

YEAR 2

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>CHRONOLOGICAL UNDERSTANDING Aim 1, 2</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Sequence events, artefacts/objects, photographs in order of time. Remember parts of stories and memories about the past.</p>	<p>Sequence events, artefacts/objects, photographs closer together in time. Remember parts of stories and memories about the past in increasing depth. Place events on a simple timeline, adding times previously studied.</p>	<p>Begin to use words and phrases such as century and decade to aid chronological understanding. Understand timelines can be divided in BC and AD. Place period of study onto timeline, adding times previously studied, beginning to use BC and AD.</p>	<p>Place period of study onto timeline, adding times previously studied using BC and AD. Place events from a period of time into a timeline. Use words and phrases such as century, decade to aid chronological understanding.</p>	<p>Draw and place a timeline with different time periods outlined. Confidently use words and phrases such as century, decade to aid chronological understanding.</p>	<p>Draw and place a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. Confidently use words and phrases such as century and decade and introduce words and phrases for movements or times of change to aid chronological understanding.</p>
<p>COMMUNICATE HISTORICALLY Aim 3</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p>	<p>Begin to use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago. Introduce them to the words: chronology, chronological order and parliament.</p>	<p>Use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago. Continue to gain understanding of words: chronology, chronological order, parliament and peasantry.</p>	<p>Use appropriate historical vocabulary to communicate including: folly, achievement, significant impact, ruler, era, time period, dates, chronology, chronological order, peasantry, civilisation, empire, century, decade.</p>	<p>Refer to previous years with addition of: empire, dissolution, expansion, civilisation, legacy, century, impact across centuries, peasantry, empire, decade.</p>	<p>Refer to previous years with addition of: military campaign, dictator, parliament, refugee, evacuation, civilisation, monarch, hierarchy, extinct, origin, peasantry, hierarchy, civilisation, empire, century, decade.</p>	<p>Refer to previous years with addition of: peasantry, civilisation, empire, pioneering, democracy, mythology, tragedy, city-state, philosopher, omission, century, decade.</p>

	<p>Past and Present ELG</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						
<p>HISTORICAL CONCEPTS Aim 4</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p>	<p><u>Cause and consequence:</u> Begin to recognise that events take place for a reason. Begin to recognise what happens as a result of people's actions. <u>Similarities and differences:</u> Begin to identify similarities and differences between the past and present. <u>Significance:</u> Begin to identify who was important based</p>	<p><u>Cause and consequence:</u> Recognise that events take place for a reason. Recognise that what happens is a result of people's actions. <u>Similarities and differences:</u> Identify similarities and differences between the past and present. <u>Significance:</u> Identify who was important based on specific historical</p>	<p><u>Cause and consequence:</u> Recognise and understand why people did things. Recognise and understand why some events happened. Recognise and understand what happened as a result of people's actions or events. <u>Similarities and differences:</u> Identify similarities and differences between ways of</p>	<p><u>Cause and consequence:</u> Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes. <u>Similarities and differences:</u> Identify similarities and differences between different periods in further depth e.g. social,</p>	<p><u>Cause and consequence:</u> Confidently identify and give reasons for historical events, situations and changes. Begin to offer explanations about why people in the past acted as they did. <u>Similarities and differences:</u> Show an increased understanding of similarities and differences between different</p>	<p><u>Cause and consequence:</u> Provide clear explanations for why people in the past acted as they did, commenting on the effects of their actions (using evidence to support and illustrate their explanation). <u>similarities and differences:</u> Show a clear understanding of similarities and differences</p>

	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>on specific historical events.</p>	<p>events and begin to understand why.</p>	<p>life in different periods. <u>Significance:</u> Identify who was important based on specific historical events and why.</p>	<p>belief, local, individual. <u>significance:</u> Identify and begin to describe significant people and events in the period of study.</p>	<p>periods in further depth e.g. social, belief, local, individual. <u>Significance:</u> Understand and describe that some people, events and developments are seen as more significant than others.</p>	<p>between different periods in further depth e.g. social, belief, local, individual. <u>Significance:</u> Understand, describe and give reasons why some events, people or developments are seen as more significant than others.</p>
<p>HISTORICAL ENQUIRY Aim 5</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through</p>	<p>With support, find information to ask and answer simple questions about the past using sources such as artefacts and photographs.</p>	<p>Use a range of sources to find out about the past with increasing independence. Begin to independently ask and answer questions about the past.</p>	<p>Use a range of sources to find out about a period. Independently ask and answer questions about the past. With support, select and record information relevant to the study. Use the library and internet for research.</p>	<p>Use evidence to build up a picture of a past event. Ask and answer questions about the past, considering aspects of historical concepts. Begin to independently select and record information relevant to the study. Suggest where we might find answers to questions, considering a range of sources.</p>	<p>Begin to identify primary and secondary sources and how they are used to find information about the past. Ask and answer questions about the past, considering aspects of historical concepts. Independently select and record information relevant to the study. Use the library and internet for research.</p>	<p>Recognise primary and secondary sources and know how they are used to find information about the past. Suggest omissions and the means of finding out. Devise, ask and answer more complex questions about the past, considering aspects of historical concepts. Continue to independently select and record information</p>

	settings, characters and events encountered in books read in class and storytelling.				Use the library and internet for research.		relevant to the study. Use the library and internet for research.
INTERPRETING HISTORY Aim 6	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? Begin to compare sources such as pictures/photographs of people/events in the past.</p>	<p>Begin to develop awareness that different versions of the past may exist and start to suggest reasons for this. Discuss and compare the reliability of photographs of people/events in the past.</p>	<p>Be aware that different versions of the past may exist and start to suggest reasons for this. Distinguish between different sources and compare different versions of the same story. Look at representations of the period – museum, cartoon etc.</p>	<p>Be aware that different versions of the past may exist and suggest reasons for this. Begin to evaluate the usefulness of different sources, including text books and their historical knowledge. Look at representations of the period – museum, cartoon etc.</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this. Compare accounts of events from different sources – fact or fiction. Look at representations of the period – museum, cartoon etc.</p>	<p>Work out how conclusions were arrived at by linking sources and be aware that different evidence will lead to a variety of conclusions. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Look at representations of the period – museum, cartoon etc.</p>
INTERPRETING HISTORY Aim 6	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other</p>	<p>Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? Begin to compare sources such as</p>	<p>Begin to develop awareness that different versions of the past may exist and start to suggest reasons for this. Discuss and compare the reliability of photographs of</p>	<p>Be aware that different versions of the past may exist and start to suggest reasons for this. Distinguish between different sources and compare different</p>	<p>Be aware that different versions of the past may exist and suggest reasons for this. Begin to evaluate the usefulness of different sources, including text books and their</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this. Compare accounts of events from different sources – fact or fiction.</p>	<p>Work out how conclusions were arrived at by linking sources and be aware that different evidence will lead to a variety of conclusions. Consider ways of checking the</p>

	<p>learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>pictures/photographs of people/events in the past.</p>	<p>people/events in the past.</p>	<p>versions of the same story. Look at representations of the period – museum, cartoon etc.</p>	<p>historical knowledge. Look at representations of the period – museum, cartoon etc.</p>	<p>Look at representations of the period – museum, cartoon etc.</p>	<p>accuracy of interpretations – fact or fiction and opinion. Look at representations of the period – museum, cartoon etc.</p>
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COMPOSITES

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.
 The lives of significant individuals in the past who have contributed to national and international achievements.
 Significant historical events, people and places in their own locality.

COMPONENTS

	1	2	3	4	5	6.	End Point
	<p>Why are explorers significant?</p>	<p>Who was Christopher Columbus?</p>	<p>What were the achievements of Matthew Henson?</p>	<p>What is Neil Armstrong famous for?</p>	<p>How does Felicity Aston compare to another explorer?</p>	<p>Where would you like to explore?</p>	<p>To identify and recognise the achievements of historically significant explorers.</p>
<p>CONCEPTS T4 Concept Map</p> 	<p>Community and culture</p>	<p>Community and culture</p>	<p>Community and culture</p>	<p>Community and culture</p>	<p>Community and culture</p>	<p>Community and culture</p>	<p>Children will be able to discuss the significance of specific explorers and the impact they have had on community and culture.</p>

SKILLS	<p>Identify who was important based on specific historical events and begin to understand why.</p>	<p>Sequence events, artefacts/ objects, photographs closer together in time.</p> <p>Remember parts of stories and memories about the past in increasing depth.</p> <p>Recognise that what happens is a result of people's actions.</p>	<p>Use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago.</p> <p>Begin to independently ask and answer questions about the past.</p> <p>Begin to develop awareness that different versions of the past may exist and start to suggest reasons for this.</p> <p>Communicate their knowledge through: discussion</p>	<p>Remember parts of stories and memories about the past in increasing depth.</p> <p>Use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago.</p> <p>Use a range of sources to find out about the past with increasing independence.</p> <p>Communicate their knowledge through age appropriate writing making use of dates and terms.</p>	<p>Use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago.</p> <p>Begin to develop awareness that different versions of the past may exist and start to suggest reasons for this.</p> <p>Discuss and compare the reliability of photographs of people/events in the past</p> <p>Identify similarities and differences between the past and present.</p>	<p>Recognise that what happens is a result of people's actions.</p> <p>Sequence events, artefacts/ objects, photographs closer together in time.</p> <p>Place events on a simple timeline, adding times previously studied.</p>	<p>Children will be able to identify who was important historically and use skills of enquiry, questioning and answering in order to develop an understanding of the significance of these individuals.</p>
KNOWLEDGE Explorers Knowledge Organiser	<p>What is meant by "explorers" and what significance explorers have had historically.</p>	<p>Who Christopher Columbus was and why he was significant.</p>	<p>Who Matthew Henson was and what his achievements were.</p>	<p>Who Neil Armstrong was and why he was significant.</p>	<p>Know who Felicity Aston is and why she is significant, making comparisons between her and another explorer.</p>	<p>Placing key expeditions on a timeline. Consider how information may change over time.</p>	<p>Children will be able to discuss key explorers in history and present day and consider the significance and impact that individuals have had upon community and culture.</p>
LESSON LINK	...\\MTPs\History\Year 2\Term 4\Lesson 1	...\\MTPs\History\Year 2\Term 4\Lesson 2	...\\MTPs\History\Year 2\Term 4\Lesson 3	...\\MTPs\History\Year 2\Term 4\Lesson 4	...\\MTPs\History\Year 2\Term 4\Lesson 5	...\\MTPs\History\Year 2\Term 4\Lesson 6	

PROGRESSIVE VOCABULARY	explorer impact past present old modern	past present exploration impact	past present exploration achievement impact	past impact	present impact	chronological order chronology information	To accurately apply subject specific vocabulary.
CURRICULUM EXPERIENCES						Creative task- plan your own expedition.	
END POINT	To discuss what is meant by “explorers” and consider the significance that explorers have had in culture.	To know who Christopher Columbus was, ordering key events in his life and considering the impact that his expedition had.	To know who Matthew Henson was, ordering key events in his life and considering his achievements.	To know who Neil Armstrong was, how his expedition contributed to national and international achievements and the impact of his expedition.	To know who Felicity Armstrong is, what she currently does as an explorer, comparing her to other explorers and consider her achievements and the potential impact.	To be able to place explorers on a timeline, consider the preparations that would be needed for an expedition and begin to think how information of an expedition may change over time.	Links to the national curriculum- children to have an understanding of significant events by individuals that have had impact both nationally and globally.

