

History – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 2 history planning placed in context of long-term knowledge growth.

| | Historical Content and Enquiry Questions. | Concepts, Ideas and Language | | Subject Rationale | Evidence Record |
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| YEAR 2 – Great Fire of London | How can we work out why the Great fire started? | Government/ parliament/politics/ leadership/law and order | Cabinet style of government Groups with different opinions were forerunners of Whigs and Tories | Learning about London before, during and after the Great Fire allows children to identify changes over time. Compared with the study of Conisbrough Castle in Year 1, where change may happen slowly over a long period of time, here, children will understand that a single event can bring about change and development quite quickly. Learning about the importance of London as a centre of trade forms the basis for comparison with trade in Tudor England in Year 4. An understanding of what religion looked like in Stuart times will also be used as a point of comparison when children study the Reformation in Year 4. | Diaries of Samuel Pepys and John Evelyn Paintings and illustrations Maps and plans Newspaper reports – London Gazette |
| | What happened during the fire and how do we know? | | Change | | |
| | Why did the fire burn down so many houses? | Legacy | St Paul’s Cathedral Architecture and design of modern city Building insurance | | |
| | Could more have been done to slow down the spread of the fire? | Conflict and resolution | Who was to blame for the fire getting out of hand so badly? | | |
| | How did people manage to live through the Great Fire? | Trade | Established trade routes. Exports: tea, silk, porcelain Imports: wool, tin, lead, silver | | |
| | How should we rebuild London after the Great Fire? | Religion | St Pauls Cathedral What is the purpose of cathedral? What happens there? | | |
| | YEAR 2 – Polar Explorers | Who on earth is this famous person? | Government/ parliament/politics/ leadership/law and order | | |
| How did Scott get to the South Pole and what happened then? | | Change | | Expanded knowledge of the world – polar explorers Understanding new habitats | |
| Why did Scott risk his life going to the South Pole? | | Legacy | Scott Polar Research Institute | | |
| How do we know what happened on Scott’s last journey? | | Conflict and resolution | <i>Scott vs Amundsen</i> : Competition between teams from different countries Race for prestige | | |
| Why did he not get to the pole first? | | Trade | | | |
| How should Scott be remembered today? | | Religion | | | |

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| YEAR 2– Remembrance | <p>The Gunpowder Plot</p> <p>Who was in charge during the Gunpowder Plot?</p> <p>What changed as a result of the Gunpowder Plot?</p> <p>Why do we remember the Gunpowder Plot?</p> <ul style="list-style-type: none"> • Monarchy and Parliament • Tension between religious groups; differences in practice • Plot, discovery and consequences • How do we remember nationally important events? | <p>Government/ parliament/politics/ leadership/law and order</p> | <p>James I Protestant government Catholic resistance</p> | <p>In Year 2 children carry out a study of a nationally significant event beyond living memory. This unit provides opportunity to understand a more complex view of tension between religious groups; which will be studied in more depth during the Year 4 Tudor topic.</p> <p>From Year 1, children will have an understanding of some of the ways in which significant individuals are remembered. During this topic this knowledge will be developed further with children understanding why and how some events are so significant as to be commemorated today.</p> | <p>Letters Royal proclamations</p> |
| | | <p>Conflict and resolution</p> | <p>Tension between Protestant government and Catholic groups Plot organized by English Catholic Robert Catesby in an effort to end the persecution of Roman Catholics by the English government.</p> | | |
| | | <p>Change</p> | <p>Following the failed plot, new laws were instituted in England that eliminated the right of Catholics to vote, among other repressive restrictions.</p> | | |
| | | <p>Legacy</p> | <p>1606: Parliament established 5th November as a day of thanksgiving. Bonfire Night celebrations in modern era</p> | | |
| | | <p>Religion</p> | <p>Differences between Protestantism and Catholicism James I sponsored an English translation of the Bible</p> | | |