**Y2 History Whole School Progression of Knowledge and Skills**

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| **YEAR TWO** | | | |
| **Context** | **Walter Tull** | **Scott of the Antarctic** | **Neil Armstrong: Moon landing** |
| **Vocabulary/Significant Knowledge** | Walter Tull, Famous, Mixed race, soldier, happy, sad, sequence, changed, compare, | Hot, cold, journey, sequence, reason, source, evidence, clue, reason, explain, contrast, Antarctic, explorer | Clue, timeline, statement, reason, most important, least important, launch, separation, flag, space module, astronaut, moon, explorer |
| **Historical Enquiry Questions** | * Who was Walter Tull? * Did Walter have a happy or terrible childhood? * What is different about Walters life and footballers today? * What was it like for Walter when he played football in Bristol? * How did Walter help our country in WW1? * What is special about Walter Tull and Nicola Adams? | * Why do you think Captain Scott is so famous today? * How did Scott manage to get to the South Pole and what happened when he got there? * Why on earth did Scott risk his life to get to the South Pole? * How would Scott have felt when he arrived at the South Pole after Amundsen and how do we know? * Why did Scott fail to get there first? * How should we remember Scott today? | * Has man ever been to the moon and how can we know for sure? * Why did the astronauts risk their lives to go to the Moon? * How were the spacemen able to get there and back safely? * What did they do when they got to the Moon and how do we know? * Does everyone agree that we should continue to send men to the moon? * How should we commemorate this great achievement? |
| **Skills**  Chronology | * Develop an awareness of the past. * Use common words and phrases relating to the passing of time: past, present, older and newer. * Place events, people and artefacts in order on a time line. * Use dates where possible | * Develop an awareness of the past. * Use common words and phrases relating to the passing of time: past, present, older and newer. * Place events, people and artefacts in order on a time line. * Use dates where possible | * Develop an awareness of the past. * Use common words and phrases relating to the passing of time: past, present, older and newer. * Place events, people and artefacts in order on a time line. * Use dates where possible |
| **Skills**  Investigating and interpreting using evidence. | * Observe or handle evidence to ask questions and find answers to questions about the past: What was it like for people? What happened? How long ago? * Choose and use artefacts, pictures, stories, online sources and databases to find out and understand about the past. | * Observe or handle evidence to ask questions and find answers to questions about the past: What was it like for people? What happened? How long ago? * Choose and use artefacts, pictures, stories, online sources and databases to find out and understand about the past. * Identify different ways in which the past is represented. | * Observe or handle evidence to ask questions and find answers to questions about the past: What was it like for people? What happened? How long ago? * Choose and use artefacts, pictures, stories, online sources and databases to find out and understand about the past. * Identify different ways in which the past is represented. |
| **Enquiry Skills**   * Cause & consequence * Continuity and change * Similarity and difference | * Make simple observations about different types of people, events, beliefs within a society. * Identify similarities / differences between ways of life at different times. * Recognise why people did things, why events happened and what happened as a result. * Talk about who was important eg in a simple historical account. | * Make simple observations about different types of people, events, beliefs within a society. * Recognise why people did things, why events happened and what happened as a result. * Talk about who was important eg in a simple historical account. | * Make simple observations about different types of people, events, beliefs within a society. * Recognise why people did things, why events happened and what happened as a result. * Talk about who was important eg in a simple historical account. |