



Milestones Document – History in Year 2



Intent	
<p>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.</p>	
Subject Content, Knowledge and Skills:	Progression outcomes
<p>Know about:</p> <p>Events beyond living memory that are significant nationally through 'The Great Fire of London/ The Plague'</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements (Samuel Pepys, Florence Nightingale and Mary Seacole) Use these to compare aspects of life then and now</p> <p>Significant historical events, people and places in their own locality (Henry VIII, Catherine of Aragon and Ampthill Great Park via Countryside Tales – link to Geography)</p>	<p>Historical understanding</p> <p>I can use pictures and role play to tell stories from the past.</p> <p>I can describe the similarities and differences between life during a time in the past and life today.</p> <p>I can use a wide vocabulary range of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past, in the past, previously, long ago, recently, now, then, yesterday, week, month, year, nowadays.</p> <p>I can place events and objects in chronological order using a timeline</p> <p>Historical enquiry</p> <p>I can ask questions about the past</p> <p>I know and understand some of the ways that we can find out about the past</p> <p>I can answer questions about the past using given sources.</p> <p>I can describe an artefact using relevant vocabulary e.g. materials; size; signs of wear and tear.</p> <p>I can select information from different types of source including written, visual and aural sources and artefacts to answer historical questions e.g. pictures, artefacts, diaries, newspaper articles or a story.</p> <p>Periods in history</p> <p>I can discuss some significant historical events, people and places in my own locality</p> <p>I can discuss significant events and people in Britain within and beyond my living memory</p> <p>I can discuss significant events and people from the wider world, within and beyond my living memory</p>

Key Vocabulary and information:

Cholera, plague, herbal, medicine, nursing, remedy, treatment, wounded, infected, spread, epidemic, fever, transmitted, black death

in the past, previously, long ago, recently, now, then, yesterday, week, month, year, nowadays, old, new

After, before, century, chronology, differences, during, new, old, now, older, past, present, similarity, technology, then, approximately, era, handmade, Victorian, wood, plastic, electronic, digital, source, cause, effect, evidence, period, artefact, decade, timeline, order, event, sequence, changes, diversity, relationships, same, different, identity, famous, infamous, story, diary, newspaper article, text

Building on from...**Year 1 Milestones****Toys**

With support, identify similarities and differences between life during a time in the past and life today.

The Gunpowder Plot and Famous Queens

With support, discuss some significant events and people in Britain within and beyond my living memory.

Victorian Seasides

To discuss changes within living memory.

What comes next...**Year 3 Milestones****The stone Age to The Iron Age**

To describe some similarities, differences and changes occurring within and across periods.

To identify and discuss historical changes in Britain; what caused them and the impact on life in Britain.

To begin to understand how our knowledge of the past is constructed from a range of sources and use these to answer questions about specific people and events.

Pupils move on to experience Britain beyond living memory from the Stone Age to the Iron Age. They will explore through artefacts and hands-on experiences, how the peoples' 'POWER' changed Britain and impacted our lives today.