



HISTORY PROGRESSION MAP

Year 2			
	AUTUMN TERM:	SPRING TERM:	SUMMER TERM:
	<u>Explorers & Adventurers</u> Captain Scott, Amelia Earhart, Lillian Bader & Tim Peake: What are the significant achievements of these explorers?	<u>Beatle Mania!</u> What impact did the Beatles have on music around the world?	<u>Kitty Wilkinson</u> How did Kitty Wilson change life in Liverpool?
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.