



## Year Two History Progression Steps

Year 2	Developing	Expected Standard	Exceeding	Historical Language
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Pupils can accurately order some events they have learnt about from furthest away to most recent.</li> <li>Pupils are beginning to draw timelines</li> <li>Pupils are beginning to make comparisons between areas of study.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can mostly accurately order events they have learnt about from furthest away to most recent.</li> <li>Pupils can draw timelines.</li> <li>Pupils can make some comparisons between areas of study, identifying some similarities between them.</li> <li>Pupils can make some comparisons between areas of study, identifying some differences between them.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can accurately order events they have learnt about from furthest away to most recent.</li> <li>Pupils can draw timelines, beginning to place areas of study on them.</li> <li>Pupils can compare areas of study, identifying similarities between them.</li> <li>Pupils can compare areas of study, identifying differences between them.</li> </ul>	<ul style="list-style-type: none"> <li>Timeline, chronological, birth, death, reign, King, Queen, royal family/ monarchy, ruled, long ago.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Pupils are beginning to remember and use names and words specific to areas of study.</li> <li>Pupils can use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words specific to areas of study.</li> <li>Pupils can use words and phrases mostly accurately to indicate periods of time e.g. a long time ago, ancient, centuries.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use a range of names and words specific to areas of study.</li> <li>Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries.</li> </ul>	<ul style="list-style-type: none"> <li>Long ago, past, present day</li> <li>Gunpowder plot, Guy Fawkes</li> <li>Great Fire of London, Pudding lane</li> <li><u>World War 2</u> Remembrance, Adolf Hilter, Winston Churchill, air raid, gas mask, air raid shelter, evacuees, Germany, Britain.</li> <li><u>Medieval Britain</u> medieval, middle ages, castles, kingdom, blacksmith, maid, watchman, squire, knight, jester, chamberlain, page, messenger, baron, bishop, lord, lady, king, queen.</li> <li></li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>Pupils are beginning to ask simple questions when they are unsure.</li> <li>Pupils are beginning to accurately answer questions related to an area of study.</li> <li>Pupils are beginning to use classroom sources to help answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask simple questions when they are unsure.</li> <li>Pupils can accurately answer most simple questions related to an area of study.</li> <li>Pupils can sometimes justify their answers using sources or stories.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask simple questions to develop their understanding.</li> <li>Pupils are able to accurately answer simple questions related to an area of study confidently.</li> <li>Pupils can justify their answers using sources or stories.</li> </ul>	<ul style="list-style-type: none"> <li>What does this tells/ show us?</li> <li>How do you know this?</li> <li>How is this similar/ different to...?</li> <li>General 5 W's</li> <li>Can you think of 3 new facts you have learnt today?</li> </ul>

Knowledge	<ul style="list-style-type: none"><li>• Pupils are beginning to remember key events about the areas they have studied.</li><li>• Pupils are beginning to consider how we know about past events.</li><li>• Pupils sometimes remember they can find historical information in books.</li></ul>	<ul style="list-style-type: none"><li>• Pupils can remember some key events about the areas they have studied.</li><li>• Pupils can consider how we know about past events.</li><li>• Pupils know they can find historical information in books.</li></ul>	<ul style="list-style-type: none"><li>• Pupils can remember key events about the areas they have studied.</li><li>• Pupils can begin to identify how we know about past events.</li><li>• Pupils can begin to identify different representations of history e.g. books, visual clips, letters.</li></ul>	<ul style="list-style-type: none"><li>• Where could we find out more about this?<ul style="list-style-type: none"><li>- Artefact</li><li>- Historical books</li><li>- Internet</li><li>- Videos</li><li>- Museums/ Visits</li><li>- Historians</li></ul></li></ul>
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