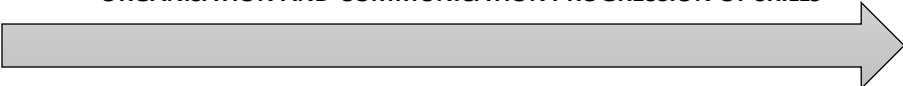


YEAR 2 HISTORY CURRICULUM			
The First Aeroplane Flight		The Great Fire of London	Significant Individuals: Queen Elizabeth I and Queen Victoria
NATIONAL CURRICULUM		Pupils should be taught about: • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • 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. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their own locality.	
CHRONOLOGICAL UNDERSTANDING PROGRESSION OF SKILLS	KNOWLEDGE AND UNDERSTANDING OF EVENTS IN THE PAST PROGRESSION OF SKILLS	HISTORICAL INTERPRETATION PROGRESSION OF SKILLS	HISTORICAL ENQUIRY PROGRESSION OF SKILLS
* Begin to use timelines. (Chronology) * Sequence artefacts closer together in time - check with a reference book. (Chronology) * Sequence photographs etc. from different periods of their life. (Chronology) * Describe memories of key events in lives. (Chronology)	* Identify similarities and differences between ways of life at different times. (Everyday Life) * Recognise why people did things, why events happened and what happened as a result. (Significant Events/People)	* Discuss reliability of photos, accounts and stories. (Report and Conclude) * Compare two versions of a past event and give reasons on why they may differ. (Compare and Contrast) * Compare pictures or photographs of people or events in the past. (Compare and Contrast)	* Begin to use the library for research. (Research, Interpretation and Analysis) * Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. (Artefacts and Sources)
ORGANISATION AND COMMUNICATION PROGRESSION OF SKILLS 		Communicate their knowledge through: * Discussion * Drawing pictures * Drama/role play	* Making models * Writing * Using ICT. (Communication)
CHRONOLOGY ASSESSMENT DESCRIPTOR	EVENTS PEOPLE AND CHANGES PROGRESSION OF SKILLS ASSESSMENT DESCRIPTOR	INTERPRETATION, ENQUIRY AND USING SOURCES ASSESSMENT DESCRIPTOR	COMMUNICATION PROGRESSION OF SKILLS ASSESSMENT DESCRIPTOR
✓ To be able to order and sequence events and objects; ✓ To be able to recognise that their own lives are similar and/or different from the lives of people in the past; ✓ To be able to use common words and phrases concerned with the passing of time.	✓ To be able to demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements; ✓ To be able to develop awareness of significant historical events, people and places in their own locality.	✓ To be able to ask and answer simple questions about the past through observing and handling a range of sources; ✓ To be able to consider why things may change over time; ✓ To be able to recognise some basic reasons why people in the past acted as they did; ✓ To be able to choose parts of stories and other sources to show what they know about significant people and events.	✓ To be able to talk about what/who was significant in simple historical accounts; ✓ To be able to demonstrate simple historical concepts and events through role-play, drawing and writing; ✓ To be able to use a variety of simple historical terms and concepts.