



History Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Chronological Understanding Historical Enquiry Knowledge and Interpretation		
Chronological Understanding	<ul style="list-style-type: none"> Can put a set of objects in chronological order and give reasons for their order Can use words and phrases like past, present, then, before, now Can answer some questions about when they were little using phrases Can sequence events about a famous person's life Can understand that some objects belong to the past Can use historical language, describe the past using words and phrases Can retell a familiar story set in the past Can use the words before and after correctly Can sequence events about their own life Can ask and answer questions about a famous person's life or about a special event Can use the web and books /different resources to gather information about historical events 	<ul style="list-style-type: none"> Modelled research of British, local and world history Opportunities to describe historical events from different periods Opportunities to ask questions about connections, contrasts and trends over time Modelled skill in how to research knowledge of the past from a range of sources Opportunities to make comparisons between historical periods Discussions for explaining things that have changed and things which have stayed the same Exposure to different versions of past events that exist and modelled interpretation of these resources Opportunities to present information and findings with reflection opportunities 	<ul style="list-style-type: none"> Pupils develop knowledge about the world around them and events that have impacted it over time Pupils will understand basic subject-specific vocabulary relating to history and chronology Pupils will understand value of map use/ find historical places/route of explorers Pupils will extend their knowledge and understanding beyond the immediate local area to include a contrasting locality Pupils will know the location and characteristics of significant human features and historical buildings in the United Kingdom Pupils will understand how History reflects a community/ culture through customs, dress, food, values Pupils will understand how History can tell us about cultures and communities relating to religion 	<ul style="list-style-type: none"> Class teacher led presentations with children note-taking Group research opportunities Modelled strategies relating to research Field studies off-site Visits to centres of historical interest Planned opportunities for use of and access to varied resources 	<p>TERM1:</p> <p>-</p>	<p>Most children will be able to... (working at)</p> <p>Some children will not yet be able to...(working towards)</p> <p>Some children are confidently able to... (exceeding)</p>		
Historical enquiry	<ul style="list-style-type: none"> Can ask and answer questions about the past by talking to an older person Can research about a famous event that happened somewhere else in the world Can use specific source, such as an information book Can spot old and new things on a picture Can research the life of a famous Briton using different resources Can investigate problems through an eye witness (why has the fire happened in London) Can explain why eye –witness accounts may vary Can explain how people used an object in the past Can answer questions using old photos/ artefact Can carry out a research about a famous person 	<ul style="list-style-type: none"> Opportunities to research and analyse case studies Modelling by teacher Opportunities to review investigations against criteria 			<p>TERM2:</p> <p>The Great fire of London</p>			
Historical Knowledge	<ul style="list-style-type: none"> Can learn about famous people's lives from Britain and their impact on our world Can explain how the local area was different in the past 	<ul style="list-style-type: none"> Modelled analysis of maps Planned opportunities to investigate different types of map, both in books and digitally 						
Maths links	<ul style="list-style-type: none"> Can compare the sizes of different buildings (how close were the houses to each other during the fire, size of the houses) Can compare distances on the map (London on a map during the fire, London today) Can make a simple timeline Can sequence events, such as the Great Fire of London Can sequence the life of Florence Nightingale 	<ul style="list-style-type: none"> Observational opportunities to be part of lessons where appropriate <p>(Geography link: UK countries and their history)</p>						
SMSC	<ul style="list-style-type: none"> Can work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs in the Y2 history curriculum Can resolve conflicts and differing opinions should these arise Can reflect on choices Can investigate and offer views on ethical issues in topics studied Can show a willingness to explore and understand cultures from various historical eras Can investigate with a team, seeking knowledge of wider world, interviewing older people, learning about archaeologists, visiting museums and exhibitions and undertaking trips 	<ul style="list-style-type: none"> Plan museum trips and opportunities to investigate with a partner/group Plan for real experiences in centres of historical interest visit the place where the fire started and where it spread 			<p>TERM3:</p> <p>Florence Nightingale Mary Seacole</p>			