

Year 2: Autumn - Local History

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> The place where we live looked different at different times in history (Rec) Geography: The school and community are at the local scale; countries are at the national scale; continents are at the global scale (Y1) 	<ul style="list-style-type: none"> (Varies by school) 	<ul style="list-style-type: none"> The local history unit in Year 4 allows pupils to further build on their knowledge of their local area. They will focus on the significance of an individual, a local feature, or migration in their local community (Y4 Sum) <p>Year 2 teachers should liaise with their history lead and/or Year 4 teacher to ensure that there is no accidental duplication.</p>
Disciplinary and procedural	<ul style="list-style-type: none"> Historical evidence: Sources can be written, video/audio, images, artefacts or oral history (Y1 Aut) Historical evidence: History is the study of humans who lived in the past (Y1 Aut) Historical evidence: Historians learn about the past by interpreting sources (Y1 Aut) Chronology: Recognise historical periods or events using arrows on a blank timeline (Y1 Spr) Chronology: Historians place events in the order in which they happened (Y1 Aut) Chronology: Decide whether a source shows life in a more or less recent time than another (Y1 Sum) Change & continuity: Over time, some things about a place stay the same and some things stay the same (Rec) 	<ul style="list-style-type: none"> Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources Chronology: Place a small selection of sources in order, from most to least recent 	<ul style="list-style-type: none"> Historical evidence: There are limits to what historians can learn from any collection of sources (Y3 Aut) Chronology: Use vocabulary like decade and century (Y3 Sum)
VCS	<ul style="list-style-type: none"> Community & family: My local community was different for families at different times in history (Y1 Aut) 	<ul style="list-style-type: none"> Community & family: Some aspects of life in my own community have changed over time and others have stayed the same 	<ul style="list-style-type: none"> Community & family: People in history lived in communities that look different to ours today (Y2 Sum) Community & family: There are many factors which can cause communities to change over time (Y3 Aut)

Year 2: Spring - Great fire of London

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Monarchs (kings and queens) are important people who help rule a country (Rec) Geography: The capital city of England is London (Y1) Before factories, most people lived in the countryside in cottages with two or three rooms. In small towns, homes were cramped and jettying was used to give people more space (Y1 Sum) 	<ul style="list-style-type: none"> 1660s London was dirty, busy, cramped, and homes were made of wood The Great Plague of 1666 meant that people lived in a locked down city The Great Fire of London started in a bakery in Pudding Lane and spread quickly People only had basic equipment like fire squirts, buckets and fire hooks to help them try and put it out It lasted just under five days and destroyed one third of London Primary and secondary sources like artefacts, images and texts – such as Samuel Pepys' diary – can tell us about the fire The fire spread quickly because most buildings were built close together out of flammable materials; there was a strong wind; fire fighting equipment was not good enough and relied on ordinary people; and the town mayor did not act quickly enough The Great Fire of London destroyed one third of London. It killed people and made 100,000 homeless After the Great Fire of London, building regulations were introduced, a fire service was established, and a monument to the fire was built 	<ul style="list-style-type: none"> Applying knowledge of what life was like in London in the 1660s to learning about the Scientific Revolution (Y5)
Disciplinary and procedural	<ul style="list-style-type: none"> Chronology: Recognise historical periods or events using arrows on a blank timeline (Y1 Spr) Historical significance: Historians choose to study people or events in the past because they resulted in change (Y1 Sum) Causation: Things happen because something causes them to happen (Y1 Spr) Historical evidence: Historians learn about the past by interpreting sources (Y1 Aut) Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2 Aut) Science: Use a Venn diagram to classify items into two or three sets based on properties (Y1 Sum) Change & continuity: Some changes happen more quickly than others. The world is changing more quickly in more recent history (Y1 Sum) 	<ul style="list-style-type: none"> Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today Causation: Some things have lots of causes Causation: Causes can be long-term conditions or short-term triggers Change & continuity: Historians describe how changes affect people's lives 	<ul style="list-style-type: none"> Historical significance: Historians can set their own criteria for what they consider to be significant, and why it should be studied (Y4) Causation: Some things that have lots of causes that are connected in some way (Y3) Change & continuity: The impact of larger-scale changes can be seen in [my local area] (Y4 Summer)
VCs	<ul style="list-style-type: none"> Quest for knowledge: It took a long time for the knowledge that we have today to develop (Y1 Spr) 	<ul style="list-style-type: none"> Power, empire & democracy: The King or Queen (monarch) has power to make new rules in a country 	<ul style="list-style-type: none"> Power, empire & democracy: Different places have different systems of government. Some can be autocratic; some can be democratic. The UK has a democracy (Y3 Sum)

Year 2: Summer - Explorers

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Science: The Moon in the sky is more visible at night (Y1) • Geography: There are seven continents in the world, six of which people live on (Y1) • Apollo 11 was the mission that sent two men to walk on the Moon (Y1 Sum) 	<ul style="list-style-type: none"> • Sacagawea was a Shoshone (Native American) woman who lived a long time ago. She was captured by another tribe as a child and sold • Michael Collins was an American man who lived some time after Sacagawea had died. He always wanted to be a pilot and became an Air Force test pilot • Sacagawea joined the Lewis & Clark expedition to explore and make maps of North America • Michael Collins joined Apollo 11, a mission to the Moon to try and win the Space Race • Sacagawea made many contributions to her expedition, including translating the Shoshone language and finding food • Michael Collins piloted the Colombia and made sure that the other astronauts in the Eagle returned to Earth safely • Sacagawea was not celebrated at the time of the expedition but has been celebrated since • Michael Collins was widely praised at the time of the expedition, but many people forget that he was on Apollo 11 today! 	<ul style="list-style-type: none"> • The experience of Native Americans and other indigenous peoples across the world during colonisation (Y5)
Disciplinary and procedural	<ul style="list-style-type: none"> • Similarity & difference: Historians study the way things were different in the past. (Y1 Spr) • Chronology: Decide whether a source shows life in a more or less recent time than another (Y1 Sum) • Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2 Spr) • Science: Use a Venn diagram to classify items into two or three sets based on properties (Y1 Sum) • Geography: A map is a drawing of a place from above (EYFS) 	<ul style="list-style-type: none"> • Similarity & difference: Similarities and differences exist between two individuals who lived in the past 	<ul style="list-style-type: none"> • Similarity & difference: Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences (Y3 Sum)
VCS	<ul style="list-style-type: none"> • Community & family: My local community was different for families at different times in history (Y1 Aut) 	<ul style="list-style-type: none"> • Community & family: People in history lived in communities that look different to ours today • Quest for knowledge: Sometimes it was the contributions of important individuals that were important in advancing our knowledge 	<ul style="list-style-type: none"> • Community & family: In communities in the past, different people often had very defined roles. In the earliest communities, families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves (Y3 Aut) • Quest for knowledge: People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today (Y3 Aut)