

# Overview of progression in Year 2

Throughout Year 2, children should be more confident in using a wider range of common words and phrases relating to people, places, traditions and events and develop an increasing awareness of recent and distant past. They should also be able to place pictures, photographs, objects or events in sequence. By the end of Year 2, the children should have an understanding of how short- and long-term timescales fit beside each other, and the chronological order of recent and distant historical periods.

In Year 2, children continue to develop their skills in identifying similarities and differences between ways of life in recent and distant history and are expected to make more detailed comparisons and contrasts. They should also become more aware of the cause and effect of events or people's actions and how they have influenced the present.

In Key Stage 1, children should ask and answer questions, referring to stories and other sources. In Year 2, they should develop more confidence in their enquiring abilities by becoming history detectives and asking more pertinent questions about artefacts, why events happened, why people acted the way they did and how things were significant or made a difference to society locally, nationally or internationally. Throughout these Year 2 topics, children collect and use a wider vocabulary of everyday historical words that enable them to ask and answer questions in more detail and talk about features and concepts such as segregation with understanding.

Children should understand some of the ways in which we find out about the past. In Year 2, children listen to and interpret stories, as well as more primary and secondary sources, to gain a deeper understanding of the past. They should show an understanding of how these sources can help them to know and comprehend key features of events. In the last chapter in Year 2, which focuses on a local history project, all these skills should come together so that the children can effectively explore a significant event, person or place in their own locality.

At the end of Year 1, children began to explore how oral accounts of recent and distant events are an important source of information. In Year 2, children begin to discover that there can be different versions or viewpoints of the same event, which makes the event seem slightly different.

*In planning to ensure the progression described above through teaching about the people, events and changes outlined below, children are introduced to historical periods that they will study more fully at Key Stages 2 and 3. In the Year 2 chapters these historical periods are: the early Stuarts (James I), the early 19th century, the Victorians, the 20th century, World War II, racial segregation in 1950s' America, and a local history focus.*

Children should be taught about:

- *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life*  
Children learn how telephones have changed, how Guy Fawkes Night celebrations have changed and how life has changed for children since World War II.
- *events beyond living memory that are significant nationally or globally*  
Children learn about the Gunpowder Plot and the reasons for Guy Fawkes Night celebrations, the Great Exhibition in 1851, and events, festivals or celebrations that relate to their own locality.
- *the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods*  
Children learn about the achievements of Alexander Graham Bell, Prince Albert, and Sir Joseph Paxton. They also study and compare the achievements of Rosa Parks and her stand against racial segregation in the 1950s and Elizabeth Fry and her stand against the poor treatment of women prisoners and their children in early 1800s.
- *significant historical events, people and places in their own locality*  
Children get opportunities to learn about their celebrations for Guy Fakes Night and how World War II affected their local area. The final chapter allows children to study a significant historical event, person or place in their locality in more depth.