

Year 2 History weekly unit maps

What came before?	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	What follows?
Romans What came before •Children have an understanding of British timelines and chronology through Y1 Units Kings and Queens and Parliament. •Children have knowledge of where Europe and Africa are in the world from Y1 Continents unit.	1.To identify the location of Italy and Rome on a map or globe. •The romans were an ancient civilisation. •The romans used their technology and large army to explore and rule their empire.	2 To know that the soldiers had several large armies with many soldiers. •The Roman army was large and well organised Roman soldiers wore armour and carried weapons. • To know that The Roman army was very good at invading countries because they were well trained and they were the best organized fighting force in the world.	3.To know that the Romans invaded Britain •The Romans successfully invaded Britain in 43AD •Boudicca rebelled against the Romans.	4.To know that Romans built towns across Britain. •The Romans built towns surrounded by stone walls. •Roman towns often contained shops, homes, yards for animals, a forum and a basilica.	5.To know that the Romans made changes to Britain. •The Romans built towns and roads across Britain. •The Romans created written records which is how we know about their history.	Review and Assessment	•First unit to address history of the wider world that is built upon in KS2 specifically the expansion and dissolution of Empires including achievements. Later units that look at the Roman Empire in more detail are Life in Ancient Rome and The rise and fall of Rome (Year 4) •Children will also look at other ancient civilisations in KS2 such as Ancient Greece (Year 5) and Ancient Egypt (Year 3), thus providing a foundation for the KS2 curriculum and an introduction to key substantive concepts of civilisation, empire, invasion, conquer and rebellion. •This unit looks at a different aspect of British history, how Britain has been shaped and influenced by the wider world. A year 3 unit looks at an earlier period (Prehistoric Britain) and a latter period, also shaped by outsiders- the Vikings.
Tudors What came before •Children have some understanding of British timelines and chronology through Y1 Units Kings and Queens and Parliament. •Children have an understanding of Catholics and protestants as opposing Christian religious groups from Y1 History units.	1.To understand that life in Tudor England was different to life in England today •Rich people wore expensive, ornate clothes whereas poor people had simple clothes •Rich Tudors ate lots of fresh meat whereas poor people ate more bread and vegetables •Boys and girls were treated differently. Only rich boys went to school	2.To know that Henry VIII was a Tudor King •Henry VIII was the second son of the first Tudor monarch- Henry VII •Henry VIII had 6 wives •Henry VIII had three children: Mary, Elizabeth and Edward	3.To know that King Edward VI was the only son of Henry VIII •Edward VI was only 9 when he inherited the throne •Edward VI was a Protestant. •Edward VI died young and left no heirs.	4.To know that Queen Mary I was the eldest daughter of Henry VIII •Mary I was a Catholic •Mary I was the first Queen to rule on her own •Mary is sometimes remembered as ‘Bloody Mary’	5.To know that Elizabeth I was the last Tudor monarch •Elizabeth I ruled for 44-years •Elizabeth I never married or had any children. •The Elizabethan Religious Settlement was a compromise between Catholics and Protestants	Review and Assessment	•A different aspect of British history, going forward, will be studied in each year group of KS2. In Year 3, the children will look at the War of the Roses and how the house of Tudor came into being. Year 3 will then revisit the Tudors but focussing on the Reformation and The Elizabethan Golden Age. Therefore this unit is very much a pre-teach unit, so that the children have some idea of the chronology of Monarchs and associated vocabulary before diving in more deeply the year after. •In year 4 the curriculum builds to focus on the Stuarts, which is the next period of history and then the Victorians in Year 5. So there is a sequential teaching of British History, throughout the school years.
Powerful Voices What came before	1.To know that Gandhi is remembered as a significant person in	2.To know that Rosa Parks and Martin Luther King	3.To know that Malala Yousafzai stood up for girls and their right to education	4.To know that Greta Thunberg is a young, environmental activist	5.To know that Emmeline Pankhurst lived nearby in Stewkley and stood up for	Review and Assessment	•The children will build on their knowledge of the British Empire, and the impact on India, in Y5.

How the unit builds on prior learning Children will have some understanding about significant and powerful people who changed the course of British History in from Y1 •Children have s studied, Florence Nightingale. •Children have some understanding of timelines and chronology.	history for his peaceful protests •When Gandhi was alive, India was ruled as part of the British Empire •Gandhi wanted India to rule itself •Gandhi is known as 'Mahatma' meaning 'great soul' and remembered for his peaceful protests	fought for equal rights for black people in America •Rosa Parks was arrested for refusing to give up her seat to a white man on a public bus •Rosa Park's arrest led to the Montgomery Bus Boycott, led by Martin Luther King •Martin Luther King led the Civil Rights Movement in America and gave powerful speeches	even when it was dangerous to do so •When the Taliban took control Swat Valley in Pakistan, they banned girls from going to school •Malala Yousafzai spoke out publicly on behalf of girls and their right to learn •Malala Yousafzai set up a charity to help girls and won a Nobel Peace Prize	•Greta Thunberg raised awareness for Climate Change by going on strike from school on Fridays •Greta speaks at important events and tries to convince people to change their behaviours to help save the planet •Greta has Asperger's Syndrome and raises awareness for people with disabilities	the rights of women to vote in elections •Emmeline Pankhurst influenced life today •Emmeline Pankhurst fought for equality and for women to be able to vote		•Across the KS2 curriculum, the children will look at equality and how women in the past did not have equal rights to men. They will study the lives of women in most units and will look in depth at women's rights when they study the Suffragettes in Y6 •They will learn about the American Civil Rights movement in Year 6
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