


	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2		How was life different for rich and poor Tudors?		What caused the Great Fire of London? What did we learn from it so it does not happen again?	What was life like for a Victorian child?	What are Pirates and how did they travel around the world?
Topic	Australia	Tudors	Ice	Great Fire of London	Victorians	Pirates
Retrieval		Can you remember the name of a Tudor Queen? Can you name any other monarchs? (Three Queens Year 1)		Can you order the Tudor/Victorian period? What information can they remember about these two eras?	Can you remember any information from the Victorian era – Queen, Empire? Recap on the Three Queens – can they order them? We will be focusing on the Queen in the middle (Victoria)	Tudors and Elizabeth I. Sir Francis Drake and his trip around the world, where he was a Privateer (a pirate who attacked Spanish ships and towns with the permission of the Queen).
Chronology		<p>Substantive Knowledge: Know the order of the Tudor monarchs: Henry VII, Henry VIII, Edward VI, Mary I, Elizabeth I (1485–1603).</p> <p>Disciplinary Knowledge: Sequence the Tudor monarchs on a timeline and say when the Tudor period happened compared with modern times.</p>		<p>Substantive Knowledge: Know that the fire started on 2 September 1666 in Pudding Lane and lasted four days</p> <p>Disciplinary Knowledge: Place the Great Fire of London on a timeline between the Tudor and Victorian periods.</p> <p>Sequence key events of the fire.</p>	<p>Substantive Knowledge: Know that Queen Victoria reigned from 1837–1901 and led an era of invention, industry and empire.</p> <p>Disciplinary Knowledge: Place Queen Victoria on a timeline and link her to previous monarchs studied.</p>	<p>Substantive Knowledge: Know that the Golden Age of Piracy was between 1650–1730 and that pirates travelled and attacked ships worldwide.</p> <p>Disciplinary Knowledge: Place piracy on a world timeline and relate it to the Tudor and Stuart periods.</p>

<p>People, events and significance</p>		<p>Substantive Knowledge: Know key figures and events: Henry VIII (the break from the Catholic Church, six wives), Elizabeth I (Spanish Armada, Golden Age).</p> <p>Disciplinary Knowledge: Discuss why Henry VIII and Elizabeth I were significant in shaping Britain’s history.</p>		<p>Substantive Knowledge: Know key figures: King Charles II, Samuel Pepys (diary writer), Sir Christopher Wren (architect).</p> <p>Disciplinary Knowledge: Explain why Pepys and Wren are remembered and why the fire is a significant national event.</p>	<p>Substantive Knowledge: Know that Charles Dickens was a famous writer who described the lives of poor Victorian children.</p> <p>Disciplinary Knowledge: Explain why Queen Victoria and Charles Dickens are significant historical figures.</p>	<p>Substantive Knowledge: Know key figures: Sir Francis Drake, Grace O’Malley, Blackbeard, Anne Bonny.</p> <p>Disciplinary Knowledge: Say why these people were significant — explorers, privateers, or criminals.</p>
<p>Change and continuity</p>		<p>Substantive Knowledge: Know that Tudor society had clear divisions between rich and poor — in homes, clothes and education.</p> <p>Disciplinary Knowledge: Compare life for rich and poor Tudors and explain what has changed over time.</p>		<p>Substantive Knowledge: Know that London was rebuilt after the fire with wider streets, brick houses and improved sanitation.</p> <p>Disciplinary Knowledge: Compare London before and after the fire to see what changed and what stayed the same.</p>	<p>Substantive Knowledge: Know how life for children, schooling and work has changed since Victorian times.</p> <p>Disciplinary Knowledge: Compare children’s daily life then and now using pictures, sources and role-play.</p>	<p>Substantive Knowledge: Know that ships, weapons and laws changed over time, reducing piracy.</p> <p>Disciplinary Knowledge: Compare pirate life then and now, discussing what has changed and what has stayed the same.</p>
<p>Cause and consequence</p>		<p>Substantive Knowledge: Know that Henry VIII’s decision to form the Church of England caused major religious changes across Britain.</p> <p>Disciplinary Knowledge: Talk about how one person’s actions (Henry</p>		<p>Substantive Knowledge: Know that the fire spread quickly because houses were made of wood, close together and there was wind.</p> <p>Disciplinary Knowledge: Discuss what lessons were learned from the</p>	<p>Substantive Knowledge: Know that poor working conditions caused social changes and new laws for education and child labour.</p> <p>Disciplinary Knowledge: Discuss why people campaigned for better</p>	<p>Substantive Knowledge: Know that poverty, harsh ship life and trade routes caused people to turn to piracy and that stronger naval control ended it.</p> <p>Disciplinary Knowledge: Discuss what happened because of piracy (fear,</p>

		VIII) had long-lasting consequences.		fire and how it changed future building design.	living and working conditions.	loss of trade, new naval laws).
Contextual Vocabulary		King, Queen, Monarch, Nation, Invasion, Resistance, Church, Religion, Trade.		King/Queen Kingdom Nation Church Parliament	Queen, Kingdom, Empire, Nation, Punishment.	King, Queen, Empire, nation, punishment, colony, trade, tax
Topic Vocabulary		Armada, divorce, heir, Old, long ago, past, difference, same, ruler, figure head, reign, Protestant, Catholic, Church of England.		Diary disease Plague capital MP Mayor firehook fire break gunpowder rebuilding Cathedral Architect	Queen Victoria, Charles Dickens, novelist, chimney sweep, workhouse, dunce, inventor, invention.	Privateer, Buccaneer, Pirate, Navy, Fleet, treasure, cargo, hanged,
Lesson sequence and coverage		<p>1. Chronology of Tudor monarchs and timeline.</p> <p>2. War of the Roses, Battle of Bosworth, Tudor Rose.</p> <p>3. Henry VIII and wives, Church of England split.</p> <p>4. Elizabeth I and Spanish Armada, Golden Age.</p> <p>5. Compare life of rich and poor.</p> <p>Supporting opportunities in Art, DT, Drama, music to reinforce learning</p>		<p>1. Explain the Fire of London: when and where.</p> <p>2. Causes, spread, Charles II, Samuel Pepys.</p> <p>3. Rebuilding London: Wren, St Paul's, Monument.</p> <p>4. Impacts: plague, hygiene, house design.</p> <p>5. Compare before/after.</p> <p>Supporting opportunities in Art, DT, Drama, music to reinforce learning</p>	<p>1. Who was Queen Victoria, timeline, family tree.</p> <p>2. Compare rich and poor: homes, clothing, transport, food.</p> <p>3. Life of Victorian children: school, work, factories, workhouses.</p> <p>4. Compare children's lives then and now; social changes.</p> <p>5. Discuss lasting influence (education, rights).</p> <p>Supporting opportunities in Art, DT, Drama, music to reinforce learning</p>	<p>1. Place Golden Age of Piracy (1650–1730) on timeline; locate pirate activity.</p> <p>2. Key figures: Blackbeard, Anne Bonny, Grace O'Malley; difference between pirates and privateers.</p> <p>3. Life on pirate ships: roles, rules, food, dangers.</p> <p>4. Why pirates attacked ships and disrupted trade.</p> <p>5. Decline of piracy: stronger navies, laws; consequences then and now.</p> <p>Supporting opportunities in Art, DT, Drama, music to reinforce learning</p>

NC Links	The events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] The lives of significant individuals in the past who have contributed to national and international achievements.	The events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] The lives of significant individuals in the past who have contributed to national and international achievements.		The events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] The lives of significant individuals in the past who have contributed to national and international achievements.	The events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.	The events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.
Builds on to	Deep Deep Down ocean topic Yr 3, WWII and why we had Australian troops fighting for the British Empire.	Great Fire of London and the Stuarts, who reigned after the Tudors. Types of housing used by Tudors that was major cause of the fire,		Children will start to further their understanding of the past in KS2 by looking at ancient civilisations	Dickensian Times Yr 4 – which will look at social and technological changes during Dickens lifetime – Stephenson’s Rocket and expansion of railways, Isambard Kingdom Brunel and engineering	Understanding role of British Empire in World trade and the location of settlements, colonies and the problems encountered.
	<p>Progression by the end of Key stage 1. These are the basic skills and abilities to be developed through Years R, 1 and 2</p> <ul style="list-style-type: none"> • tell and retell a story • have some grasp of the feelings of others and simple motives and make comments about the actions and thoughts of others • draw some simple conclusions about sources, such as what an artefact was used for • ask and answer simple historical questions • recognise similarities and differences such as here/there and then/now involving situations, people and events • use referencing skills – to find information in topic books or from another source • distinguish photographs from pictures • observe details in pictorial sources • produce personal/family timelines showing four to five key events in a relationship 					

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- **sequence three to four events in a story**
 - **produce simple family trees**
 - **use time words e.g. past, present, long ago etc**