

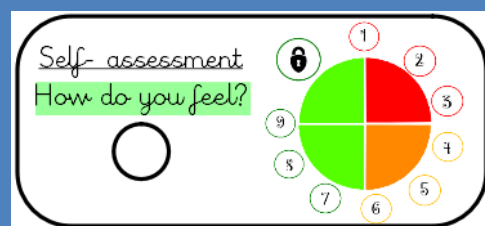
# The Northway Curriculum

## Year Two

### History

#### Unit One

#### Queen Elizabeth II



LO: I can use a timeline to place the 1950s (including the moon landing, my birth date and today)

LO: I can ask questions to find out more about Queen Elizabeth II

LO: I can understand what a historical source is and describe one relating to the coronation of our Queen

LO: I can interpret a number of sources relating to Queen Elizabeth II's reign

LO: I can write to Queen Elizabeth II demonstrating an understanding of events from the past

LOCAL HISTORY FOCUS: I can compare photographs of Liverpool in 1953 with today

#### Year One

#### History

Neil Armstrong/Helen Sharman

LO: I can ask questions about Neil Armstrong and the Moon landing

LO: I can comprehend the date of the Moon landing

LO: I can sequence the events of the Moon landing

LO: I can ask questions about Helen Sharman

LO: I can add the Project Juno dates to a timeline

LO: I can write about Helen Sharman's achievements

LO: LOCAL HISTORY FOCUS: I can profile the Liverpool Telescope

#### Year Two

#### History

Working Deeper

LO: I can independently place learnt dates on a timeline

LO: I can appreciate significance of Queen Elizabeth II's role

LO: I can use the term 'source' and use it to derive information about Queen Elizabeth II

LO: I can compare different sources and express which one is most useful

LO: I can independently apply previous knowledge about Queen Elizabeth II in my writing

LO: I can describe differences between Liverpool in 1953 and today using photographs with reference to British culture and customs

# The Northway Curriculum

## Year Two

### History

#### Unit Two

#### Rosa Parks and Nelson Mandela



LO: I can sequence events relating to Rosa Parks and the bus boycott		
LO: I can ask questions to find out more about the Montgomery Bus Boycott		
LO: I can sequence events relating to Nelson Mandela and the Anti-Apartheid movement		
LO: I can find similarities and differences between the important events relating to Rosa Parks and Nelson Mandela		
LO: I can create a timeline incorporating the Civil Rights events relating to Rosa Parks and Nelson Mandela		
<b>LOCAL HISTORY FOCUS: I can write about Mandela's drawings in St. George's Hall and the memorial/bridge plans for Princes Park</b>		

Year One History Neil Armstrong/Helen Sharman	
LO: I can ask questions about Neil Armstrong and the Moon landing	
LO: I can comprehend the date of the Moon landing	
LO: I can sequence the events of the Moon landing	
LO: I can ask questions about Helen Sharman	
LO: I can add the Project Juno dates to a timeline	
LO: I can write about Helen Sharman's achievements	
LO: LOCAL HISTORY FOCUS: I can profile the Liverpool Telescope	

Year Two History Working Deeper	
LO: I can explain why Rosa Parks is an important historical figure	
LO: I can discuss how and why the Montgomery Bus Boycott is still relevant today	
LO: I can explain why Nelson Mandela is an important historical figure	
LO: I can detail why Nelson Mandela is more well-known than Rosa Parks	
LO: I can use a timeline to explain how the Civil Rights were changing in two different places	
LO: I can appreciate how and why Nelson Mandela's impact is still being remembered today	

# The Northway Curriculum

## Year Two

### History

#### Unit Three

#### The Great Fire of London



LO: I can ask questions and make predictions about The Great Fire of London		
LO: I can sequence events relating to The Great Fire of London		
LO: I can use a variety of sources to explore The Great Fire of London more deeply		
LO: I can use role play/digital animation to retell events surrounding The Great Fire of London		
LO: I can compare London of the seventeenth century to London today		
LO: I can create a timeline including The Great Fire of London, all other learnt historical periods, and today		

Year One History	

Year Two History Working Deeper	
LO: I can compare the date of The Great Fire of London today in terms of hundreds of years	
LO: I can use historical enquiry to derive important information about the Great Fire of London	
LO: I can interpret different sources to make sense of life during the time of The Great Fire of London	
LO: I can use previously learnt knowledge of The Great Fire of London and apply to a character role	
LO: I can make appropriate observations regarding how London has changed in the last 400 years	
LO: I can independently place learnt historical periods and dates in order on a timeline	