

# History Progression of Knowledge

## Year 2

Enquiry	Was Captain Scott a hero?	Who was Mary Seacole?	What happened to London in London during the fire of 1666? (compare with GFof Blandford)
Prior Learning links and rationale	<ul style="list-style-type: none"> <li>● Geography - Why don't penguins fly? - Year 2</li> <li>● How does the weather affect our lives? - Antarctica/ Deserts - year 1</li> <li>● Community link - Local man was a member of Scott's 1<sup>st</sup> expedition team/ Edgar Evans lived in Swanage/Military link to Army Base in Blandford</li> </ul>	<ul style="list-style-type: none"> <li>● Mary Anning - attitudes to women - Year 1</li> <li>● Community link - School House (Seacole)</li> </ul>	<ul style="list-style-type: none"> <li>● Community Link - comparison with Great Fire of Blandford.</li> </ul>
Vocabulary	blizzard explorer memorial frostbite exhausted starving hero expedition British Norwegian freezing sledge tent devastated strive courage century	healer health infection herbal remedy British Hotel unhygienic Crimea Front Line battlefield discrimination racism courage century	fire destroyed London River Thames cathedral diary escape bakery monument water squirts chandler eyewitness extinguish firebreak century
Disciplinary Concepts	<ul style="list-style-type: none"> <li>● chronology</li> <li>● significance</li> <li>● change and continuity</li> <li>● similarity and difference</li> <li>● cause and consequence</li> <li>● interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>● chronology</li> <li>● significance</li> <li>● change and continuity</li> <li>● similarity and difference</li> <li>● cause and consequence</li> <li>● interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>● chronology</li> <li>● significance</li> <li>● change and continuity</li> <li>● similarity and difference</li> </ul>

			<ul style="list-style-type: none"> <li>• cause and consequence</li> <li>• interpretation.</li> </ul>
Substantive Concepts	<ul style="list-style-type: none"> <li>• Power</li> <li>• Society</li> <li>• Legacy</li> <li>• Conquest</li> </ul>	<ul style="list-style-type: none"> <li>• Power</li> <li>• Society</li> <li>• Legacy</li> <li>Conquest</li> </ul>	<ul style="list-style-type: none"> <li>• Power</li> <li>• Society</li> <li>• Legacy</li> <li>Conquest</li> </ul>
	<p>Children to ask historically relevant questions, making inferences from a photograph.</p> <p>Children grasp the key features of Antarctica and appreciate why exploration of that place would be dangerous. (link to Geography prior learning)</p> <p>Pupils know Scott's fateful expedition took place 110 years ago and place this chronologically on a class timeline.</p> <p>Pupils can correctly sequence between 4 and 6 stages of Scott's journey and can discuss the setbacks he faced.</p> <p>Children to be able to give 2 or 3 valid reasons for his expedition.</p> <p>Pupils can identify sources, which provide evidence for historical statements.</p> <p>Pupils can offer at least 2 valid reasons as to why Scott was beaten to the South Pole.</p> <p>Pupils are able to offer appropriate ideas as to what is really significant about</p>	<p>Children are able to draw conclusions from simple visual clues, such as a painting and a plaque.</p> <p>Pupils know that Mary Seacole was Jamaican and locate Jamaica on a map of the world.</p> <p>They know she was born 200 year ago and place this on a class timeline.</p> <p>They learn that she is thought to be the greatest black Briton and is celebrated in many ways including a statue opposite Houses of Parliament in London</p> <p>They appreciate that her achievement happened a long time before being properly recognised (Mary Anning link)</p> <p>Children can sequence main events in Mary's life into three distinct phases (before, during and after the Crimean War).</p> <p>They are able to identify a key episode in Mary's life as a turning point.</p> <p>Pupils know that Mary was determined to go to Crimea despite being rejected as a nurse.</p> <p>She was brave and visited the soldiers on the battlefield during ceasefires.</p>	<p>Pupils locate London on map and recognise that it is the capital city of the UK.</p> <p>Pupils know that the Great Fire of London happened and place just over 350 years ago and position this on a class timeline.</p> <p>Pupils know the probable cause of the Great Fire of London.</p> <p>Pupils to use a range of pictorial and written sources to identify the reasons for the cause and spread of the fire.</p> <p>Pupils can identify 4 reasons for devastating fire.</p> <p>Pupils can describe what living conditions in London were like for most people in 1666 and how these conditions enabled the fire to spread so quickly,</p> <p>Pupils can recall some of the main events that occurred during the fire and can sequence 5 main events in chronological order.</p>

	<p>Scott's expedition and why it is remembered.</p> <p>Pupils to know that other expeditions to the South Pole have occurred and to be able to identify some similarities and differences between Scott's expedition and that of the Ice Maidens.</p>	<p>Pupils are able draw on their knowledge and identify 3 important aspects of Mary's life</p> <p>Pupils can explain that Mary set up her hotel to improve soldier's lives, during the Crimean War, by providing food, comfort etc.</p> <p>Pupils can select sources, which provide evidence for historical statements made about Mary.</p> <p>Pupils can identify the characteristics that made Mary special.</p> <p>Pupils can give 3 reasons why Mary Seacole deserves a statue</p>	<p>Pupils know who Samuel Pepys was and why his diary is an important source of primary evidence of the fire.</p> <p>Pupils can explain why the fire took so long to extinguish and the main actions that were taken to control it.</p> <p>Pupils can identify the main events of the Great Fire of Blandford and can explain how key locations in our town are linked to these events.</p> <p>Pupils can identify some similarities and differences between the Great Fires of London and Blandford.</p>
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