

**Yearly Skills & Knowledge Progression**  
**Subject: History**  
**Year group: 2**

		Half Term 1	Half Term 2
<b>Autumn</b>		<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To learn about people from the past and be able to say why a historical figure is important.</li> <li>Show an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>To learn about events from the past.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To put events in chronological order on a timeline and relate to events the children have learnt about in Year 1.</li> <li>Discuss the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul> <p>(Current Topic: Black History month)</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To use topic specific vocabulary relating to the time period.</li> <li>To discuss the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>To understand what sources are</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Describe events beyond living memory that are significant nationally or globally.</li> <li>Describe where the people and events studied fit within a chronological framework.</li> <li>To use different sources to find out about the past.</li> <li>Through discussion it can be explained to the pupils that the chances of a person living through more than one, hundred year period is highly unlikely.</li> </ul> <p>(Current Topic: Retrieval: Explorers, World War II and understanding the significance of Remembrance Day)</p>
		<p><b>British Values/SMSC</b></p> <ul style="list-style-type: none"> <li>Enable students to develop their self-knowledge, self-esteem and self-confidence;</li> <li>Promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;</li> <li>Encourage respect for other people</li> </ul>	<p><b>British Values/SMSC</b></p> <ul style="list-style-type: none"> <li>Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;</li> <li>Develop awareness of tolerance and harmony</li> <li>Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</li> </ul>
		<p><b>What can make this personal to Dovers Green?</b>            Create a class time line to show a clear representation of the past - show how the topics taught in Reception and Year 1 fit in and add their own life events.</p>	<p><b>What can make this personal to Dovers Green?</b>            Visitors: Currently a nurse/used to be a nurse to compare the job in the past and now.            Research old local hospitals:  <a href="https://www.getsurrey.co.uk/news/surrey-news/forgotten-hospitals-east-surrey-mole-14086549">https://www.getsurrey.co.uk/news/surrey-news/forgotten-hospitals-east-surrey-mole-14086549</a>  <a href="https://www.francisfrith.com/reigate/photos?search_for=hospital">https://www.francisfrith.com/reigate/photos?search_for=hospital</a>            Local links for example WW1:  <a href="https://www.exploringsurreyspast.org.uk/themes/subjects/military/surreys-first-world-war/">https://www.exploringsurreyspast.org.uk/themes/subjects/military/surreys-first-world-war/</a></p>

	Half Term 1	Half Term 2
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To learn topic specific vocabulary relating to the time period.</li> <li>To learn about famous people from the past and plot their life events on the class timeline.</li> <li>To learn about how events from the past made people famous.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use a greater range of words and phrases relating to the passing of time.</li> <li>Describe where the people and events studied fit within a chronological framework in relation to people and events previously taught.</li> <li>To make comparisons between famous people from the past.</li> <li>Describe events beyond living memory that are significant nationally or globally.</li> <li>To compare how people lived in the past to now.</li> </ul> <p>(Current Topic: Retrieval - Space, Let's Explore - Polar Explorers)</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To use knowledge of past events and eras to organise a collection of photos.</li> <li>Task: Pupils are presented with a selection of old and new photographs of Reigate to sort, organise and compare.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Describe similarities and differences between photos/artefacts.</li> <li>Sort photos/artefacts from 'then' and 'now'.</li> <li>Find answers to questions about the past from simple sources of information.</li> <li>Ask and answer relevant questions about the past drawing on different sources.</li> <li>Identify different ways in which the past is represented by comparing sources.</li> </ul>
	<p><b>British Values/SMSC</b></p> <ul style="list-style-type: none"> <li>Develop the awareness of respect for significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<p><b>British Values/SMSC</b></p> <ul style="list-style-type: none"> <li>Democracy - voting on what artefacts might be.</li> <li>Developing respect for others' opinions.</li> </ul>
	<p><b>What can make this personal to Dovers Green?</b>            Use of Commando Joe to bring topics to life.            Make a link with adventure groups such as Beavers/Cubs/Scouts groups or Brownies - children can bring their own experiences.  <a href="https://www.theshac.co.uk/schools/">https://www.theshac.co.uk/schools/</a>  <a href="https://reigatescouts.org.uk/what-we-do/explorers-2/">https://reigatescouts.org.uk/what-we-do/explorers-2/</a>  <a href="https://www.girlguidingsurreyeast.org.uk/">https://www.girlguidingsurreyeast.org.uk/</a></p>	<p><b>What can make this personal to Dovers Green?</b></p> <ul style="list-style-type: none"> <li>Children can be taken on a walk around a safe locality to compare old photos of Reigate to now - similarities and differences  <a href="https://www.francisfrith.com/uk/reigate/photos">https://www.francisfrith.com/uk/reigate/photos</a></li> <li>Hire artefacts: <a href="https://www.handsonhistory.co.uk/book-your-history-box/">https://www.handsonhistory.co.uk/book-your-history-box/</a></li> <li><a href="https://reigatepriorymuseum.org.uk/friends.html">https://reigatepriorymuseum.org.uk/friends.html</a></li> </ul>

Half Term 1	Half Term 2
<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Use a wide vocabulary of everyday historical terms</li> <li>• To know where events they study fit within a chronological framework and use chronological terms.</li> <li>• To understand the terms 'Historical Enquiry' and 'Historical Interpretation'</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Describe events beyond living memory that are significant nationally or globally.</li> <li>• Through historical enquiry ask and answer questions choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</li> <li>• Speak about how he/she has found out about the past.</li> <li>• Record what he/she has learned by drawing and writing.</li> </ul> <p>(Current topic: Fire and Ice: The Great Fire of London)</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• To learn chronological terms AD, BC, and the use of century instead of saying the year e.g. the use of the 'nineteenth century' for 1845.</li> <li>• Represent centuries distinctly on the time line by colour coding.</li> <li>• To learn about significant historical events, people and places in their own locality.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Use historical interpretation to show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Speak about how he/she has found out about the past.</li> <li>• Record what he/she has learned by drawing and writing.</li> </ul>
<p><b>British Values/SMSC</b></p> <ul style="list-style-type: none"> <li>• Enable students to develop their self-knowledge, self-esteem and self-confidence;</li> <li>• Individual Liberty- Helping children to make their own decisions about historical sources.</li> </ul>	<p><b>British Values/SMSC</b></p> <ul style="list-style-type: none"> <li>• Enable students to develop their self-knowledge, self-esteem and self-confidence;</li> <li>• Individual Liberty- Helping children to make their own decisions about interpretations of history.</li> </ul>
<p><b>What can make this personal to Dovers Green?</b>            Historical Workshop (Rainbow Theatre)  <a href="https://www.rainbowtheatrelondon.co.uk/great-fire-of-london">https://www.rainbowtheatrelondon.co.uk/great-fire-of-london</a>            Use resources in Rising Stars (Year 2, Unit 1)            Hire Stuarts and GFoL artefacts: <a href="https://www.handsonhistory.co.uk/stuarts-topic-box-artefacts/">https://www.handsonhistory.co.uk/stuarts-topic-box-artefacts/</a></p>	<p><b>What can make this personal to Dovers Green?</b>            Research Reigate using: <a href="https://kids.kiddle.co/Reigate#History">https://kids.kiddle.co/Reigate#History</a>            Explore now and then photos of building and places in Reigate  <a href="https://www.exploringsurreyspast.org.uk/themes/places/surrey/reigate_and_banstead/reigate/reigate_some_photos/">https://www.exploringsurreyspast.org.uk/themes/places/surrey/reigate_and_banstead/reigate/reigate_some_photos/</a>            The above could then be explored as a school visit to compare then and now.            Visit to The Reigate Fort on Reigate Hill (date: 1800's)  <a href="https://www.nationaltrust.org.uk/reigate-hill-and-gatton-park/features/reigate-fort-at-reigate-hill-and-gatton-park">https://www.nationaltrust.org.uk/reigate-hill-and-gatton-park/features/reigate-fort-at-reigate-hill-and-gatton-park</a></p>