



HISTORY PROGRESSION IN SKILLS AND KNOWLEDGE YEAR 2 STATUTORY REQUIREMENTS



HISTORY SKILLS CHILDREN WILL DEVELOP THROUGHOUT THEIR LEARNING

Interpretation
Investigation
Chronological understanding
Knowledge and understanding of events
Knowledge of people and changes in the past
Presenting, organising and communicating information and ideas

DISCIPLINARY CONCEPTS CHILDREN WILL DEVELOP THROUGHOUT THEIR LEARNING

Cause and consequence
Change and continuity
Similarity and difference
Historical Significance
Historical Evidence
Interpretations

Whole School Strands: Monarchs and Rulers; Chronology; Cause and Consequence

AUTUMN 1	SPRING 2	SUMMER 2
<p><u>N.C: THE LIVES OF SIGNIFICANT INDIVIDUALS IN THE PAST WHO HAVE CONTRIBUTED TO NATIONAL AND INTERNATIONAL ACHIEVEMENTS.</u> <u>KNOW ABOUT A FAMOUS PERSON FROM OUTSIDE THE UK AND WHY THEY ARE FAMOUS</u> <u>KNOW WHERE THE PEOPLE AND EVENTS THEY STUDY FIT WITHIN A CHRONOLOGICAL FRAMEWORK</u> <u>COMPARE ASPECTS OF LIFE IN DIFFERENT PERIODS.</u> <u>NAME A FAMOUS PERSON FROM THE PAST AND EXPLAIN WHY THEY ARE FAMOUS</u></p> <p><i>Mary Seacole – Black History</i></p> <p><u>HISTORY SKILLS</u> <u>DISCIPLINARY CONCEPTS</u></p> <p><u>Chronological understanding:</u> When was Mary Seacole alive? Who was our Monarch? Add to timeline.</p> <p>Strands: Monarchs and Rulers; Chronology</p>	<p><u>LOCAL HISTORY:</u> <u>N.C: SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY</u> <i>Local History Study (Link to Local Geography Field Study)</i> <u>Learning overview:</u> -Know how the local area is different to the way it used to be a long time ago - Describe differences and changes between what was here at different times in the past to what is here now <u>e.g</u> Buildings (e.g. The Pavilion; The Old School); Transport; Businesses (e.g. Cohens Fabrics; Sloane Davis Iron founders, Car Garage on the Tesco site) <u>Local walk</u> Walk in the local area to Bramley Baths, noticing other old buildings along the route – take photos for discussion</p>	<p><u>N.C: EVENTS BEYOND LIVING MEMORY THAT ARE SIGNIFICANT NATIONALLY OR GLOBALLY</u></p> <p><i>The Great Fire of London Learning Overview:</i></p> <p>-Understand the causes of the fire: For example:</p> <ul style="list-style-type: none">• Houses built close together• Houses made of wood, wattle and daub• Fire in bakery <p>-Understand the consequences of the fire</p> <ul style="list-style-type: none">• Homes destroyed• Many people made homeless• Wiped out the plague• Parts of London had to be rebuilt• New building materials used



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<p><u>Knowledge of people and changes in the past:</u> What was life like when Mary Seacole was alive? What did Mary Seacole do that was important? Why did she do it? What is her legacy? Historical Significance/ Cause and consequence/ change and continuity / similarity and difference</p> <p><u>Knowledge and understanding of events:</u> Be able to retell the life story of Mary Seacole and explain why the events happened. Cause and consequence/ Historical Significance Strands: Cause and Consequence</p> <p><u>Interpretation and Investigation:</u> using different sources to form our ideas and opinions (e.g. pictures, listening to stories). Historical Interpretations/ sources and evidence</p> <p><u>Presenting, organising and communicating information and ideas:</u> Record and present the Life Story of Mary Seacole in different ways.</p>	<p>Focus on Bramley Baths – Edwardian Building (one of few remaining Edwardian Swimming Baths in the country).</p> <p style="text-align: center;"><u>HISTORY SKILLS</u> <u>DISCIPLINARY CONCEPTS</u></p> <p><u>Chronological understanding:</u> Know when significant building were built. Add to timeline. What time in history was this (who was the Monarch?) Strands: Monarchs and Rulers; Chronology</p> <p><u>Interpretation:</u> Using different sources to form our ideas and opinions (e.g. pictures, listening to stories/ anecdotes). Historical significance / Change and continuity</p> <p><u>Investigating:</u> Visiting buildings and places, looking at and discussing pictures, listening to people’s experiences and asking questions. Sources and evidence</p> <p><u>Knowledge and understanding of events:</u> Understand why and how some buildings have changed; know about buildings that have been preserved and are still in use today for their original intended purpose. Change and continuity/ Similarity and difference</p> <p><u>Knowledge of people and changes in the past:</u> Know how people’s lives have changed over the years and the uses of buildings have changed. Change and continuity/ Similarity and difference, historical significance.</p> <p><u>Presenting, organising and communicating information and ideas:</u> Note-making; Create a fact file about Bramley Baths. Discuss findings.</p>	<p>-Locate London (link to Geography) -Locate Pudding Lane on a map of the local area in London (link to map skills in Geography)</p> <p style="text-align: center;"><u>HISTORY SKILLS</u> <u>DISCIPLINARY CONCEPTS</u></p> <p><u>Chronological understanding:</u> When did the Great Fire of London Take Place? Who was the Monarch at that time? Place on the timeline. Strands: Monarchs and rulers; chronology</p> <p><u>Knowledge and understanding of events:</u> Understand the reasons why the fire broke out and the importance of this. Cause and consequence/ Historical Significance</p> <p>Strands: Cause and Consequence</p> <p><u>Knowledge of people and changes in the past:</u> Understand what life was like for people living at the time and why fires were likely to spread. Change and continuity/ similarity and difference</p> <p><u>Interpretation and Investigation:</u> using different sources to form our ideas and opinions (e.g. pictures, internet; listening to stories, watching video clips). Historical Interpretations/ sources and evidence</p> <p><u>Presenting, organising and communicating information and ideas:</u> Note Making; Recount of the Great Fire of London</p>
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KEY SUBSTANTIVE KNOWLEDGE TO BE LEARNED BY THE END OF EACH UNIT (WHAT DO WE WANT THE CHILDREN TO KNOW AND REMEMBER?)

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p><u>MARY SEACOLE</u></p>  <ul style="list-style-type: none"> Born in Kingston, Jamaica in 1805 Full name: Mary Jane Grant Occupation: Nurse and business woman Married Edwin Seacole in 1836 In 1855 she went to the Crimea, where she rode on horseback into the battlefields, even when under fire, to nurse wounded men from both sides of the war. She overcame prejudice and received a number of medals for bravery Died in London 1881 Legacy: Paved the way for diversity in British nursing. 	<p><u>OUR LOCAL AREA</u></p>   <ul style="list-style-type: none"> Know that Industry has changed and name some changes from past to present (e.g. Tesco's used to be a garage) Know that Sloan and Davidson Ltd was an iron founder – now Stanningley Fire Station Know that the church across the road from school is now a recording studio Know that the Pavilion was a cinema Know that Bramley Baths was once Bramley Wash house Know that Bramley Baths was Built 1904 and is an Edwardian Bath House. 	<p><u>THE GREAT FIRE OF LONDON</u></p> <ul style="list-style-type: none"> To be able to explain some of the causes of the fire To know it happened on 2nd September 1666 and lasted for 4 days To be able to explain some of the consequences of the fire The legacy of the Fire of London: <ul style="list-style-type: none"> 2 fire squirters and leather buckets in each parish Houses were built out of brick or stone afterwards Fire trucks / engines



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Children working at below Age-Related Expectations in HISTORY at the end of Year 2: