ST PHILOMENA'S PRIMARY SCHOOL
HISTORY MEDIUM TERM PLANNING — YEAR 2
2026–2027

CURRICULUM INTENT AND PROGRESSION	Teaching builds on prior learning and the planned progression of substantive knowledge (significant people, events, periods and concepts) and disciplinary knowledge (how historians investigate, interpret and explain the past). Identified sticky knowledge and vocabulary are explicitly taught and revisited.
CULTURAL CAPITAL	Pupils encounter significant people, events and experiences from different periods and cultures through artefacts, photographs, stories and accounts. Where appropriate, visits, local history and links with the wider community enrich historical understanding.
HISTORICAL THINKING AND ENQUIRY	Pupils develop chronological understanding, recognise similarities and differences, identify change and continuity, and explain the significance of people and events. They use historical sources to ask and answer questions about the past.
ASSESSMENT FOR LEARNING	Teachers use targeted questioning, retrieval practice, discussion of sources and spoken, drawn or written responses to assess understanding. Misconceptions are addressed and pupils are assessed against intended knowledge and enquiry end points, not factual recall alone.
ADAPTATION AND SEND	Teaching is adapted through appropriate scaffolding, visual resources, practical experiences, explicit vocabulary teaching and targeted support. Additional challenge deepens historical thinking. Adaptations maintain ambitious expectations for all pupils.
KS1 PUPILS SHOULD BE TAUGHT	• Changes within living memory that reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally. • The lives of significant individuals in the past who contributed to national and international achievements. • Significant historical events, people and places in their own locality. Pupils also develop chronological vocabulary, ask historical questions and use sources to investigate the past.

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AUTUMN — THE GREAT FIRE OF LONDON

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LEARNING OBJECTIVES	To compare past and present London.	To explain how people live now is different to how people lived in 1666.	To order the events of the Great Fire of London.	To explain how we know about the Great Fire of London.	To explain how London changed after the Great Fire.	To describe London before, during and after the Great Fire. Black History Month

KEY VOCABULARY	Bakery, diary, fire engine, firefighter, rebuilt, river Thames, St Paul's Cathedral, 17th century.
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. Building, city, commemoration, ruler (king), technology. Substantive Knowledge – What children should know and remember. - The Great Fire of London happened in 1666. - The fire started in a bakery on Pudding Lane. - Buildings were close together and often made of wood, meaning that the fire spread quickly. - For many years after the fire, buildings were rebuilt further apart and made with stone. - Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt.
DISCIPLINARY KNOWLEDGE	Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Continuity and Change: Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. Cause and Consequence: Understand that a cause makes something happen and that historical events have causes. - Explain that historical events are caused by things that occurred before them. - Understand that a consequence is something that happens as a result of something else. Similarities and Differences: Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female. - Recognise some similarities and differences between the past and the present. Historical Significance: Talk about why the event was important and what happened. Historical Enquiry – How children investigate and use evidence. Historical Interpretations: start to understand that there can be different versions of the same event from the past; - observe and use pictures, photographs and artefacts to find out about the past; - start to use stories or accounts to distinguish between fact and fiction; - explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. Historical Investigations: observe or handle evidence to ask simple questions about the past; - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - use evidence to explain the key features of events; - sort some objects/artefacts into new and old and then and now. Chronological Understanding: sequence artefacts and events that are close together in time; - order dates from earliest to latest on simple timelines; - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. Knowledge and Understanding of Events and People in the Past: know and recount episodes from stories and significant events in history; - understand that there are reasons why people in the past acted as they did; - describe significant individuals from the past. Presenting, Communicating and Organising: talk, write and draw about things from the past; - use historical vocabulary to retell simple stories about the past. Substantive Concepts and Historical: start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society; - talk and write about things from the past using some historical vocabulary.
PROGRESSION OF SKILLS	• Build on Year 1 by placing events in chronological order and beginning to use a simple timeline with dates. • Develop comparison skills by identifying similarities and differences between London in 1666 and London today. • Move from recognising change to explaining causes and consequences, including why the fire spread and how London changed afterwards. • Use a wider range of historical sources, including Samuel Pepys' diary, pictures and maps, to ask and answer questions about the past. • Explain why the Great Fire of London was historically significant and communicate findings using increasingly precise historical vocabulary.
PREVIOUS LEARNING	• EYFS – Understanding the World: Children talked about past and present events in their own lives and recognised similarities and differences between people, places and communities. • Year 1 – Toys: Children compared objects from the past and present, identified change over time and used simple historical vocabulary. • Year 1 – The Gunpowder Plot: Children learned about a significant event beyond living memory, sequenced events, explored causes and consequences and used evidence to find out about the past. • Year 1 – Significant Explorers: Children learned about significant individuals, compared people and experiences from different periods and used different types of historical evidence.

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SPRING — TRAVEL AND TRANSPORT

LEARNING OBJECTIVES	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LEARNING OBJECTIVES	• I can find out the different ways in which travel and transport has changed from past to present.	• I can find out about an early form of travel: the Viking longboat.	• I can find out about how cars have changed since they were invented.	• I can find out about George Stephenson's life and inventions. • I can understand how trains changed people's lives in the 19th century.	• I can find out about the different ways that humans have tried to fly throughout history. • I can find out about the Wright brothers and the invention of the aeroplane.	• I can compare travel and transport of the past, present and future.

KEY VOCABULARY	Carriage, electric cars, motor, petrol, railway, steam engine, transport, travel.
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. Exploration, technology, trade, transport, travel. Substantive Knowledge – What children should know and remember. - The Vikings travelled in longships. They travelled to explore and trade. - The Model T was a car invented by Henry Ford in 1908 and made in a factory. This was the first time cars had been made in factories. - The first trains were steam engines. - The first passenger train journey was in 1830. - The Wright Brothers created the first aeroplane, which flew in 1903.
DISCIPLINARY KNOWLEDGE	Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Continuity and Change: Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. Similarities and Differences: Identify that some things within living memory are similar and some things are different. - Recognise some similarities and differences between the past and the present. Historical Significance: Explain reasons why someone might be significant. - Talk about why the event or person was important and what changed/happened. Historical Enquiry – How children investigate and use evidence. Historical Interpretations: observe and use pictures, photographs and artefacts to find out about the past; - explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. Historical Investigations: observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - sort some objects/artefacts into new and old and then and now. Chronological Understanding: sequence artefacts and events that are close together in time; - sequence pictures from different periods; - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. Knowledge and Understanding of Events and People in the Past: describe significant individuals from the past. Presenting, Communicating and Organising: talk, write and draw about things from the past; - use historical vocabulary to retell simple stories about the past.
PROGRESSION OF SKILLS	• Build on Year 1 by comparing transport across a wider range of historical periods, including past, present and future. • Develop chronological understanding by sequencing developments in travel and transport and using dates to place inventions in time. • Strengthen understanding of continuity and change by explaining how and why different forms of transport changed. • Develop historical significance by explaining why individuals such as George Stephenson and the Wright brothers are remembered. • Use pictures, artefacts and written information to investigate the past, compare evidence and communicate findings using appropriate historical vocabulary.
PREVIOUS LEARNING	• EYFS – Understanding the World: Children explored similarities and differences between places, objects and materials and talked about changes in their own lives and environments. • Year 1 – Toys: Children compared old and modern objects and identified how technology and materials have changed over time. • Year 1 – Significant Explorers: Children learned about significant individuals, journeys and achievements and compared experiences from different times. • Year 2 – The Great Fire of London: Children compared past and present London, sequenced events using dates and used historical sources to explain causes, consequences and change.

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SUMMER — KINGS AND QUEENS

LEARNING OBJECTIVES	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
LEARNING OBJECTIVES	• I can understand what a monarch is and the qualities needed to be a good monarch.	• I can find out about some important British monarchs.	• I can find out how the title of king or queen is inherited. • I can find out about how family history, such as Queen Victoria's and my own family, can be represented.	• I can understand how we know about the life and death of Richard III. • I can find out about some key facts about the life of Richard III.	• I can find out about what kings and queens ate during medieval banquets.	• I can find out about and compare the lives of Elizabeth I and Queen Victoria.	What was Queen Elizabeth I's connection to Orpington?

KEY VOCABULARY	Crown, monarch, Parliament, power, reign, royal, rule, succession.
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. The Church, government: Parliament, nation/country, ruler: king/queen, war: battle, conflict. Substantive Knowledge – What children should know and remember. - William I who (also known as William the Conqueror) came from France and took over England in 1066. - Henry VIII is known for having had six wives. He created the Church of England. - Richard III's burial place was discovered in 2012. It is now a car park. - The time of Queen Victoria's reign is known as the Victorian period. Cars and trains were invented during her reign. - Elizabeth II was the longest reigning monarch. She was Queen for 70 years. - The monarch today has less power than kings and queens in the past. They meet with the Prime Minister once a week and they open Parliament as the head of state.
DISCIPLINARY KNOWLEDGE	Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Continuity and Change: Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. Cause and Consequence: Explain that historical events are caused by things that occurred before them. Similarities and Differences: Recognise some similarities and differences between the past and the present Historical Significance: Explain reasons why someone might be significant. - Talk about why a person was important. Historical Enquiry – How children investigate and use evidence. Historical Interpretations: Observe and use pictures, photographs and artefacts to find out about the past. - Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. Historical Investigations: Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. Chronological Understanding : Order dates from earliest to latest on simple timelines. - Sequence pictures from different periods. - Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. Knowledge and Understanding of Events and People in the Past: Know and recount episodes from stories and significant events in history. - Describe significant individuals from the past. Substantive Concepts and Historical Vocabulary: Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society. - Talk and write about things from the past using some historical vocabulary.
PROGRESSION OF SKILLS	• Build on previous learning by placing monarchs and significant events from different periods in chronological order. • Develop a clearer understanding of continuity and change by comparing the role and power of monarchs in the past with the role of the monarch today. • Strengthen cause and consequence by explaining how earlier events and decisions affected the lives, power and legacy of monarchs. • Develop historical significance by explaining why particular monarchs are remembered and evaluating the importance of their achievements. • Use a range of evidence, including portraits, family trees, written accounts and archaeological evidence, to investigate the past and communicate conclusions using historical vocabulary.
PREVIOUS LEARNING	• EYFS – Understanding the World: Children talked about past and present events and recognised similarities and differences between people, families and communities. • Year 1 – The Gunpowder Plot: Children learned about King James I, Parliament and a significant event, including reasons why people acted as they did. • Year 1 – Significant Explorers: Children explored what makes a person historically significant and used evidence to learn about individuals from the past.