



## Chronological understanding

Show an awareness of the past, using common words and phrases relating to the passing of time.

*I can show an awareness of the past, using common words and phrases relating to the passing of time.*

Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.

*I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods.*

## Historical enquiry

Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.

*I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.*

Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.

*I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.*

## Understanding of events, people and changes

Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.

*I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.*

## Historical interpretations

Describe changes within living memory and aspects of change in national life.

*I can describe changes within living memory and aspects of change in national life.*

Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.

*I can describe events beyond living memory that are significant nationally or globally.*

Describe significant historical events, people and places in his/her own locality.

*I can describe significant historical events, people and places locally.*

## Organisation and communication

Use a wide vocabulary of everyday historical terms.

*I can use a wide vocabulary of everyday historical terms.*

Speak about how he/she has found out about the past.

*I can speak about how I have found out about the past.*

Record what he/she has learned by drawing and writing.

*I can record what I have learned by drawing and writing.*

# Year 2 History outcomes