



Year 2

Significant Women: Elizabeth I, Elizabeth II, Florence Nightingale, Mary Seacole, Edith Cavell

Key Area	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary	Adaptations for Learners
Chronology	<ul style="list-style-type: none"> - Know about significant events related to Elizabeth I and Elizabeth II, including their reigns and major achievements. - Understand contributions of Florence Nightingale, Mary Seacole, and Edith Cavell. 	<ul style="list-style-type: none"> - Create timelines of the reigns of Elizabeth I and Elizabeth II, highlighting significant events. - Discuss the timeline of nursing and its evolution through these women. 	<ul style="list-style-type: none"> - Reign - Achievements - Contributions 	<ul style="list-style-type: none"> - Use visual timelines for each woman. - Highlight key events with images or symbols for clarity.
Timeline	<ul style="list-style-type: none"> - Recognise the timeline of major events: Elizabeth I (1558-1603), Florence Nightingale (1820-1910), Mary Seacole (1805-1881), Edith Cavell (1865-1915). 	<ul style="list-style-type: none"> - Place these significant women on a timeline and compare their life events. - Discuss the historical context of their achievements and impact. 	<ul style="list-style-type: none"> - Timeline - Date - Period 	<ul style="list-style-type: none"> - Provide scaffolded timeline worksheets. - Colour-code timelines for different women to enhance understanding.
Evidence Base	<ul style="list-style-type: none"> - Examine primary sources, including diaries, letters, and articles related to each woman's life and contributions. - Learn about historical accounts of their achievements. 	<ul style="list-style-type: none"> - Analyse sources to understand the significance of each woman's contributions. - Discuss how historical evidence informs our understanding of their impact. 	<ul style="list-style-type: none"> - Source - Evidence - Biography 	<ul style="list-style-type: none"> - Use simplified biographies and primary sources. - Provide guided questions to help learners analyse sources.
Significance	<ul style="list-style-type: none"> - Understand the significance of each woman in shaping history and social reform. - Recognise how their contributions continue to impact society today. 	<ul style="list-style-type: none"> - Discuss the lasting influence of these women on modern society. - Explore how they are remembered and celebrated today. 	<ul style="list-style-type: none"> - Influence - Impact - Legacy 	<ul style="list-style-type: none"> - Use projects or presentations to showcase their significance. - Create discussions around their ongoing influence.
Interpretation	<ul style="list-style-type: none"> - Explore different interpretations of these women's lives and their contributions to society. - Discuss how their actions were perceived in their time versus today. 	<ul style="list-style-type: none"> - Interpret the varying perspectives on their contributions, including contemporary and historical views. 	<ul style="list-style-type: none"> - Perspective - Interpretation - View 	<ul style="list-style-type: none"> - Facilitate group discussions to explore different viewpoints. - Use role-play or creative



		- Compare and contrast their legacies.		activities to deepen understanding.
Geography/Map	- Identify the geographical locations significant to each woman, such as London, Scotland (for Nightingale), and places relevant to their work and life.	- Use maps to explore where these women lived and worked, including hospitals and historical sites. - Discuss how geography impacted their lives and work.	- Location - Map - Area	- Provide annotated maps with key locations. - Use interactive map activities to enhance geographical understanding.
Culture	- Recognise how the contributions of these women influenced societal attitudes towards gender, health care, and war. - Understand the cultural context of their achievements.	- Explore how their work shaped cultural perceptions of women's roles in society. - Discuss how cultural attitudes have evolved since their time.	- Culture - Gender - Role	- Use literature and media to explore cultural impact. - Integrate creative projects to reflect cultural changes.
Key Figures	- Know other significant figures associated with each woman, such as Nightingale's colleagues or Cavell's contemporaries. - Understand the context of their achievements.	- Research and discuss the contributions of key figures related to their achievements. - Explore how these figures supported or challenged the women's work.	- Colleague - Contemporary - Figure	- Create profiles or presentations on associated figures. - Use group research projects to explore relationships and impacts.

The Great Fire of London

Key Area	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary	Adaptations for Learners
Chronology	- Know the timeline of events surrounding the Great Fire of London , particularly its start on September 2, 1666 , and its duration of four days.	- Create a timeline of the Great Fire , marking key events and decisions made during the fire.	- Great Fire - Timeline - Event	- Use visual timelines with illustrations. - Highlight key moments for clarity.



		- Discuss how the timeline affects our understanding of the event.		
Timeline	- Understand that the fire started in a bakery owned by Thomas Farriner and spread rapidly due to wooden houses with thatched roofs.	- Sequence events related to the fire, including the decision to create firebreaks and the eventual rebuilding of London. - Discuss the importance of each event in the timeline.	- Bakery - Firebreak - Rebuilding	- Provide scaffolded timelines to help learners visualize events. - Use interactive timeline activities for engagement.
Evidence Base	- Examine primary sources such as Samuel Pepys' diary , which documented the events of the fire, and other historical accounts.	- Analyse primary sources to understand different perspectives of the Great Fire. - Discuss the reliability and impact of these sources on our understanding of the event.	- Source - Evidence - Diary	- Use simplified primary sources for accessibility. - Provide guided questions for deeper analysis of historical evidence.
Significance	- Understand the significance of the Great Fire in shaping London's architecture and fire safety regulations. - Recognise the long-term impact on the city's development.	- Discuss how the Great Fire influenced urban planning and building regulations in London. - Explore its significance in historical context.	- Significance - Impact - Legacy	- Use case studies to explore changes in building regulations post-fire. - Create discussions around urban planning.
Interpretation	- Explore different interpretations of the fire, including causes and consequences. - Discuss how people responded to the fire and the decisions made by authorities.	- Interpret different perspectives on the fire's causes and its impact on London's society. - Compare historical interpretations with modern viewpoints.	- Perspective - Cause - Response	- Facilitate discussions about differing interpretations. - Use role-play to explore decisions made during the fire.
Geography/Map	- Know the geography of London and how it influenced the spread of the fire. - Understand the locations of significant events during the fire, such as Pudding Lane .	- Create maps showing the areas affected by the Great Fire and the firebreaks created. - Discuss how geography contributed to the fire's spread.	- Geography - Map - Location	- Provide annotated maps to illustrate affected areas. - Use interactive map activities to reinforce geographical understanding.



Culture	<ul style="list-style-type: none"> - Recognise how the Great Fire influenced cultural representations of London and its history. - Understand its impact on local traditions and collective memory. 	<ul style="list-style-type: none"> - Explore cultural responses to the Great Fire through literature, art, and public memory. - Discuss how the event is commemorated today. 	<ul style="list-style-type: none"> - Culture - Memory - Tradition 	<ul style="list-style-type: none"> - Use literature and media to explore cultural impact. - Integrate creative projects related to the Great Fire.
Key Figures	<ul style="list-style-type: none"> - Know key figures involved in the Great Fire, such as Samuel Pepys, King Charles II, and Sir Christopher Wren. - Understand their roles and contributions. 	<ul style="list-style-type: none"> - Research and discuss the contributions of key figures to the event and its aftermath. - Analyse how their decisions influenced the rebuilding of London. 	<ul style="list-style-type: none"> - Figure - Contribution - Role 	<ul style="list-style-type: none"> - Create profiles or presentations on key figures. - Use group research projects to explore relationships and impacts.

Explanation of Columns:

- **Substantive Knowledge:** Core historical facts and content.
- **Disciplinary Knowledge:** Historical skills related to timelines, evidence, significance, and interpretations.
- **Key Vocabulary:** Essential terms related to the topic.
- **Adaptations for Learners:** Strategies to support diverse learning needs, including scaffolding, hands-on activities, and visual aids.