



## Knowledge Progression – History / Geography (Paragon) - YEAR 2

### History

- Changes in living memory (CLM)
- Events in the past (EP)
- Significant historical people (SHP)
- Local history study (LHS)

### Geography

- Locational knowledge (LK)
- Place knowledge (PK)
- Human and physical geography (HPG)
- Geographical skills and fieldwork (GSF)

#### National Curriculum guidance for History - Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

#### National Curriculum guidance for Geography - Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

2	<b>Unit 1</b>  <b>Ancient World</b> <b>400,000BCE – 500BCE</b>	<b>Unit 2</b>  <b>The Middle Ages</b> <b>500BCE – 1460</b>	<b>Unit 3</b>  <b>Renaissance and The New World</b> <b>1460 – 1600</b>	<b>Unit 4</b>  <b>Kingdoms and Colonies</b> <b>1600 – 1750</b>	<b>Unit 5</b>  <b>Revolution and Independence</b> <b>1825 – 1900</b>	<b>Unit 6</b>  <b>Modern Britain</b> <b>1900 – 2017</b>
	<i>What do people need?</i> <b>Europe</b>	<i>How do people help their communities?</i> <b>Britain</b>	<i>How do people make their dreams come true?</i> <b>Europe</b>	<i>How do people create communities?</i> <b>Europe / America</b>	<i>How do dreamers shape communities?</i> <b>Britain / Local study</b>	<i>How did war change communities?</i> <b>London</b>
History	<b>Pupils will be taught to:</b> <ul style="list-style-type: none"> <li>• Discuss how stone age people hunted and gathered food to survive. (food / tools / use of the animal)(EP)</li> <li>• Explain what Cave People</li> </ul>	<b>Pupils will be taught to:</b> <ul style="list-style-type: none"> <li>• Learn about castles and kingdoms in the Middle Ages. (EP)</li> <li>• Visit Bodiam Castle to understand what life in the past would have been like.</li> </ul>	<b>Pupils will be taught to:</b> <ul style="list-style-type: none"> <li>• Identify Queen Elizabeth I. (SHP)</li> <li>• Identify Michelangelo and his famous paintings. (SHP)</li> <li>• Identify Leonardo Di Vinci and his</li> </ul>	<b>Pupils will be taught to:</b> <ul style="list-style-type: none"> <li>• Learn about how the Woodland Indians lived. (EP)</li> <li>• Learn about how the pilgrims left for a better life. (EP)</li> </ul>	<b>Pupils will be taught to:</b> <ul style="list-style-type: none"> <li>• Learn about what life was like in Victorian Britain. (EP)</li> <li>• Identify who Queen Victoria was and order events that happened in her life. (SHP)</li> <li>• Compare how</li> </ul>	<b>Pupils will be taught to:</b> <ul style="list-style-type: none"> <li>• Explain how war affected the lives of people in Britain and other countries – The Blitz, rationing. (EP)</li> <li>• Discuss how events of the</li> </ul>



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	did for fun. (EP)	(LHS)	famous paintings. (SHP) <ul style="list-style-type: none"><li>• Identify Christopher Columbus and learn about his famous discoveries. (SHP)</li><li>• Identify Ferdinand Magellan and his famous discoveries. (SHP)</li></ul>		people used facilities at the seaside for entertainment today and in the past. (Explicit links to Bexhill-tourism, attractions, health. How is it different/ similar in Bexhill today? (EP) <ul style="list-style-type: none"><li>• Explain significant inventions and how they've impacted on our lives. (EP)</li></ul>	past are remembered today – Remembrance Day. (EP) <ul style="list-style-type: none"><li>• Identify Winston Churchill and the impact he had on Britain. (SHP)</li></ul>
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<p style="text-align: center;">Geography</p>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Identify how Neolithic people used the physical features of their environment to survive. (HPG)</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Identify the seven continents, in particular Europe. (LK)</li> <li>Locate different castles in countries in Europe. (LK) (GSF)</li> <li>Use basic geographical vocabulary to identify human features of a medieval town. (HPG)</li> <li>Devise a simple map using basic symbols in a key to illustrate what a medieval</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Build on knowledge of the continents, identifying Italy on a map. (LK) (GSF)</li> <li>Identify and recall the names of the five main oceans of the world.(Pacific, Atlantic, Indian, Arctic, Southern) (LK)</li> <li>Map out journeys made by great explorers across oceans. (Columbus-Atlantic Ocean. Magellan-around the world to find</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Identify North America on the map. (LK)</li> <li>Identify where forests that the Woodland Indians lived in are. (HPG) (GSF)</li> <li>Recap the location of the five oceans. (LK)</li> <li>Map out the journey made by the Mayflower. (GSF)</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Identify, name and locate the countries that made up the British Empire.</li> <li>Study the surrounding local environment and observe how it has changed over time. (GSF)</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Identify the main countries involved in the war on a map. (Germany, Italy, Japan, France, Great Britain, USA) (GSF)</li> <li>Use geographical vocabulary to discuss key human features of the land – village, town, farm, and factory. (HPG)</li> </ul>
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		town would have looked like. (GSF)	spices) (GSF)			
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