

**Year 2 - Progression in History grid**

Term Topic	Autumn Amelia Earhart	Spring Apollo 11		Summer The Great Fires of London
Themes	Trailblazers	Trailblazers	Innovation and Discovery	Our Community
<b>Big question and key concept</b>	<b>Why was Amelia Earhart such a significant woman? (Significance)</b>	<b>What did Neil Armstrong do for space travel? (Significance)</b>		<b>What caused the Great Fire of London to spread so quickly and could this have happened in Northwich?(Cause and consequence)</b>
<b>Prior knowledge</b>	From Y1 - the lives of significant explorers Know about toys from the past	From Y1 - lives of significant explorers		From Y1 - Guy Fawkes and Gunpowder plot From Autumn term Knights and castles
<b>Prior skills from year 1</b>	Children can distinguish between fact and fiction. Find answers to simple questions about the past from sources of information.	Know and recount episodes from stories about the past Find answers to simple questions about the past from sources of information		Know and recount episodes from stories about the past. Find answers to simple questions about the past from sources of information.
<b>Key vocabulary</b>	Explorer Significance Investigate Evidence	Pioneer Research Impact Discovery		Compare Contrast Eyewitness report Century
<b>NC Statutory Requirements</b>	Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements.	Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements.		I know about events beyond living memory that are significant nationally or globally. I can describe the lives of significant individuals in the past who have contributed to national and international achievements.
<b>Skills covered</b>	<b>Historical enquiry</b> Use a source - observe or handle sources to answer questions about the past based on simple observations.  <b>SOURCES: Newspaper reports, photographs and film footage</b>	<b>Range and depth of historical knowledge</b> Recognise why people did things, why events happened and what happened as a result  <b>SOURCES: film footage, quotes from people who knew Neil Armstrong and photographs</b>		<b>Range and depth of historical knowledge</b> Recognise why people did things, why events happened and what happened as a result. <b>Historical enquiry</b> Use a source - observe or handle sources to answer questions about the past on the basis of simple observations. <b>Interpretations of history</b> Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/accounts. <b>SOURCES: Samuel Pepys diary and paintings of the fire</b>
<b>Key Performance Indicators</b>	I can name Amelia Earhart and describe why she was significant. I can use a source to consider evidence. I can explain why Amelia Earhart was a role model for girls and women.	I can explain the significance of Neil Armstrong's mission to the moon.  I can compare Neil Armstrong to other explorers.		I can describe what we know about the Great Fire of London using sources of evidence. I can describe why the Great Fire of London spread so quickly and how buildings changed as a result of this. I can compare buildings in Northwich with buildings in London in 1666.
<b>Lessons</b>	<ol style="list-style-type: none"> <li>How was Amelia Earhart different from other women in the 1900s?</li> <li>Events that changed Amelia's life. Timeline of aviation</li> <li>Aviation over the years and how it has changed</li> <li>Amelia's transatlantic flight and final flight</li> <li>Consider sources of information about what happened to AH</li> <li>Key things Amelia did in aviation. Timeline</li> </ol>	<ol style="list-style-type: none"> <li>What was the space race and who won?</li> <li>Timeline of space travel</li> <li>What was the Apollo 11 mission and why was it important?</li> <li>Who was Neil Armstrong and why was he important? Timeline</li> <li>How was Neil Armstrong similar and different to Amelia Earhart?</li> </ol>		<ol style="list-style-type: none"> <li>London past and present</li> <li>Life and jobs in 17<sup>th</sup> Century - focus on fire fighting and compare to today</li> <li>Timeline of Great Fire of London events</li> <li>How do we know about the fire?</li> <li>What happened after the fire? How did London change?</li> <li>Compare to buildings in Northwich at the same time</li> </ol>
<b>Assessment</b> Prior Knowledge Check	<b>PKC:</b> order boats from oldest to newest/fact or fiction explorers	<b>PKC:</b> remember key facts from AE's life story		<b>PKC:</b> use a source to answer questions about Northwich in the past
	<b>PP:</b> Quiz with multiple choice answers	<b>PP:</b> draw a story map of the Apollo Mission using key words from board		<b>PP:</b> Fill in missing words in a paragraph about the event of the fire

Progress Pause Final Assessment	<b>FA:</b> Answer the question: Why was Amelia Earhart such an important woman? Zones of relevance	<b>FA:</b> Who was more significant Amelia Earhart or Neil Armstrong?	<b>FA:</b> After building and setting fire to a cardboard model of London, children to write a newspaper article/ film a report (green screen?) about why the fire spread so quickly.
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