Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Assessment Question		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 was it like to be a pirate?
Topic	**Australia**	**Tudors**	**Ice**	**Great Fire of London**	**Victorians**	**Pirates**
Retrieval		***Can you remember the name of a Tudor queen?*** *- One Tudor queen was Queen Elizabeth I.* ***Can you name any other kings or queens? -*** *Other monarchs include King Charles III, Queen Victoria, and King Henry VIII.*		***Which came first, the Tudor period or the Victorian period?*** *- -The Tudor period came first, and the Victorian period came later.* ***What can you remember about each one?*** *- In the Tudor period, there were kings and queens like Queen Elizabeth I. In the Victorian period, Queen Victoria was queen, and many new inventions, trains and factories changed people's lives.*	***What can you remember about the Victorian era? -*** *-In the Victorian era, Queen Victoria was the queen, and the British Empire grew very large.* ***Can you put the Three Queens in the correct order?*** *- The Three Queens in order are Queen Elizabeth I, Queen Victoria, and Queen Elizabeth II.*	***What can you remember about Queen Elizabeth I and Sir Francis Drake?*** *-Queen Elizabeth I was a Tudor queen. Sir Francis Drake sailed around the world and was a privateer, which means he had the Queen's permission to attack Spanish ships and towns.*
Chronology		**Substantive Knowledge:** Know the order of the Tudor monarchs: Henry VII, Henry VIII, Edward VI, Mary I, Elizabeth I. **Disciplinary Knowledge:** Sequence the Tudor monarchs on a timeline and say when the Tudor period happened		**Substantive Knowledge:** Know that the fire started on 2 September 1666 in Pudding Lane and lasted four days **Disciplinary Knowledge:** Place the Great Fire of London on a timeline between the Tudor and Victorian periods.	**Substantive Knowledge:** Know that Queen Victoria reigned from 1837–1901 during a time when many inventions changed people's lives. **Disciplinary Knowledge:** Place Queen Victoria on a timeline and link her to previous monarchs studied.	**Substantive Knowledge:** Know that the Golden Age of Piracy was a long time ago (1650–1730) and that pirates travelled and attacked ships worldwide. **Disciplinary Knowledge:** Place piracy on a world timeline and relate it to the Tudor and Stuart periods.

		compared with modern times.		Sequence key events of the fire.		
People, events and significance		**Substantive Knowledge:** Know that Henry VIII and Elizabeth I were important Tudor monarchs. Know that Henry VIII changed religion in England. Know that Elizabeth I ruled during a successful period in Tudor history. **Disciplinary Knowledge:** Discuss why Henry VIII and Elizabeth I were significant in shaping Britain's history.		**Substantive Knowledge:** Know key figures: King Charles II, Samuel Pepys (diary writer), Sir Christopher Wren (architect). **Disciplinary Knowledge:** Explain why Pepys and Wren are remembered and why the fire is a significant national event.	**Substantive Knowledge:** Know that Charles Dickens was a famous writer who described the lives of poor Victorian children. **Disciplinary Knowledge:** Explain why Queen Victoria and Charles Dickens are significant historical figures.	**Substantive Knowledge:** Know key figures: Sir Francis Drake, Grace O'Malley, Blackbeard, Anne Bonny. **Disciplinary Knowledge:** Say why these people were significant and remembered today.
Change and continuity		**Substantive Knowledge:** Know that Tudor society had clear divisions between rich and poor — in homes, clothes and education.		**Substantive Knowledge:** Know that London was rebuilt after the fire with wider streets, brick houses and improved sanitation.	**Substantive Knowledge:** Know how life for children, schooling and work has changed since Victorian times. **Disciplinary Knowledge:**	**Substantive Knowledge:** Know what life was like on a pirate ship, including food, jobs and dangers.

		Disciplinary Knowledge: Compare life for rich and poor Tudors and explain what has changed over time.		**Disciplinary Knowledge:** Compare London before and after the fire to see what changed and what stayed the same.	Compare children's daily life then and now using pictures, sources and role-play.	Know that life on pirate ships was very different from life today. **Disciplinary Knowledge:** Compare pirate life then and now, discussing what has changed and what has stayed the same.
Cause and consequence		**Substantive Knowledge:** Know that Henry VIII's decision to form the Church of England caused major religious changes across Britain. **Disciplinary Knowledge:** Talk about how one person's actions (Henry VIII) had long-lasting consequences.		**Substantive Knowledge:** Know that the fire spread quickly because houses were made of wood, close together and there was wind. **Disciplinary Knowledge:** Discuss what lessons were learned from the fire and how it changed future building design.	**Substantive Knowledge:** Know that poor working conditions caused social changes and new laws for education and child labour. **Disciplinary Knowledge:** Discuss why people campaigned for better living and working conditions.	**Substantive Knowledge:** Know that poverty, harsh ship life and trade routes caused people to turn to piracy and that stronger naval control ended it. **Disciplinary Knowledge:** Explain why people became pirates Discuss what happened because of piracy (fear, loss of trade, new naval laws).
Contextual Vocabulary		King, Queen, Monarch, Nation, Invasion, Resistance, Church		King/Queen Kingdom Nation Church Parliament	Queen, Kingdom, Empire, Nation, Punishment.	King, Queen, Empire, trade
Topic Vocabulary		Tudor, monarch, king, queen, rich, poor, reign, church		Diary, firehook, fire break, gunpowder, rebuilding, cathedral, architect	Queen Victoria, Charles Dickens, novelist, chimney sweep, workhouse, inventor, invention.	Privateer, Buccaneer, Pirate, Navy, Fleet, treasure, cargo, hanged
Lesson sequence and coverage		1. Tudor monarchs timeline 2. Henry VIII 3. Elizabeth I		1. Explain the Fire of London: when and where. 2. Causes, spread, Charles II, Samuel Pepys.	1. Who was Queen Victoria, timeline, family tree. 2. Compare rich and poor:	1. Place Golden Age of Piracy (1650–1730) on timeline; locate pirate activity.

		4. Life of rich Tudors 5. Life of poor Tudors and comparison Supporting opportunities in Art, DT, Drama, music to reinforce learning		3. Rebuilding London: Wren, St Paul's, Monument. 4. Impacts: plague, hygiene, house design. 5. Compare before/after. Supporting opportunities in Art, DT, Drama, music to reinforce learning	homes, clothing, transport, food. 3. Life of Victorian children: school, work, factories, workhouses. 4. Compare children's lives then and now; social changes. 5. Discuss lasting influence (education, rights). Supporting opportunities in Art, DT, Drama, music to reinforce learning	2. Key figures: Blackbeard, Anne Bonny, Grace O'Malley; difference between pirates and privateers. 3. Life on pirate ships: roles, rules, food, dangers. 4. Why pirates attacked ships and disrupted trade. 5. Decline of piracy: stronger navies, laws; consequences then and now. Supporting opportunities in Art, DT, Drama, music to reinforce learning
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. 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		Great Fire of London and the Stuarts, who reigned after the Tudors.		Children will start to further their understanding of the past	Dickensian Times Yr 4 – which will look at social and technological	Understanding role of British Empire in World trade and the location of

		Types of housing used by Tudors that was major cause of the fire,		in KS2 by looking at ancient civilisations	changes during Dickens lifetime – Stephenson's Rocket and expansion of railways, Isambard Kingdom Brunel and engineering	settlements, colonies and the problems encountered.
	Progression by the end of Key stage 1. These are the basic skills and abilities to be developed through Years R, 1 and 2 • **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** • **sequence three to four events in a story** • **produce simple family trees** • **use time words e.g. past, present, long ago etc**					