



Year 2

COMPONENT SKILL

Chronological Understanding

To sequence and order artefacts, events and dates.

To sequence artefacts closer together in time

To accurately use dates and terms to describe historical events

To sequence events with increased confidence

To sequence photos etc. from different periods of their life

To understand, use and create accurate timelines.

Year 2 To describe memories of key events in lives

To understand and use relevant and specific dates and terms within chronology (refer to vocabulary list)

To order dates from earliest to latest on a simple time line with increased confidence

To understand that a time line is a display of events, people or objects in chronological order

COMPONENT SKILL

Range and Depth of Historical Knowledge

To identify similarities and differences between the past and present

To identify similarities and differences between ways of life in different periods

To study collections of artefacts and confidently describe similarities and differences

To identify similarities and differences between ways of life in different periods

To use drama to develop empathy and understanding (hot seating, speaking and listening)

To identify and note connections, contrasts and trends over time

To identify how life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.

To examine causes and results of great events and the impact of these	To know key features of significant events and the consequence of the event.
COMPONENT SKILL Historical Enquiry	
To understand and recognise the use of primary and secondary sources of information to investigate the past	To know that we can find out about the past using artefacts and stories and begin to talk about the difference
To use a wide range of different sources to collect evidence about the past	To sequence a collection of artefacts
	To choose and select evidence and explain what it tells us about the past
	To study collections of artefacts and confidently describe similarities and differences
To select relevant information and research to address historically valid questions and construct detailed, informed responses	To discuss the effectiveness of a source
To ask historically valid questions to further their own knowledge and support their own lines of enquiry	To use a source – why, what, who, how, where to ask questions and find answers
COMPONENT SKILL Interpretations of History	
To understand that knowledge of the past is constructed from a range of sources	To identify different ways to represent the past.
To understand that interpretations of historical events can differ and examine reasons for this	To compare pictures or photographs of people or events in the past

To evaluate the usefulness of different sources	To discuss whether an artefact helps us to tell us about the past
COMPONENT SKILL Organisation, Presentation and Communication	
To develop understanding and use of accurate historical vocabulary	To discuss and annotate photographs
To present, communicate and organise ideas using a variety of techniques and styles	To contribute to a class display/museum
	To read time lines (pictures)
To plan and present projects and research about a studied period	To present ideas using ICT