

Year 2 History

Progression of knowledge and skills

	Unit 1	Unit 2	Opening Worlds
Name of unit	The Great Fire of London	The Royal Family	The Stone Age
Disciplinary focus	Cause and consequence What were the events of the Great Fire of London?	Historical significance Who are the Royal Family?	Continuity and Change Can I explain how our ancestors lived and developed?
Key vocabulary	disaster source (of the fire) landmark tribute	monarch royal reigned ceremony family lines ancestors	Land-bridge Ancestors Nomadic Tools Hunter gatherers Stone Age Mammoths Pre history Pre historic Skara Brae Mounds Midsummer's Day

			Midwinter's Day
Substantive knowledge	I know the key dates surrounding the Great Fire of London. I know the causes of the fire. I know why the fire spread. I know the impact of the destruction of the fire. I know the changes were made in the law to prevent a future catastrophe. I can recount the life of someone famous from Britain who lived in the past and explain what they did earlier and what they did later.	I know that Queen Elizabeth II was on the throne for more than 70 years and she was the longest reigning British monarch. I know that Charles III is now the king because he was the heir to the throne I know that kings and queens have ruled in England for a very long time I know what the Royal Family tree shows the heir to the throne. I know the previous monarchs are ancestors to Charles III I know who is next in line to the throne. I know that Houses of Parliament are where laws are made. I can identify the prime minister who leads our country I know what the crown jewels are and that they have been stored in the Tower of London. I know what a coronation is and can recall key aspects from the coronation. I know what Westminster Abbey is in London.	Britain used to be connected to Europe by a land-bridge. It was called Doggerland Pre-history is the time before humans started to write things down. The mammoth is a pre-historic animal. By the end of the Stone-Age, people had piled up large mounds of earth. We are still not sure why. *Silbury Hill – west of England* Our nomadic ancestors hunted for food using tools made from stone. They also gathered food. They were hunter-gatherers. This era was known as the Stone Age Skara Brae was a Stone Age village in the Orkney Islands. This is Stonehenge. It is likely to be a gathering place. The first part of Stonehenge to be built was the ditch. Historians think the builder hammered wooden

		I know that Windsor Castle is the home to the Royal Family and has been for more than 1000 years.	wedges into the cracks in the stone. The longest day of the year is Midsummer's Day. The shortest day of the year is Midwinter's Day.
Disciplinary knowledge	**Continuity and Change** - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. **Cause and Consequence** - Understand that a cause makes something happen and that historical events have causes. - Explain that historical events are caused by things that occurred before them. - Understand that a consequence is something that happens as a result of something else.	**Continuity and Change** - Begin to identify old and new things across periods of time through pictures, photographs and objects. **Cause and Consequence** - Understand that a consequence is something that happens as a result of something else. **Historical Significance** - Explain reasons why someone might be significant.	**Continuity and Change** - Begin to identify old and new things across periods of time through pictures, photographs and objects. **Similarities and Differences** - Recognise some similarities and differences between the past and the present.

	Similarities and Differences - Recognise some similarities and differences between the past and the present. **Historical Significance** Talk about why the event was important and what happened.		
Historical enquiry	**Historical Interpretations** start to understand that there can be different versions of the same event from the past; explain that there are different types of evidence. **Historical Investigations** observe or handle evidence to ask simple questions about the past; - sort some objects/artefacts into new and old and then and now. **Chronological Understanding**	**Historical Interpretations** observe and use pictures, photographs and artefacts to find out about the past; **Historical Investigations** observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; use evidence to explain the key features of events; **Chronological Understanding**	**Historical Investigations** observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; use evidence to explain the key features of events; - sort some objects/artefacts into new and old and then and now. **Chronological Understanding** sequence artefacts and events that are close together in time;

	- sequence artefacts and events that are close together in time; use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. **Knowledge and Understanding of Events and People in the Past** know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. **Presenting, Communicating and Organising**	sequence pictures from different periods; use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.	use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, **Presenting, Communicating and Organising** talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past.

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