



Progression of Knowledge History – Year 2

National Curriculum Coverage- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit in within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide range of vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify ways in which it is represented.

The Great Fire of London - Why did the Great Fire of London cause so much damage and what happened as a result?

Events beyond living memory that are significant nationally

The lives of significant individuals in the past who have contributed to national achievements

Neil Armstrong – Has anyone ever been to the moon?

Events beyond living memory that are significant globally

The lives of significant individuals in the past who have contributed to global achievements

The Mary Rose – What was found on the Mary Rose?

Events beyond living memory that are significant nationally

The lives of significant individuals in the past who have contributed to national achievements

Significant historical events, people and places in their locality

Question: Why did the Great Fire of London cause so much damage and what happened as a result?- The Great Fire of London

Substantive knowledge (what we want children to know and remember)

- When and where the fire was
- Names of individuals linked to the event
- Understand some consequences of the fire.

Evidence for knowledge/ understanding developed (Substantive knowledge)

- Give date as 1666

- *Name characters such as Thomas Farynor the baker, King Charles II, Mr Bludworth the Mayor, Samuel Pepys.*
- *Talks about e.g the weather, tinderOdry city after a long hot summer, poor firefighting, people saving goods or running away than fighting the fire.*
- *Knows about plans to remodel the city and new St Paul's Cathedral*

Disciplinary Knowledge (Use of HIAS AREs)

Y2 ARE Cause and consequence – Can describe in simple terms the causes and/or consequences of an important historical event, offering more than one examples of its results

Y2 Historical Enquiry – Can gather information from simple sources

Can explain events and actions rather than just retell the story.

Evidence for knowledge/ understanding developed

- *Fills in firefighting grid successfully at Step 2. Include appropriate details in role-play scenario at step 4*
- *Grasps that we only know some details from eyewitness accounts, e.g some houses coated in tar, fire too hot to get near enough to use squirts or buckets*

Question: Has anyone ever been to the moon? – Neil Armstrong

Substantive knowledge (what we want children to know and remember)

- Children can name Neil Armstrong and the other astronauts and that they were brave.
- Children can name and remember important dates and understand there was a space race between America and Russia.
- Children know the implications of space travel and identify reasons for it.

Disciplinary Knowledge (Use of HIAS AREs)

Y2 ARE Cause and consequences – Can talk in simple terms the causes and consequences of an important historical events

Y2 Chronology – Can understand that historians use dates to describe events

Y2 Historical significance – Can recognise and talk about who was important in a simple historical account

Question: What was found on the Mary Rose? – The Mary Rose

Substantive knowledge (what we want children to know and remember)

- Children know and can remember how to locate Portsmouth and the Solent on a map
- Children can name the Tudor period, Henry VIII, know it was The Mary Rose's maiden voyage and the date that it sank and why it sank and how it was discovered and resurrected.
- Children know the jobs did on board a Tudor ship and the importance of Portsmouth as a naval city.

Disciplinary Knowledge (Use of HIAS AREs)

Y2 Chronology – Understand that historians use dates to describe events and use phrases describing intervals of time – before, after, at the same time etc

Y2 Cause and Consequence – Can describe in simple terms the causes and consequences of an important historical event