

Year 2 - History Progression Map

	Events beyond living memory: the Great Fire of London	Lives of significant individuals (comparison): Ghandi and Emmeline Pankhurst	Significant historical places: New Forest
<i>Chronological understanding</i> <i>Use simple historical vocabulary e.g. recently, before, after, now, later, past, present</i>	Use a simple timeline to order 3 or more events.	Use a simple timeline to plot life of Ghandi and Emmeline Pankhurst and key events. Use a timeline to identify similarities and differences between the period/country and people. <i>(also knowledge)</i>	Use a simple timeline to order 3 or more events.
<i>Knowledge and understanding of past events, people and changes in the past</i>	Know that this event happened in the Tudor times. Identify simple facts about this times period <i>(will also learn about this during Shakespeare topic)</i> Recount main points from The Great Fire of London. Use information to help children to describe the events. Uses evidence (e.g. sources) to explain reasons why people acted as they did during the Fire of London.	Recount some main points of the key individuals' lives. Compare similarities and differences between aspects of life (India and England). Compare similarities and differences between Ghandi and Emmeline Pankhurst.	<i>New Forest was created as a royal forest in 1079 by William I for hunting. Could focus on the ancient monuments, buildings and wildlife and looking at how the use of the New Forest has changed since 1079.</i> <i>Children to know that the New Forest is local history.</i> Recount main points from significant events that happened in/to the New Forest. Identify similarities and differences between events that have happened in the New Forest - <i>plot some on the timeline.</i> Identify differences between now and then. Use evidence to explain reasons why people in past acted as they did.
<i>Historical interpretation</i>	- Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). - Understand why some people in the past did things.		
<i>Historical enquiry</i>	- Look carefully sources - pictures or objects - to find information about the past. - Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?',		

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Organisation and communication

Describe objects, people and events.

Write simple stories and recounts about the past.

Draw labelled diagrams and write about them to tell others about people, events and objects from the past.