



HISTORY PROGRESSION MAP

Year 2			
	AUTUMN TERM:	SPRING TERM:	SUMMER TERM:
	Explorers Who are the greatest explorers?	In my Liverpool Home Who are our local heroes?	History of Food How has food changed over time?
Domain	Progression Statement		
Chronological Understanding	<ul style="list-style-type: none"> ○ Recount changes in own life over time and compare that to relatives from different eras. ○ Puts 3 or more people, events or objects in order using a given scale- beyond 100 years. ○ Uses words and phrases such as recently, before, after, now, later. ○ Uses past and present when telling others about an event. 		
Historical Knowledge	<ul style="list-style-type: none"> ○ Uses information to describe the past. ○ Uses information to describe differences between then and now. ○ Recounts main events from a significant time in history. ○ Uses evidence to explain reasons why people in past acted as they did. 		
Historical Interpretation	<ul style="list-style-type: none"> ○ Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). ○ Understands why some people in the past did things. 		
Historical Enquiry	<ul style="list-style-type: none"> ○ Looks carefully at pictures or objects to find information about the past. ○ Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?' ○ Estimates the ages of people by studying and describing their features. 		

Year group long-term overview (with statutory requirements) and subject progression map (above) to be used together to inform medium term planning.