

Knowledge and Skills Progression

Year 2

| Term | Autumn | Spring |
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| Topic | Bonfire Night- The Gunpowder Plot | King Richard III |
| NC statement | Events beyond living memory that are significant nationally or globally | Significant historical event, people and places in their locality |
| Substantive Concepts | <i>Religion, monarchy, commemoration, parliament, law, power, treason</i> | <i>Monarchy, power, rule, law, war</i> |
| Substantive Knowledge | <ul style="list-style-type: none"> The Gunpowder Plot happened in 1605, London. The plotters were Catholic and felt they were being treated unfairly by King James I, who was Protestant. The Gunpowder Plot was a secret plan to kill King James I and his government by blowing up the Houses of Parliament on 5th November 1605 using gunpowder. The plot failed and Guy Fawkes was caught red handed in the cellar of the Houses of Parliament with barrels of gunpowder. On the 5th of November each year, people burn bonfires and light fireworks to commemorate the failure of the plot. | <ul style="list-style-type: none"> Richard III became the king of England in 1483 after the death of his brother and the disappearance of his two nephews. Richard was part of the house of York, whose family had been at war with the House of Lancaster for many years. This was known as the 'War of the Roses' (York= white rose Lancaster= red rose). King Richard III was killed during the Battle of Bosworth. Though he had more soldiers, many abandoned him. Henry Tudor won and went on to be the next king (King Henry VII). In 2012, Richard's remains were discovered under a car park in Leicester. |
| Disciplinary Knowledge | <ul style="list-style-type: none"> Sequence photos/ pictures from different periods. Describe some of the changes that have happened in relation to the commemoration of the event and make links to their own memories/ experiences. Sequence the events that took place in 1605 from the planning of the Plot to its failure. Observe and handle different sources to begin to ask and answer more complex questions about the past. Begin to understand there will be different interpretations of the past. Begin to identify old and new things across periods of time through pictures, photographs and objects, e.g. bonfires/ fireworks still happen today but with the development of technology, firework displays can be seen without leaving your home all around the world via TV, social media etc. Begin to understand the cause and consequences of decisions made by those in power. Describe and explain some similarities and differences between the past and the present, e.g. the role of the monarch and the government. Talk, write and draw about things from the past. Take part in class debates, explaining ideas clearly. Use key vocabulary to retell simple stories about the past with increasing detail. Explain why Guy Fawkes, King James I and Robert Catesby were important from the past and why we still remember them today. | <ul style="list-style-type: none"> Sequence photos and events in chronological order on a timeline in relation to King Richard III life. Examine and analyse different sources to begin to ask and answer more complex questions about the past. Begin to understand there will be different interpretations of the past. Understand that careful consideration needs to be taken into which sources of information are reliable in building a true picture of the past. Begin to see some things like how a monarch comes to take the throne; how some things like the Crown being passed down to children or next closest family member continues to this day but with many changes when compared to the past. To have an increased understanding of the cause and consequences of decisions made by those in power. Describe and explain some similarities and differences between the past and the present, e.g. the role of the monarch and the government, making links to prior learning. Talk, write and draw about things from the past. Take part in class debates, explaining ideas clearly. Use key vocabulary to retell stories about the past with increasing detail. Explain why King Richard III is still remembered today and the significance of his life and death locally, nationally and globally. |

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| | <ul style="list-style-type: none">Understand that there are reasons why people in the past acted as they did. | <ul style="list-style-type: none">Explain the significance of the Battle of Bosworth and how it changed the course of history. |
| Key Vocab | London, Christians, Catholic, Protestant, conspirators, gunpowder, Houses of Parliament, monarch, parliament, plot, treason, King James I, Guy Fawkes, Robert Catesby, bonfire | England, King Richard III, Henry Tudor, House of York, House of Lancaster, Battle of Bosworth, War of the Roses, Leicester |

Disciplinary Concepts and Historical Enquiry Key:

Chronology

Historical Enquiry

Historical Interpretation

Continuity and change

Cause and consequence

Similarities and differences

Presenting, Organising and Communicating

Understanding of events, people and changes in the past