



Year 2			
Unit of Work	NC Expectations:	Unit End Points:	Knowledge Organiser Facts:
The Place Where I Live (Autumn 1)	<p>1. Changes within living memory-used where appropriate to reveal changes in national life.</p> <p>4. Significant historical events, people, and places in their own locality.</p> <p><u>Chronology</u> *Recognise the distinction between past and present, including their own lives; identifying similarities and differences between their own present and aspects of the past, including different periods; place events into a chronological framework using common framework.</p> <p><u>Events, people and change</u> *Tell the difference between present and past in their own lives by using and making simple comparison of stories and features of events, recognised that their own lives are different from the lives of people in the past by describing the topics, event and people that they have studied.</p> <p><u>Communication</u> *Communicate about the past in different ways, understand and use historical concepts and use them to make simple connections and draw contrasts.</p> <p><u>Enquiry</u> *Use sources to ask and answer simple questions about the past through observing and handling a range of sources, identify some of the basic ways the past can be represented, begin to understand the reason why people in the past acted as they did.</p> <p>Topic Vocabulary- Blackburn, Lancashire, Factories, buildings, home, chronological, past, present, maps, fields, urban, rural, borough,</p>	<ul style="list-style-type: none"> • Children know the name of their school • Children to know the name of the town where they live • Children to compare Blackburn now and in the past • Children can explain what schools were like in the past. • Children can find out what toys and games children played in the past? • Children can sequence events that have taken place over time in their local area. • Children can find out about famous people from Blackburn. <p>End of Unit Outcome: to inspire pupils' curiosity about people and places in their own locality</p>	<ul style="list-style-type: none"> • What is the name of our school? • What is the name of our town? • What was Blackburn like in the past and now? • What were schools like in the past? • What toys and games did children play in Victorian times? • Can you share three facts about Jack Walker?

	<p>river, canal, Queen Victoria. bus station, train station, the market, town hall, shops, entertainment, Town centre.</p>		
<p>Explorers (Spring 1)</p>	<p>2. Significant historical events, people and places in their own locality</p> <p>3. Events from beyond living memory that are significant nationally or globally.</p> <p>4. Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Chronology *Recognising the distinction between present and past in their own and other people's lives, identifying some similarities and differences between ways of life in different periods, know where some people and events fit into a chronological framework by using common words and phrases about the passing of time</p> <p>Events, people and changes *Using and making simple comparisons to parts of stories, recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied, recount simple stories accurately and suggest why people and events were important.</p> <p>Communication *To show what they know and understand about the past in different ways, understand historical concepts and use them to make simple connections and draw contrasts.</p> <p>Enquiry *Ask and answer questions about the past through observing a range of sources, such as pictures, films and written sources, begin to understand the importance of basing ideas on source evidence and begin to understand and form simple hypotheses about the reasons why people in the past acted as they did from a range of sources.</p>	<ul style="list-style-type: none"> • Children can describe who Christopher Columbus and Neil Armstrong were. • Children can explain what both significant figures are famous for. • Children can find out why Neil Armstrong's achievement is significant. • Children know what year man first walked on the moon. • Children research a famous person from their local area: Alfred Wainwright and describe why he is famous /what they have achieved. <p>End of Unit Outcome: To show interest and curiosity about a significant historical figure – compare and contrast</p>	<ul style="list-style-type: none"> • Who was Christopher Columbus? • Why is Christopher Columbus' achievement important? • Who was Neil Armstrong was? • Why is Neil Armstrong's achievement very important? • What year did man first walked on the moon? • Who was Alfred Wainwright and why is he famous?

	<p>Topic Vocabulary- land, sea, space, famous, explorer, travel, journey, past, present, inspire, inspiration, time, future, ocean, America, Earth, Boat, Ship, Navigate, Maps, globe, continents, countries, equator, discover, discovery, Voyage, Santa Maria, Brazil, Christopher Columbus, Neil Armstrong, Tim Peake, Compass, telescope.</p> <p>Historical Vocabulary- time, future, here, now, then, x, years ago, a long time ago, timeline, order, ancient, change(S), decades, years, century, hundred, thousand, AD. CE, before/after, Monarchy. King/queen, royal, throne, crown, significant, modern, people, British, Britain, local, artefact, object, museum, compare, similar/different, when/why?</p>		
<p>Buckets and Spades (Summer 2)</p>	<p>1. Changes within living memory-used where appropriate to reveal changes in national life.</p> <p><u>Chronology</u> *Recognising the distinction between present and past, identifying some similarities and differences between ways of life in different periods, know where current learning era fits in a chronological framework related to prior historical knowledge, to use common words and phrases about the passing of time.</p> <p><u>Events, people and changes</u> *Using and making simple comparisons to parts of stories, recognise that their own lives are different from the lives of people in the past by describing some of the topics and events that they have studied, recount simple stories accurately and suggest why people and events were important.</p> <p><u>Communication</u> *To show what they know and understand about the past in different ways, understand historical concepts and use them to make simple connections and draw contrasts.</p> <p><u>Enquiry</u> *Ask and answer questions about the past through observing a range of sources, such as pictures, films and written sources, begin</p>	<ul style="list-style-type: none"> • Children can talk about where people go on holiday now and explain their reasons why. • Through first hand experiences, children can name some seaside activities from now and then. • Through research, children can explain why people went to the seaside 100 years ago. • Through the use of artefacts, children can name some seaside activities from a 100 years ago. • Children can view similarities and differences between Blackpool’s seaside now compared to a 100 years ago. • Using sources, such as books and the internet, children can observe how Blackpool has changed over time and why it has changed. 	<ul style="list-style-type: none"> • What is the seaside and what do we know about it? • Name 5 things you can do beside the seaside? • What is a Penny Lick and why was it invented? • What type of clothing did the Victorians wear to the beach? • What are the differences between beach holidays-past and present?

to understand the importance of basing ideas on source evidence and begin to understand and form simple hypotheses about the reasons why people in the past acted as they did from a range of sources.

Topic Vocabulary: land, sea, seaside, travel, journey, past, present, time, future, sea, ocean, foreign, world, globe, atlas, map, holiday, beach, sand, sun, bucket, spade, ice cream, car, tram, steam train, Boat, Ship, continents, countries, Queen Victoria, Queen Elizabeth, Victorian.

Historical Vocabulary: time, future, here, now, then, years ago, a long time ago, timeline, order, change(S), decades, years, century, hundred, AD. CE, before/after, Monarchy. King/queen, royal, throne, crown, significant, modern, people, British, Britain, local, artefact, object, museum, compare, similar/different, when/why?

End of Unit Outcome: To show interest and curiosity about a significant historical period of time – compare and contrast