



Subject: History

Year Group: Year 2

Term: Spring 2

Main strands within this History unit

Government	<ul style="list-style-type: none">• To explain what is meant by the government.• Understanding the role of this at specific time periods.• Understanding and explaining the impact this has on society today, particularly focusing on British history.• Identifying and explaining the impact of significant people within the government at different time periods.
Religion	<ul style="list-style-type: none">• To understand what is meant by religion.• To understand how religion has affected historical events.• To identify changes to religions throughout history and the reasons behind these changes.• To explain the impact religion has on society today (particularly focusing on British history).
Communication	<ul style="list-style-type: none">• To explain what is meant by communication.• To compare different types of communication within historical events.• To identify how communication has changed and the reasons behind these changes.• To explain the impact changes to communication have had on society today (particularly focusing on British history).
Causation	<ul style="list-style-type: none">• To explain what is meant by causation.• To understand what the outcome was that arose from causation.• To explain the impact causation has on the outcome.• To explain the impact causation has on society today (particularly focusing on British history).
Tyranny	<ul style="list-style-type: none">• To explain what is meant by tyranny.• To explain the positive and negative impacts this had on society at the time.• To compare changes and explain the impact of these.• To enable children to have an opinion.• To explain the impact tyranny has on society today (particularly focusing on British history).



Jerry Clay Academy
Subject Knowledge Organiser

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Core Learning of This Unit:

- To develop knowledge and awareness of historical events (apartheid) and how these events have significantly impacted society today.
- To develop an understanding of appreciation when comparing society in England today to another country
- To develop awareness of the past, using common words and phrases relating to the passing of time.
- To know where people and events fit within a chronological framework.
- To identify similarities and differences between the ways of life in different periods.
- To use wide vocabulary of everyday historical terms.
- To ask and answer questions and use other sources and stories to show they understand key features of events.
- To understand about the different ways we find out about the past.

Prior Learning:

- Children have developed historical skills such as using dates and chronology.
- Children have also understood how research helps us to identify and learn about historical events.
- Children have learnt about how historical events impact our society today.

National Curriculum Statements:

- Pupils should be taught about events beyond living memory that are significant nationally or globally.
- Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Key Vocabulary:

- Era/period
- Chronological order
- Danger
- Significant
- Survive
- Brave
- Encounter
- Impact
- Apartheid
- Opinions
- Travel

Significant People



Albert Lutuli

inkosi Albert John Luthuli, also known by his Zulu name Mvumbi, was a South African teacher, activist, Nobel Peace Prize winner, and politician. He led the opposition to the white minority government in South Africa.