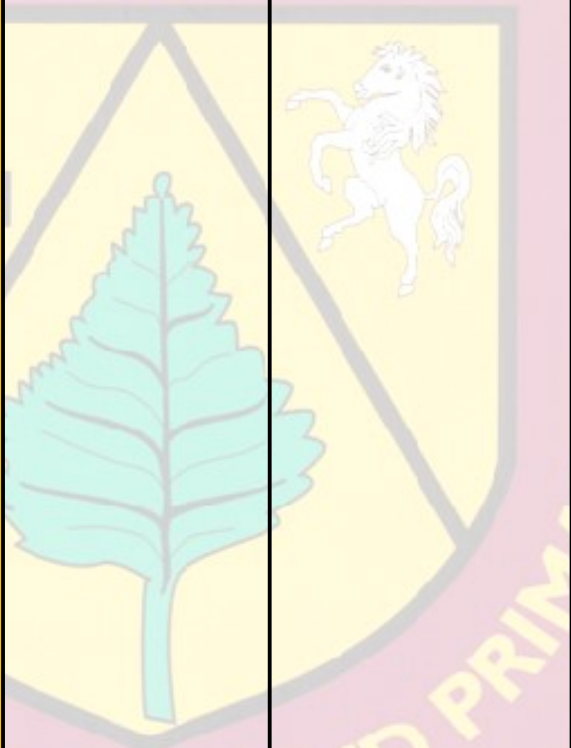




# YEAR 2

	EIFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>CHRONOLOGICAL UNDERSTANDING</b> Aim 1, 2	The three <b>Prime ELGS</b> of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.  <b>Specific:</b>  <b>Past and Present ELG</b>  Understand the past through settings, characters and events encountered in books read in class and storytelling.	<b>Sequence events, artefacts/objects, photographs in order of time.</b> Remember parts of stories and memories about the past.	<b>Sequence events, artefacts/objects, photographs closer together in time.</b> Remember parts of stories and memories about the past in increasing depth. Place events on a <b>simple timeline</b> , adding times previously studied.	Begin to use words and phrases such as <b>century</b> and <b>decade</b> to aid <b>chronological understanding</b> . Understand <b>timelines</b> can be divided in <b>BC and AD</b> . Place period of study onto timeline, adding times previously studied, beginning to use BC and AD.	Place period of study onto timeline, adding times previously studied using BC and AD. Place events from a period of time into a timeline. Use words and phrases such as <b>century, decade</b> to aid <b>chronological understanding</b> .	Draw and place a timeline with different time periods outlined. Confidently use words and phrases such as century, decade to aid chronological understanding.	Draw and place a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. Confidently use words and phrases such as century and decade and introduce words and phrases for movements or times of change to aid chronological understanding.
<b>COMMUNICATE HISTORICALLY</b> Aim 3	The three <b>Prime ELGS</b> of Communication and Language, PSED and Physical Development provide the foundations	Begin to use appropriate historical vocabulary to communicate including: <b>old, new, now, then, a long time ago.</b> Introduce them to the words: <b>chronology,</b>	Use appropriate historical vocabulary to communicate including: <b>old, new, now, then, a long time ago.</b> Continue to gain understanding of words: <b>chronology,</b>	Use appropriate historical vocabulary to communicate including: <b>folly, achievement, significant impact, ruler, era, time period, dates, chronology,</b>	Refer to previous years with addition of: <b>empire, dissolution, expansion, civilisation, legacy, century, impact across centuries, peasantry, empire, decade.</b>	Refer to previous years with addition of: <b>military campaign, dictator, parliament, refugee, evacuation, civilisation, monarch, hierarchy, extinct, origin, peasantry, hierarchy, civilisation, empire, century, decade.</b>	Refer to previous years with addition of: <b>peasantry, civilisation, empire, pioneering, democracy, mythology, tragedy, city-</b>

	<p>of which all other learning is built upon.</p> <p><b>Specific:</b></p> <p><b>Past and Present ELG</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>chronological order and parliament.</p>	<p>chronological order, parliament and peasantry.</p>	<p>chronological order, peasantry, civilisation, empire, century, decade.</p>			<p>state, philosopher, omission, century, decade.</p>
<p>HISTORICAL CONCEPTS Aim 4</p>	<p><b>The three Prime ELGS of Communication and Language, PSED and</b></p>	<p><b>Cause and consequence:</b> Begin to recognise that events take place for a reason. Begin to recognise what happens as a</p>	<p><b>Cause and consequence:</b> Recognise that events take place for a reason. Recognise that what happens is</p>	<p><b>Cause and consequence:</b> Recognise and understand why people did things. Recognise and understand why</p>	<p><b>Cause and consequence:</b> Identify and give reasons for historical events, situations and changes.</p>	<p><b>Cause and consequence:</b> Confidently identify and give reasons for historical events, situations and changes. Begin to offer explanations about why people in the past acted as they did.</p>	<p><b>Cause and consequence:</b> Provide clear explanations for why people in the past acted as</p>

	<p>Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></p> <p><b>Past and Present ELG</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>result of people's actions.</p> <p><b>Similarities and differences:</b> Begin to identify similarities and differences between the past and present.</p> <p><b>Significance:</b> Begin to identify who was important based on specific historical events.</p>	<p>a result of people's actions.</p> <p><b>Similarities and differences:</b> Identify similarities and differences between the past and present.</p> <p><b>Significance:</b> Identify who was important based on specific historical events and begin to understand why.</p>	<p>some events happened.</p> <p>Recognise and understand what happened as a result of people's actions or events.</p> <p><b>Similarities and differences:</b> Identify similarities and differences between ways of life in different periods.</p> <p><b>Significance:</b> Identify who was important based on specific historical events and why.</p>	<p>Identify some of the results of historical events, situations and changes.</p> <p><b>Similarities and differences:</b> Identify similarities and differences between different periods in further depth e.g. <b>social, belief, local, individual.</b></p> <p><b>significance:</b> Identify and begin to describe significant people and events in the period of study.</p>	<p><b>Similarities and differences:</b> Show an increased understanding of similarities and differences between different periods in further depth e.g. <b>social, belief, local, individual.</b></p> <p><b>Significance:</b> Understand and describe that some people, events and developments are seen as more significant than others.</p>	<p>they did, commenting on the effects of their actions (using evidence to support and illustrate their explanation).</p> <p><b>similarities and differences:</b> Show a clear understanding of similarities and differences between different periods in further depth e.g. <b>social, belief, local, individual.</b></p> <p><b>Significance:</b> Understand, describe and give reasons why some events, people or developments are seen as more significant than others.</p>
HISTORICAL ENQUIRY Aim 5	<b>The three Prime ELGS of Communicati</b>	With support, find information to ask and answer simple questions about the	Use a range of sources to find out about the past with	Use a range of sources to find out about a period.	Use evidence to build up a picture of a past event.	Begin to identify primary and secondary sources and how they are used to find information about the past.	Recognise primary and secondary sources and

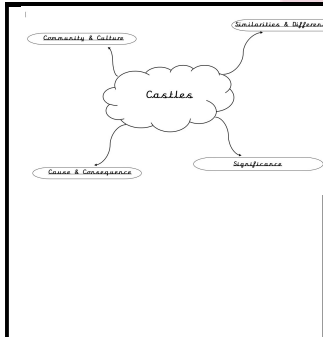
	<p>on and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>past using sources such as <b>artefacts</b> and photographs.</p>	<p><b>increasing independence. Begin to independently ask and answer questions about the past.</b></p>	<p>Independently ask and answer questions about the past. With support, select and record information relevant to the study. Use the library and internet for research.</p>	<p>Ask and answer questions about the past, considering aspects of historical concepts. Begin to independently select and record information relevant to the study. Suggest where we might find answers to questions, considering a range of sources. Use the library and internet for research.</p>	<p>Ask and answer questions about the past, considering aspects of historical concepts. Independently select and record information relevant to the study. Use the library and internet for research.</p>	<p>know how they are used to find information about the past. Suggest omissions and the means of finding out. Devise, ask and answer more complex questions about the past, considering aspects of historical concepts. Continue to independently select and record information relevant to the study. Use the library and internet for research.</p>
<p>INTERPRETING HISTORY Aim 6</p>	<p>The three <b>Prime</b> ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p>	<p>Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? Begin to <b>compare sources</b> such as pictures/photographs of people/events in the past.</p>	<p><b>Begin to develop awareness that different versions of the past may exist and start to suggest reasons for this. Discuss and compare the reliability of photographs of people/events in the past.</b></p>	<p>Be aware that different versions of the past may exist and start to suggest reasons for this. Distinguish between different sources and compare different versions of the same story. Look at <b>representations of the period</b> – museum, cartoon etc.</p>	<p>Be aware that different versions of the past may exist and suggest reasons for this. Begin to evaluate the usefulness of different sources, including text books and their historical knowledge. Look at <b>representations of the period</b> – museum, cartoon etc.</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this. Compare accounts of events from different sources – fact or fiction. Look at <b>representations of the period</b> – museum, cartoon etc.</p>	<p>Work out how conclusions were arrived at by linking sources and be aware that different <b>evidence</b> will lead to a variety of conclusions. Consider ways of checking the accuracy of</p>

	<p><b>Specific:</b></p> <p><b>Past and Present ELG</b></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						<p>interpretations – fact or fiction and opinion. Look at <b>representations of the period</b> – museum, cartoon etc.</p>
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**UNIT- CASTLES COMPOSITES**  
 significant historical events, people and places in their own locality

**COMPONENTS**

	1	2	3	4	5	6	End Point
	<p>Who was William the Conqueror?</p>	<p>What were the first castles like?</p>	<p>What are the different parts of castles and what was their purpose?</p>	<p>Who lived in castles and what jobs did they do?</p>	<p>How has the purpose of castles changes and why?</p>	<p>What castles are in my locality?</p>	<p>Children will know some of the differences between medieval and modern castles, considering how they have changed and the purposes of castles, as well as exploring medieval castles in our local area.</p>
<p><b>CONCEPTS</b>  <a href="#">T3 Concept Map</a></p>	<p>Significance Cause and consequence</p>	<p>Similarities and differences</p>	<p>Similarities and differences</p>	<p>Similarities and differences</p>	<p>Similarities and differences</p>	<p>Similarities and differences Community &amp; Culture</p>	<p>Children will understand the purpose</p>



							and significance of castles and how that has changed, as well as the similarities and differences of medieval and modern castles.
<b>SKILLS</b>	<p>Place events on a simple timeline, adding times previously studied.</p> <p>Use appropriate historical vocabulary to communicate: now, a long time ago</p> <p>Sequence events close together in time</p>	<p>Use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago.</p> <p>Begin to independently ask and answer questions about the past.</p> <p>Identify who was important based on specific historical events and begin to understand why.</p>	<p>Use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago.</p> <p>Begin to independently ask and answer questions about the past.</p>	<p>Use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago.</p> <p>Begin to independently ask and answer questions about the past.</p> <p>Identify similarities and differences between the past and present.</p>	<p>Use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago.</p> <p>Begin to independently ask and answer questions about the past.</p> <p>Identify similarities and differences between the past and present.</p>	<p>Use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago.</p> <p>Use a range of sources to find out about the past with increasing independence.</p> <p>Begin to independently ask and answer questions about the past.</p>	<p>Children will be able to sequence events, communicate using curriculum specific vocabulary, ask and answer questions about the past as well as identifying the similarities between medieval and modern castles and use a range of sources to research.</p>
<b>KNOWLEDGE</b> <u>Castles Knowledge Organiser</u>	Know some key facts about who William the Conqueror was and why he built a castle.	Know some of the changes that were made to castles by William the Conqueror	Know some of the features of castles and consider their purposes.	Know who was in a medieval household, what their role was and that conditions were like.	Know the purposes of castles and explore how purpose has changed over time.	Know what medieval castles are in our local area and what their purposes were.	To gain knowledge of the purposes of medieval and modern castles, how castles have changed over time as well as researching

							medieval castles in our local area.
<b>LESSON LINK</b>	<a href="#">..\\..\\MTPs\\History\\Year 2\\Term 3\\Castles 2022 2023\\Lesson 1 board.flipchart</a>	<a href="#">..\\..\\MTPs\\History\\Year 2\\Term 3\\Castles 2022 2023\\Lesson 2 board.flipchart</a>	<a href="#">..\\..\\MTPs\\History\\Year 2\\Term 3\\Castles 2022 2023\\Lesson 3 board.flipchart</a>	<a href="#">..\\..\\MTPs\\History\\Year 2\\Term 3\\Castles 2022 2023\\Lesson 4 board.flipchart</a>	<a href="#">..\\..\\MTPs\\History\\Year 2\\Term 3\\Castles 2022 2023\\Lesson 5 board.flipchart</a>	<a href="#">..\\..\\MTPs\\History\\Year 2\\Term 3\\Castles 2022 2023\\Lesson 6 board.flipchart</a>	
<b>PROGRESSIVE VOCABULARY</b>	timeline present past future	old new now then a long time ago	chronological order old new now then a long time ago	medieval peasantry	purpose significance past present comparison	local medieval research	Appropriately apply subject specific vocabulary
<b>CURRICULUM EXPERIENCES</b>						Computer suite/ laptops- research	
<b>END POINT</b>	To know who William the Conqueror was and begin to understand events that lead to his impact upon medieval castles,	To know and begin to understand some of the changes made to medieval castles, considering why these changes were made.	To know and consider the different parts of a castle and their purpose, asking and answering questions about why these changes were made.	To discuss who would've lived and worked in a castle, considering their role and what conditions would have been like. Begin to compare this to modern day.	To know the purpose of castles in medieval times and compare this to the purpose of castles in modern day.	To identify through researching the medieval castles in our local area, their purpose in past and present.	Links back to the national curriculum- children should have knowledge of significant places in their own locality.