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| Changes within Living Memory | Events beyond Living Memory | Significant Individual from the Past | Historical Events, People & Places in their Locality |

**YR2 CURRICULUM OVERVIEW 2025.26**

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| **YR2** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | **The Wider World**  **Heroes from the Past**  Explorers – Neil Armstrong & Christopher Columbus | | **British History**  **Events Beyond Living Memory**  Sinking of the Titanic | | **British History**  **Changes within Living Memory**  History of the British Seaside Holiday | |
| **Key new knowledge** | * Understand the lives of significant individuals in the past who have contributed to national and international achievements.   **Chronological Understanding of the lives of significant individuals from the past**   * Sequence events/ artefacts or pictures relating to Neil Armstrong and Christopher Columbus. * Understand how to put people, events, and objects related to Neil Armstrong and Christopher Columbus, into a timeline. * Identify some similarities and differences between aspects of life of Neil Armstrong and Christopher Columbus. | | * Understand events beyond living memory that are significant nationally or globally.   **Chronological Understanding of events, beyond living memory**   * Sequence events/ artefacts or pictures from the sinking of the Titanic * Understand how to put people or events related to the sinking of the Titanic, into a timeline. * Identify some similarities and differences between aspects of life during the sinking of the Titanic. | | * Understand significant historical events, people, and places in their own locality. * Understand changes within living memory.   **Chronological understanding of changes within living memory**   * Sequence events/ artefacts or pictures from a British seaside holiday in the past to modern day. * Understand how to put people or events related to the history of the British seaside holiday, into a timeline. * Identify similarities and differences between ways of life during British seaside holidays at different periods. | |

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| **Key new knowledge** | **Knowledge and understanding of events, people, and changes in the lives of significant individuals from the past.**   * Use information to describe the lives of Neil Armstrong and Christopher Columbus. * Describe the differences of the lives of Neil Armstrong and Christopher Columbus and now. * Look at evidence to give and explain reasons why Neil Armstrong and Christopher Columbus may have acted in the way they did.   **Historical Enquiry into the lives of significant individuals from the past**   * Use different sources and objects to ask and answer questions e.g. who, why, what, how etc. about the lives of Neil Armstrong and Christopher Columbus. * Start to use a range of resources.   **Historical Interpretation**   * Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the lives of Neil Armstrong and Christopher Columbus.   **Organisation and communication**   * Communicate ideas about people, objects, or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. * Use historical terms describing or comparing. | **Knowledge and understanding of events, people, and changes, beyond living memory**   * Use information to describe the sinking of the Titanic. * Describe the differences between the period of the sinking of the Titanic and now. * Look at evidence to give and explain reasons why people during the sinking of the Titanic may have acted in the way they did.   **Historical Enquiry into events beyond living memory**   * Use different sources and objects to ask and answer questions e.g. who, why, what, how etc. about the sinking of the Titanic. * Start to use a range of resources.   **Historical Interpretation**   * Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the sinking of the Titanic.   **Organisation and communication**   * Communicate ideas about people, objects, or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. * Use historical terms describing or comparing. | **Knowledge and understanding of events, people, and changes in the past, within living memory.**   * Use information to describe the British seaside holiday in the past. * Describe the differences between the British seaside holidays then and now. * Look at evidence to give and explain reasons why people in the past may have acted in the way they did on British seaside holidays.   **Historical Enquiry into events within living memory**   * Use different sources and objects to ask and answer questions e.g. who, why, what, how etc. about the history of the British seaside holiday. * Start to use a range of resources.   **Historical Interpretation**   * Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the history of the British seaside holiday.   **Organisation and communication**   * Communicate ideas about people, objects, or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. * Use historical terms describing or comparing. |
| **Assessment** | Retrieval tasks  Pop quizzes  Peer and Self-assessment  Work in books  Discussion & questioning | Retrieval tasks  Pop quizzes  Peer and Self-assessment  Work in books  Discussion & questioning | Retrieval tasks  Pop quizzes  Peer and Self-assessment  Work in books  Discussion & questioning |