



Year 2



History Skills Progression

	Year Group	2	Class		Teacher	
UNIT	TERM 1		TERM 2		TERM 3	
TOPIC						

History Programme of Study

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Skills Progression

Throughout the year, pupils are expected to learn, apply and understand the following skills and processes in age appropriate tasks and activities.

They should be taught to:

Chronological Understanding

- show an awareness of the past, using common words and phrases relating to the passing of time
- describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods

History Enquiry

- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand the key features of events
- show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented

Historical Interpretations

- describe changes within living memory and aspects of change in national life
- describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries
- describe significant historical events, people and places in their own locality

Organisation and Communication

- use a wide vocabulary of everyday historical terms
- speak about how they have found out about the past
- record what they have learned by drawing and writing

Understanding of Events, People and Changes

- discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. 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 Davidson, Mary Seacole and/or Florence Nightingale and Edith Cavell



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UNIT	TERM 1	TERM 2	TERM 3
TOPIC			
Knowledge & Skills			
Pupils who are working above expectations			
Total number of pupils in class			
Pupils who have not yet reached expectations			
Teacher Comments			
Subject Leader Action			