**Progression of skills: History Year Two**

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| National Curriculum(Abbreviated from SPTO) | Key Concepts* changes in living memory (linked to national life)

Key individuals* lives of significant historical figures, including comparison of those from different periods
* significant local people

Key events* Bonfire night
* events of local importance
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| Learning KPIs | * Place historical figures, events and artefacts in order on a given time line, using dates where appropriate
* Use artefacts, pictures, stories, online sources and databases to find out about the past
* Ask and answer questions such as: What was it like for a…? What happened? How long ago?
* Give reasons why people from the past acted in the ways they did.
* Use information gained from research to describe differences between then and now
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| Techniques | * speak about how he/she has found out about the past
* record what they have learned by drawing and writing
* show an awareness of the past, using common words and phrases relating to the passing of time
* describe where the people and events he/she studies fits within a chronological framework and identify similarities and differences between ways of life in different periods
* use a wide vocabulary of everyday historical terms
* ask and answer questions, choosing and using parts of stories and other sources to show that he/ she knows and understands 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
* describe changes within living memory and aspects of national change
* describe events beyond living memory that are significant national or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries
* 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 Davison, Mary Seacole and /or Florence Nightingale and Edith Cavell
* describe significant historical events, people and places in his/her own locality
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| Support |  |
| More Able |  |