

Beit Shvidler Primary School – History skills progression document Year 2



What are the aims and intentions of this curriculum? Year 2

That children: That children understand the key themes which run through our curriculum:

Civilisation and Society Conflict and Invasion Exploration and Invention Hierarchy and Power Significant Figures and Events

Term	Topic	Knowledge	Skills	Assessment	
Autumn	What does it take to be a nurse in Victorian times?	To learn about a significant nurse from the past. To learn about wartime conditions in the past. To investigate hospitals in the past and compare them with hospitals and healthcare today.	Events, change and continuity and significance: Know and recount episodes from the past. Describe significant people from their own lives and from the past. Identify similarities and differences between ways of life in other time periods. Understand that there are reasons why people in the past acted as they did. Explain what happened as a result of historical actions.. Using evidence, investigations and enquiry: Use simple observations to answer questions about the past. Organisation and communication about the past Talk, write and draw about events and people from the past.		

<p>Spring</p>	<p>How was life 100 years ago?</p>	<p>To know what life was like 100 years ago compared to now. What was in different parts of the home To know about schools and what happened in the schools. To know what toys, music technology and entertainment was used 100 years ago</p>	<p>Chronological Understanding - Sequence artefacts from different periods of time. Historical Knowledge of Events, Change, Continuity and Significance - Recognise similarities and differences between the past and present in their own and others' lives. Identify similarities and differences between ways of life in other time periods. Understand that there are reasons why people in the past acted as they did. Interpreting the Past - Use photos, pictures and artefacts to find out the past. Use a range of artefacts to gain information about the past. Using Evidence, Historical Investigations and Enquiry - Choose and select evidence to find out about the past. Organisation and Communication About the Past - Show an understanding of relevant historical terms. Talk, write and draw about events and people from the past</p>		
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<p>Summer</p>	<p>Why was the Great Fire of London Great?</p>	<p>To know when the fire started. To know why the Great Fire of London is significant. To know who Samuel Pepys is and why he wrote a diary To know and understand the meaning of key vocabulary used in the Great Fire of London To use the key information to create a newspaper article with all of the information learnt throughout this unit.</p>	<p>Chronological Understanding – Use simple vocabulary relating to time. Use increasingly precise words to refer to smaller time periods.</p> <p>Historical Knowledge of Events, Change, Continuity and Significance – Know and recount episodes from the past. Identify similarities and differences between ways of life in other time periods. Understand that there are reasons why people in the past acted as they did. Explain what happened as a result of historical actions..</p> <p>Interpreting the Past – Use photos, pictures and artefacts to find out the past. Use stories to distinguish between fact and fiction. Discuss the reliability of memories. Start to compare two versions of the same event. Compare reliability of different sources of evidence. Use a range of artefacts to gain information about the past.</p> <p>Using Evidence, Historical Investigations and Enquiry –</p>		
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			<p>Use simple observations to answer questions about the past. Investigate where suitable evidence can be found to find out about an event/person in the past.</p> <p>Organisation and Communication About the Past – Show an understanding of relevant historical terms. Talk, write and draw about events and people from the past. Use drama and role play to communicate knowledge about the past.</p>		
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