



Year group: Year 2

Term: Autumn

Subject: History – Voyage of the Titanic

### Prior learning

EYFS: Children would have read lots of stories and experienced the past through storytelling. They know similarities and differences between things in the past and now. They would have commented on images of familiar situations in the past.

### What comes next?

Year 4: Children will continue to learn about the local area in their local history study, 'Down the Pit'. They can use what they have learnt about local chain makers, Mary Macarthur and the Titanic's anchor to help them.

### Key vocabulary

unsinkable    survivor    passengers    disaster

### Notes and guidance

In this topic, children will learn about the sinking of the Titanic and will be able to recall and sequence the events through story. This topic is also a local history study as children learn about local chain makers, Mary Macarthur and the Titanic's anchor which was made in Netherton.

### Learning Outside the Classroom

There could be an opportunity for the children to look at the replica anchor in Netherton.

### Substantive Knowledge

I know the story of the Titanic.

I know it departed on 10<sup>th</sup> April 1912 and struck an iceberg on 14<sup>th</sup> April at 11.40pm.

I know it sank 2 hours and 40 minutes later.

I know there were over 2000 passengers on the ship.

I understand passengers from different social classes were treated very differently.

I know there were not enough lifeboats on board for the number of passengers.

I can identify and explain the national and global impact of the sinking.

### Procedural Knowledge

I understand ways in which we can find out about the past.

I can use parts of a story and other sources to show an understanding of key events.

I can identify different ways to represent the past.

### Disciplinary Knowledge

I understand historians gather evidence.

### Links to other curriculum areas

Year 2 Art - Seascapes

Year 2 PSHE – Resilience and coping

### End Points

1. To know and understand the history of Great Britain and the wider world as a coherent, chronological narrative.
2. To understand how historians gather and interrogate evidence; engage critically with a variety of primary and secondary sources to make effective historical analysis.
3. To understand how to present and construct arguments supported by historical evidence that address questions related to specific historical places and periods.
4. To gain and understand abstract terms such as empire and civilisation.



Year group: Year 2  
Term: Summer  
Subject: History – Queens

### Prior learning

EYFS: Children would have read lots of stories and experienced the past through storytelling. They know similarities and differences between things in the past and now. They would have commented on images of familiar situations in the past.

### What comes next?

### Key vocabulary

monarch      reign      parliament      century

### Notes and guidance

In this topic, children will learn about three of the most famous queens that each ruled this country for a very long time. Children will understand how life has changed over the centuries, from one who lived nearly 500 years ago and one who died recently. They will understand that each queen had a different personality but were all popular and did their best for their people.



### Learning Outside the Classroom

The children could have a workshop based on Queens, who could come inside the school grounds.

### Substantive Knowledge

I know which three queens (Queen Elizabeth I, Queen Victoria and Queen Elizabeth II) are most remembered.

I know how life was different in England during the 3 queens' reigns.

I know how we know about the queens through sources.

I know some important changes that happened when the queens ruled.

### Procedural Knowledge

I understand ways in which we can find out about the past.

I can use parts of a story and other sources to show an understanding of key events.

I can identify different ways to represent the past.

### Disciplinary Knowledge

I understand historians gather evidence.

### Links to other curriculum areas

Year 2 PHSE – Differences

Year 2 Geography – Cities around the UK

### End Points

1. To know and understand the history of Great Britain and the wider world as a coherent, chronological narrative.
2. To understand how historians gather and interrogate evidence; engage critically with a variety of primary and secondary sources to make effective historical analysis.
3. To understand how to present and construct arguments supported by historical evidence that address questions related to specific historical places and periods.
4. To gain and understand abstract terms such as empire and civilisation.