



# Singleton Church of England Primary School


## Progression of Skills and Knowledge

### History - Y2



Year 2 Unit 1

Bonfire Night and the Great fire of London



Year 2 Unit 2


Holidays



Year 2 Unit 3

Our Local Hero's



<b>SUBSTANTIVE CONCEPTS</b> 8 Substantive concepts are concepts that children will come across repeatedly throughout their education in history <b>Highlighted concepts covered in unit</b>	<b>Leadership</b> , agriculture, migration, <b>civilisations</b> , childhood, worship, society, equality	Leadership, agriculture, migration, civilisations, <b>childhood</b> , worship, society, <b>equality</b>	<b>Leadership</b> , agriculture, migration, civilisations, <b>childhood</b> , worship, society, equality
<b>DISCIPLINARY CONCEPTS</b>	<b>Sequencing the past- Chronology</b>	<b>Change and development</b> <b>Significance and interpretations</b> <b>Historical Enquiry</b>	<b>Change and development</b> <b>Significance and interpretations</b> <b>Historical Enquiry</b>
<b>KEY VOCABULARY</b>	Catholic, protestant, hero, villain, treason, eyewitness, plot	Holiday, recent past, twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday, recent past, infer	Hero, local, chronological order, source, artefact, fragile, evidence, document, object, image
<b>SUBSTANTIVE KNOWLEDGE</b>  Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.	<ul style="list-style-type: none"><li>Knows about the Stuart period,</li><li>Know about King James I.</li><li>Know it was illegal to belong to any other than the Church of England.</li><li>Know Catholics had to worship in secret – if they were found out they would be put in prison</li><li>Know Henry the V111 started the protestant church – the Church of England in 1534.</li><li>Know Catholics and Protestants began fighting for control of the country and to be able to worship as they wanted.</li><li>Know the story of the Gunpowder Plot.1605</li><li>Bonfire Night is celebrated 5th November to commemorate the failure of the Gunpowder Plot.</li><li>Know the plot was organised by Robert Catesby</li><li>Know the plotters put gun powder in a cellar that was directly below the House of Lords.</li><li>Know that Guy Fawkes is the best remembered of the 13 plotters. He was an explosives expert, and he was discovered in the cellars beneath the Palace of Westminster.</li><li>Know about The Great Fire of London in 1666.</li><li>Know the fire started in a bakery on Pudding Lane.</li><li>Buildings were close together and often made of wood, meaning that the fire spread quickly.</li><li>Know many years after the fire, buildings were rebuilt further apart and made with stone.</li><li>Know how using sources in history help us find out about the past - Samuel Pepys kept his diary</li></ul>	<ul style="list-style-type: none"><li>Know the government in the 1950’s passed a law – which meant people that worked had an entitlement to holidays and were able to take time off work with pay.</li><li>Know what a holiday was like in 1950 – using stories and artefacts to develop knowledge</li><li>Know the development of transport and how that initially developed seaside holidays through car ownership and improved rail links</li><li>Know how improved transport ultimately led to the demise of seaside resorts in Britain, through cheaper air travel.</li><li>Know how technology led to many other changes to holidays, for example through the development of the camera / phone<ul style="list-style-type: none"><li>First picture postcard 1894</li><li>Box brownie camera 1900</li></ul></li><li>Know what souvenirs are and how they have they changed over time</li></ul>	Focus on 2 local heroes – one from the past and one from the present – ensure that diversity is addressed (cultural, ethnic and social backgrounds and from different eras). Choose from the following  <ol style="list-style-type: none"><li>Richard Dumbreck – links to the Trust and the role he played in the Growth and Development of Singleton Village from 2003 onwards</li><li>Miller family – built key parts of the village –e.g. school/ village hall / station etc</li><li>Lubaina Himid, artist – from Preston – first Black winner of the Turner Prize</li><li>Saira Hussain, architectural designer Saira is one of the UKs most successful and influential women working in architecture. She established Hussain Architectural Design in Burnley in 2011 when she was 23 and, despite being told that construction is no place for a woman, Saira has built an internationally award-winning business. Could compare the buildings she has designed with the ones in the Village</li></ol>  <ul style="list-style-type: none"><li>Know what is meant by local</li><li>Know what is meant by a hero – qualities heroes should have - bravery, actions and achievements.</li><li>Knows how to use images / objects/ sources -to find out about the past – photos / pictures / paintings etc associated with their local hero</li><li>Knows how to model how to look closely at an image/ artefact/ source and then reach a conclusion from what you see. Explain that you may not be entirely sure of your idea, so you will need to use other sources to become more certain.</li></ul>
<b>CHRONOLOGICAL KNOWLEDGE</b>	<ul style="list-style-type: none"><li>Knows about the Stuart period.</li><li>Can sequence events of the Great Fire of London and the gunpowder plot.</li></ul>	<ul style="list-style-type: none"><li>Knows about the time period when holidays first started in the late 1800s and into the 1900s.</li></ul>	<ul style="list-style-type: none"><li>Knows about the 1900s and early 2000s linked to the local heroes.</li></ul>
<b>MAKING CONNECTIONS</b>  <b>Key knowledge / key questions</b>	<b>EYFS (For Year 1 Pupils)</b> Make connections with topic <b>Once upon a time</b> from foundation – focus on how they learnt about <ul style="list-style-type: none"><li>How life has changed from books which were set in the past. E.g. Jack and the Beanstalk vs present</li><li>Finding out about who lived in castles.</li><li>What was it was like to live in a castle.</li><li>Focus on going back in time again and this time looking at the City of London</li></ul>	<b>EYFS (For Year 1 Pupils)</b> Make connections with topic <b>Pirates and seaside</b> from foundation – focus on how they learnt about <ul style="list-style-type: none"><li>How life has changed since pirate times.</li><li>Why there were pirates.</li><li>Who some famous pirates from the past were. – how they travelled</li><li>If we still have pirates today</li><li>What is it like at the seaside.</li></ul>	<b>EYFS (For Year 1 Pupils)</b> Make connections with topic <b>Nature Detectives from</b> foundation – focus on how they learnt about <ul style="list-style-type: none"><li>Learning about how Beatrix Potter inspired a love of nature. ( from the Lake district )</li><li>-Who John Muir and Charles Darwin were and what they did.</li><li>-What these people did: David Attenborough, Chris Packham, JB (Down on the Farm), Hamza (Let’s Go for a Walk)</li><li>-How people’s awareness of conservation has been raised by these people.</li></ul>

	<p><b>Cycle A/B (for Y2 pupils)</b></p> <p>Make the connections with a Chronology across previously studied units</p> <p>As the children travel along the timeline, point out other events along the way from Rising Stars History Year 1 Unit 2: The Greatest Explorers and Unit 3: Great Inventions: Transport.</p> <p>Show where todays topic fits on the timeline</p> <p>Make connections between the development of transport – trains / aeroplanes how they have evolved.</p> <p>What do they think fire engines might have looked like in the past? Do you think they have changed?</p>	<p><b>Cycle A/B (for Y2 pupils)</b></p> <p>Do you remember – the topic on Great inventions – what did we learn about – development of planes and railways.</p> <p>Can you remember who the great inventors were? Orville and Wilbur Wright and George Stephenson and what did they invent?</p> <p>Today we are going to start our new topic on holidays – how do you think the invention of the train and the aeroplane might link to our new topic?</p> <p>Do you think holidays today would be different if the train and the aeroplane had not been invented?</p> <p>Can you remember the Great explorer’s topic – how did some of them travel?</p> <p>Focus on changes to holidays – make connections to My Family History unit – how we looked at how school, shops, toys etc were different and had changed over time</p> <p>Today we are going to look at how holidays have changed from the 1950’s – do you have any ideas as to what might have changed?</p>	<p><b>Cycle A/B (for Y2 pupils)</b></p> <p>Making connections - The unit will support the children in gaining an understanding of the breadth people can make in order to become significant, and will make links with the prior learning in Year 1 Unit 2: The Greatest Explorers</p> <p>Who can tell me about the Greatest Explorers that we studied – what were their names where did they explore what makes them special?</p>
<p><b>DISCIPLINARY CONCEPTS &amp; HISTORICAL ENQUIRY</b></p> <p>Disciplinary concepts are concepts used in the study of history. They form the basis of many questions’ historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance</p> <p>Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past.</p> <p>Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.</p>	<p><b>Constructing / Communicating the past</b></p> <ul style="list-style-type: none"><li>• Use a wide vocabulary of every day historical terms – now / then same / different</li><li>• Organise and communicate their understanding of the past in a variety of ways – speaking, role play, drawing and writing</li><li>• Understand historical concepts and use them to make simple connections and draw contrasts.</li></ul> <p><b>Sequencing the past- Chronology</b></p> <ul style="list-style-type: none"><li>• Recognising the distinction between past and present.</li><li>• Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</li><li>• Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</li></ul> <p><b>Change and development</b></p> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"><li>• Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. (Catholics)</li><li>• Identify that some things within living memory are similar and some things are different.</li><li>• Recognise some similarities and differences between the past and the present.</li><li>• Identify some similarities and differences between ways of life in different periods.</li></ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"><li>• Begin to identify old and new things across periods of time through pictures, photographs and objects.</li><li>• Begin to understand that some things change and some things stay nearly the same.</li></ul> <p><b>Significance and interpretations</b></p> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"><li>• Explain reasons why someone might be significant.</li><li>• Talk about why the event or person was important and what changed/happened</li></ul> <p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"><li>• observe and use pictures, photographs and artefacts to find out about the past;</li><li>• explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</li><li>• start to understand that there can be different versions of the same event from the past;</li><li>• start to use stories or accounts to distinguish between fact and fiction;</li></ul> <p><b>Historical Enquiry</b></p> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"><li>• observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li><li>• use evidence to explain the key features of events</li><li>• sort some objects/artefacts into new and old and then and now.</li></ul>	<p><b>Sequencing the past- Chronology</b></p> <ul style="list-style-type: none"><li>• Recognising the distinction between past and present.</li><li>• Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</li><li>• Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</li></ul> <p><b>Change and development</b></p> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"><li>• Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.</li><li>• Identify that some things within living memory are similar and some things are different.</li><li>• Recognise some similarities and differences between the past and the present.</li><li>• Identify some similarities and differences between ways of life in different periods.</li></ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"><li>• Identify similarities and differences between ways of life in different periods including own life by making simple comparisons to parts of stories, and features of events</li><li>• Recognise that their own lives are different from the lives of people in the past- by describing some of the topics, events and people that they have studied</li><li>• Use simple stories and other sources to show that they know and understand key features of events.</li></ul> <p><b>Significance and interpretations</b></p> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"><li>• Explain reasons why someone might be significant.</li><li>• Talk about why the event or person was important and what changed/happened.</li></ul> <p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"><li>• observe and use pictures, photographs and artefacts to find out about the past;</li></ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"><li>• know and recount episodes from stories and significant events in history;</li><li>• understand that there are reasons why people in the past acted as they did; describe significant individuals from the past.</li></ul> <p><b>Presenting, Communicating and Organising</b></p> <ul style="list-style-type: none"><li>• talk, write and draw about things from the past;</li><li>• use historical vocabulary to retell simple stories about the past.</li></ul> <p><b>Substantive Concepts and Historical</b></p> <ul style="list-style-type: none"><li>• start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;</li><li>• talk and write about things from the past using some historical vocabulary</li></ul> <p><b>Historical Enquiry</b></p> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"><li>• Identify some of the basic ways the past can be represented.</li><li>• To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories)</li><li>• Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li></ul> <p><b>Using sources as evidence</b></p> <ul style="list-style-type: none"><li>• Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li><li>• Use sources to answer <i>simple</i> questions about the past.</li></ul>	<p><b>Constructing / Communicating the past</b></p> <ul style="list-style-type: none"><li>• Use a wide vocabulary of every day historical terms – now / then same / different</li><li>• Organise and communicate their understanding of the past in a variety of ways – speaking, role play, drawing and writing</li><li>• Understand historical concepts and use them to make simple connections and draw contrasts.</li></ul> <p><b>Sequencing the past- Chronology</b></p> <ul style="list-style-type: none"><li>• Recognising the distinction between past and present.</li><li>• Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</li><li>• Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</li></ul> <p><b>Change and development</b></p> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"><li>• Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.</li><li>• Identify that some things within living memory are similar and some things are different.</li><li>• Recognise some similarities and differences between the past and the present.</li><li>• Identify some similarities and differences between ways of life in different periods.</li></ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"><li>• Begin to identify old and new things across periods of time through pictures, photographs and objects.</li><li>• Begin to understand that some things change and some things stay nearly the same.</li></ul> <p><b>Significance and interpretations</b></p> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"><li>• Explain reasons why someone might be significant.</li><li>• Talk about why the event or person was important and what changed/happened.</li></ul> <p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"><li>• observe and use pictures, photographs and artefacts to find out about the past;</li><li>• explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</li></ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"><li>• know and recount episodes from stories and significant events in history;</li><li>• understand that there are reasons why people in the past acted as they did; describe significant individuals from the past.</li></ul> <p><b>Presenting, Communicating and Organising</b></p> <ul style="list-style-type: none"><li>• talk, write and draw about things from the past;</li><li>• use historical vocabulary to retell simple stories about the past.</li></ul> <p><b>Substantive Concepts and Historical</b></p> <ul style="list-style-type: none"><li>• start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;</li><li>• talk and write about things from the past using some historical vocabulary</li></ul> <p><b>Historical Enquiry</b></p> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"><li>• observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li><li>• use evidence to explain the key features of events</li><li>• sort some objects/artefacts into new and old and then and now.</li></ul>

