

Year 2	Below	Just below	Inline
HISTORICAL KNOWLEDGE			
Sequencing the past	<ul style="list-style-type: none"> Pupils can compare two events, saying which one happened first Pupils are beginning to understand timelines Pupils can use some time adverbs with increasing accuracy to indicate periods of time e.g. a long time ago, now, then, when, before 	<ul style="list-style-type: none"> Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy. Pupils know what a timeline is and can draw one. Pupils can use time adverbs with confidence to indicate periods of time e.g. a long time ago, now, then, when, before, in the past 	<ul style="list-style-type: none"> Pupils can draw timelines and sequence a number of objects or events related to particular themes, events, periods, societies and people. Pupils can use a range of adverbs to indicate periods of time.
Constructing the past	<ul style="list-style-type: none"> Pupils can identify some relevant features of particular historical themes, events and people from history. 	<ul style="list-style-type: none"> Pupils can identify and are beginning to describe some relevant features of particular historical themes, events and people from history. 	<ul style="list-style-type: none"> Pupils can briefly describe features of themes, events and people from family, local, national and global history.
HISTORY CONCEPTS			
Change and development	<ul style="list-style-type: none"> Pupils can identify a few similarities, differences and changes within a particular topic. 	<ul style="list-style-type: none"> Pupils can identify more independently a range of similarities, differences and changes within a time period. 	<ul style="list-style-type: none"> Pupils can identify a range of similarities, differences and changes within a specific time period.
Cause and effect	<ul style="list-style-type: none"> Pupils can identify at least one relevant cause for, and effect of, several events covered. 	<ul style="list-style-type: none"> Pupils are beginning to identify more than one relevant causes and effects for some of the main events covered. 	<ul style="list-style-type: none"> Pupils can identify a few relevant causes and effects for some of the main events covered. E.g. Identify several causes, motives and effects of the Gunpowder Plot.
Significance and interpretations	<ul style="list-style-type: none"> Pupils can consider one reason why an event or person might be significant. 	<ul style="list-style-type: none"> Pupils can more confidently identify a range of significant aspects of a theme, society, period or person. 	<ul style="list-style-type: none"> Pupils can identify a range of significant aspects of a theme, society, period or person and offer some comments about why they have chosen those aspects. E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer.
HISTORICAL ENQUIRY			
Questioning, planning and carrying out a historical enquiry	<ul style="list-style-type: none"> Pupils can ask and answer some valid historical questions. 	<ul style="list-style-type: none"> Pupils can plan questions and produce answers with increasing confidence using historical terms. E.g. Plan and find information needed to write about which explorer was most successful. 	<ul style="list-style-type: none"> Pupils can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about which explorer was most successful.
Using sources as evidence	<ul style="list-style-type: none"> Pupils can extract relevant information from two different types of sources. 	<ul style="list-style-type: none"> Pupils can extract information from more than two different sources to answer specific questions. 	<ul style="list-style-type: none"> Pupils can select information independently from several different types of source including written, visual and oral sources and artefacts to answer specific historical questions.

Year 2	Greater depth
HISTORICAL KNOWLEDGE	
Sequencing the past	<ul style="list-style-type: none"> • Pupils can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised. E.g. Select independently a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence. • Pupils can use more complex time terms such as BCE/AD and period labels and terms. E.g. Use and understand a wider range of words and phrases relating to the passage of time including: last century, 1950's, 1960's and decade.
Constructing the past	<ul style="list-style-type: none"> • Pupils can explain a range of features covering family, local, national and global history and draw a range of conclusions. E.g. Recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it.
HISTORY CONCEPTS	
Change and development	<ul style="list-style-type: none"> • Pupils can describe independently and accurately similarities, differences and changes both within and across time periods and topics. E.g. Identify and describe several changes, similarities and differences that occurred in aviation over a century.
Cause and effect	<ul style="list-style-type: none"> • Pupils can comment on a few valid causes and effects relating to many of the events covered. E.g. Make a few valid judgements about the causes, motives and effects of the Gunpowder plot.
Significance and interpretations	<ul style="list-style-type: none"> • Pupils can provide some valid reasons for selecting an event, development or person as significant. E.g. Explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion.
HISTORICAL ENQUIRY	
Questioning, planning and carrying out a historical enquiry	<ul style="list-style-type: none"> • Pupils can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently. E.g. Plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response.
Using sources as evidence	<ul style="list-style-type: none"> • Pupils can critically evaluate the usefulness of sources and parts of sources to answer historical questions. E.g. Choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine.