

Key stage 1- YEAR 2 coverage overview: HISTORY 2023-2024



YEAR 2	Year 2 - Autumn 2	Year 2- Spring 1	Year 1 - Summer 1 & 2
History Topic	Titanic	Famous Explorers	Local Study - Swadlincote & Castles & Battle of Bosworth
Event	Guy Fakes & Remembrance Day	Columbus & Amundsen	Olympics
Chronology	<p><i>Event beyond living memory that is significant nationally or globally.</i></p> <p>Chronology Characteristic features Cause/ consequence. Significance Interpretation Historical enquiry</p>	<p><i>Lives of significant individuals in the past who have contributed to national and international achievements and use to compare aspects of life in different periods. Events beyond living memory that are significant nationally or globally.</i></p> <p>Chronology Cause/ consequence. Significance Interpretation Historical enquiry</p>	<p><i>Significant events, people or places from the school's locality. Changes within living memory including some that reveal changes in national life</i></p> <p>Chronology Interpretation Historical enquiry</p> <p><i>Significant historical events, people and places in their own locality</i></p> <p>Chronology Characteristic features Change/ continuity. Cause/ consequence- Interpretation</p>
	<p>Recount past changes from their own lives. Can sequence some events within historical stories they have learned (e.g. simple sequence of events for Titanic) & begin to place events on a simple given timeline.</p>	<p>Recount past changes from their own lives. Can sequence some events within historical stories they have learned) & begin to place events on a timeline. Know about the lives of significant individuals in the past who have contributed to national / international achievements.</p>	<p>Can sequence some events within historical stories they have learned (e.g. simple sequence of events for Battle of Bosworth) & begin to place events on a simple given timeline.</p>

Investigating & Interpreting	To develop an awareness of the past, through finding out about changes within living memory.	To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing the criteria for determining what makes a person significant.	To develop an awareness of the past. To identify differences and similarities between ways of life in different periods
	Use artefacts, pictures, texts and online sources to find out about the past. Identify similarities and differences between ways of life in different periods. Understand some ways that we find out about the past (pictures / paintings / diary accounts / photos of recent past)	Use artefacts, pictures, texts and online sources to find out about the past. Identify similarities and differences between ways of life in different periods. Understand some ways that we find out about the past (pictures / paintings / diary accounts / photos of recent past)	Use artefacts, pictures, texts and online sources to find out about the past. Identify similarities and differences between ways of life in different periods. Understand some ways that we find out about the past (pictures / paintings / diary accounts / photos of recent past)
Knowledge & Understanding	To know where people and events studied fit within a chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events	To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about Columbus & Amundsen and exploring how it is often difficult to find evidence about people who lived a long time ago.	To know and understand key features of an event beyond living memory that are nationally significant. To understand some of the ways in which we find out about the past and identify different ways in which it is represented.
	Begin to use information from adult supported research to identify similarities and difference between ways of life in different periods.	Begin to use information from adult supported research to identify similarities and difference between ways of life in different periods.	Begin to use information from adult supported research to identify similarities and difference between ways of life in different periods.
Vocabulary	To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements	To understand and explain what makes a person significant To discuss the ways in which we can find out about an explorer who lived a long time ago.	To develop an awareness of the past, using common words and phrases relating to the passing of time.
	Recalls topic related vocabulary.	Recalls topic related vocabulary	Recalls topic related vocabulary