

# YEAR 2

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>CHRONOLOGICAL UNDERSTANDING</b> Aim 1, 2	The three <b>Prime</b> ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.  <b>Specific:</b>  Past and Present ELG  Understand the past through settings, characters and events encountered in books read in class and storytelling.	<b>Sequence events, artefacts/objects, photographs in order of time.</b> Remember parts of stories and memories about the past.	<b>Sequence events, artefacts/objects, photographs closer together in time.</b> Remember parts of stories and memories about the past in increasing depth. Place events on a <b>simple timeline</b> , adding times previously studied.	Begin to use words and phrases such as <b>century</b> and <b>decade</b> to aid <b>chronological understanding</b> . Understand <b>timelines</b> can be divided in <b>BC and AD</b> . Place period of study onto timeline, adding times previously studied, beginning to use BC and AD.	Place period of study onto timeline, adding times previously studied using BC and AD. Place events from a period of time into a timeline. Use words and phrases such as <b>century, decade</b> to aid <b>chronological understanding</b> .	Draw and place a timeline with different time periods outlined. Confidently use words and phrases such as <b>century, decade</b> to aid chronological understanding.	Draw and place a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. Confidently use words and phrases such as <b>century</b> and <b>decade</b> and introduce words and phrases for movements or times of change to aid chronological understanding.
<b>COMMUNICATE HISTORICALLY</b> Aim 3	The three <b>Prime</b> ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.  <b>Specific:</b>  Past and Present ELG  Talk about the lives of the people around them and their roles in society.	Begin to use appropriate historical vocabulary to communicate including: <b>old, new, now, then, a long time ago.</b> Introduce them to the words: <b>chronology, chronological order and parliament.</b>	Use appropriate historical vocabulary to communicate including: <b>old, new, now, then, a long time ago.</b> Continue to gain understanding of words: <b>chronology, chronological order, parliament and peasantry.</b>	Use appropriate historical vocabulary to communicate including: <b>folly, achievement, significant impact, ruler, era, time period, dates, chronology, chronological order, peasantry, civilisation, empire, century, decade.</b>	Refer to previous years with addition of: <b>empire, dissolution, expansion, civilisation, legacy, century, impact across centuries, peasantry, empire, decade.</b>	Refer to previous years with addition of: <b>military campaign, dictator, parliament, refugee, evacuation, civilisation, monarch, hierarchy, extinct, origin, peasantry, hierarchy, civilisation, empire, century, decade.</b>	Refer to previous years with addition of: <b>peasantry, civilisation, empire, pioneering, democracy, mythology, tragedy, city-state, philosopher, omission,</b>

	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						<p>century, decade.</p>
<p><b>HISTORICAL CONCEPTS Aim 4</b></p>	<p>The three <b>Prime</b> ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></p> <p>Past and Present ELG</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>Cause and consequence:</b> Begin to recognise that events take place for a reason. Begin to recognise what happens as a result of people's actions. <b>Similarities and differences:</b> Begin to identify similarities and differences between the past and present. <b>Significance:</b> Begin to identify who was important based on specific historical events.</p>	<p><b>Cause and consequence:</b> Recognise that events take place for a reason. Recognise that what happens is a result of people's actions. <b>Similarities and differences:</b> Identify similarities and differences between the past and present. <b>Significance:</b> Identify who was important based on specific historical events and begin to understand why.</p>	<p><b>Cause and consequence:</b> Recognise and understand why people did things. Recognise and understand why some events happened. Recognise and understand what happened as a result of people's actions or events. <b>Similarities and differences:</b> Identify similarities and differences between ways of life in different periods. <b>Significance:</b> Identify who was important based on specific historical events and why.</p>	<p><b>Cause and consequence:</b> Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes. <b>Similarities and differences:</b> Identify similarities and differences between different periods in further depth e.g. <b>social, belief, local, individual.</b> <b>significance:</b> Identify and begin to describe significant people and events in the period of study.</p>	<p><b>Cause and consequence:</b> Confidently identify and give reasons for historical events, situations and changes. Begin to offer explanations about why people in the past acted as they did. <b>Similarities and differences:</b> Show an increased understanding of similarities and differences between different periods in further depth e.g. <b>social, belief, local, individual.</b> <b>Significance:</b> Understand and describe that some people, events and developments are seen as more significant than others.</p>	<p><b>Cause and consequence:</b> Provide clear explanations for why people in the past acted as they did, commenting on the effects of their actions (using evidence to support and illustrate their explanation). <b>similarities and differences:</b> Show a clear understanding of similarities and differences between different periods in further depth e.g. social, belief, local, individual. <b>Significance:</b> Understand, describe and give reasons why some events, people or development</p>

							s are seen as more significant than others.
<b>HISTORICAL ENQUIRY Aim 5</b>	<p>The three <b>Prime</b> ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>With support, find information to ask and answer simple questions about the past using sources such as <b>artefacts</b> and photographs.</p>	<p>Use a range of sources to find out about the past with increasing independence. Begin to independently ask and answer questions about the past.</p>	<p>Use a range of sources to find out about a period. Independently ask and answer questions about the past. With support, select and record information relevant to the study. Use the library and internet for research.</p>	<p>Use evidence to build up a picture of a past event. Ask and answer questions about the past, considering aspects of historical concepts. Begin to independently select and record information relevant to the study. Suggest where we might find answers to questions, considering a range of sources. Use the library and internet for research.</p>	<p>Begin to identify primary and secondary sources and how they are used to find information about the past. Ask and answer questions about the past, considering aspects of historical concepts. Independently select and record information relevant to the study. Use the library and internet for research.</p>	<p>Recognise primary and secondary sources and know how they are used to find information about the past. Suggest omissions and the means of finding out. Devise, ask and answer more complex questions about the past, considering aspects of historical concepts. Continue to independently select and record information relevant to the study. Use the library and internet for research.</p>
<b>INTERPRETING HISTORY Aim 6</b>	<p>The three <b>Prime</b> ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></p>	<p>Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? Begin to <b>compare sources</b> such as</p>	<p>Begin to develop awareness that different versions of the past may exist and start to suggest reasons for this. <b>Discuss and compare the reliability of photographs of</b></p>	<p>Be aware that different versions of the past may exist and start to suggest reasons for this. Distinguish between different sources and compare different</p>	<p>Be aware that different versions of the past may exist and suggest reasons for this. Begin to evaluate the usefulness of different sources, including text books and their historical knowledge.</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this. Compare accounts of events from different sources – fact or fiction.</p>	<p>Work out how conclusions were arrived at by linking sources and be aware that <b>evidence</b> will</p>


	<p><b>Past and Present ELG</b></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>pictures/photographs of people/events in the past.</p>	<p>people/events in the past.</p>	<p>versions of the same story. Look at <b>representations of the period</b> – museum, cartoon etc.</p>	<p>Look at <b>representations of the period</b> – museum, cartoon etc.</p>	<p>Look at <b>representations of the period</b> – museum, cartoon etc.</p>	<p>lead to a variety of conclusions. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Look at <b>representations of the period</b> – museum, cartoon etc.</p>
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**LONDON'S BURNING  
COMPOSITES**

Events beyond living memory that are significant nationally or globally.

**COMPONENTS**

	1	2	3	4	5	End Point
	<p>Can I order events?</p>	<p>How did London change in September 1666?</p>	<p>Can I use role play to demonstrate the events of the Great Fire of London?</p>	<p>Who was Samuel Pepys?</p>	<p>Why did the fire spread so quickly?</p>	<p>To sequence and understand the events that lead up to the Great Fire of London, research a source and consider the impact and consequence of the event.</p>
<p><b>CONCEPTS</b> <a href="#">T1 Concept Map</a></p>	<p>Conflict and Disaster</p>	<p>Similarities and Differences</p>	<p>Conflict and Disaster</p>	<p>Significance</p>	<p>Cause and Consequence</p>	<p>Children will understand the events leading up to the Great Fire of London, how they</p>

						<p>have been interpreted, and the consequence of the event.</p>
<p><b>SKILLS</b></p>	<p>Place events on a simple timeline, adding times previously studied.</p> <p>Use appropriate historical vocabulary to communicate: now, a long time ago</p> <ul style="list-style-type: none"> <li>- Chronological understanding</li> <li>- Communicate Historically</li> </ul>	<p>Sequence events close together in time</p> <p>Communicate their knowledge through drawing pictures and writing</p> <ul style="list-style-type: none"> <li>- Chronological understanding</li> <li>- Organisation and Communication</li> </ul>	<p>Communicate their knowledge through discussion and drama/role play</p> <p>Remember parts of stories and memories about the past in increasing depth</p> <ul style="list-style-type: none"> <li>- Organisation and Communication</li> <li>- Chronological understanding</li> </ul>	<p>Begin to independently ask and answer questions about the past</p> <p>Use a range of sources to find out about the past with increasing independence</p> <p>Identify who was important based on specific historical events and begin to understand why</p> <ul style="list-style-type: none"> <li>- Historical enquiry</li> <li>- Significance</li> </ul>	<p>Remember parts of stories and memories about the past in increasing depth</p> <p>Recognise that what happens is a result of people's actions</p> <p>Communicate their knowledge through making models and drama/role play</p> <ul style="list-style-type: none"> <li>- Chronological Understanding</li> <li>- Cause and Consequence</li> <li>- Organisation and Communication</li> </ul>	<p>Children will be able to sequence events using appropriate vocabulary, communicate knowledge through drawing, writing and role play. They will be able to recall parts of the Great Fire of London and ask and answer questions about the past, using sources to research ideas. Children will be able to consider the significance and consequence of the Great Fire of London.</p>
<p><b>KNOWLEDGE</b></p>	<p>The key events directly leading up to and</p>	<p>How the Great Fire of London impacted London</p>	<p>Know how to communicate</p>	<p>Who Samuel Pepys was and his significance</p>	<p>The impact of the Great Fire of London</p>	<p>To gain knowledge and be able</p>

<a href="#">The Great Fire of London Knowledge Organiser</a>	including the Great Fire of London		understanding of Great Fire of London			to enquire, to sequence events and discuss impact.
<b>LESSON LINK</b>	<a href="#">..\..\MTPs\History\Year 2\Term 1\Lesson 1</a>	<a href="#">..\..\MTPs\History\Year 2\Term 1\Lesson 2</a>	<a href="#">..\..\MTPs\History\Year 2\Term 1</a>	<a href="#">..\..\MTPs\History\Year 2\Term 1\Lesson 4</a>	<a href="#">..\..\MTPs\History\Year 2\Term 1\Lesson 5</a>	
<b>PROGRESSIVE VOCABULARY</b>	chronological chronological order sequence timeline disaster plague	chronological chronological order sequence	events disaster consequence	source information	consequence impact	Appropriately apply subject specific vocabulary
<b>CURRICULUM EXPERIENCES</b>			KIC Theatre - Role playing events of the Great Fire of London		"Setting fire" to the model GFoL houses.	
<b>END POINT</b>	Children will know how to order events including their own recent history and historically significant events including Florence Nightingale as covered in Year 1.	Children will know the key moments that led up to and were a factor in the Great Fire of London, considering both the sequence of events and beginning to think about the impact.	Children will use their retained knowledge of the events of the Great Fire of London and demonstrate their understanding through role play.	Children will use a range of sources in order to find out information about who Samuel Pepys was and his significance.	Children will know some of the impact that the Great Fire of London had.	Links back to the National Curriculum-children will have knowledge of significant national event.