

Subject: History	Year group: Year 2	Topic: Local History	Initiation & activation activities:
Prior knowledge required: Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.		Vocabulary:	
Programme of Study	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
<ul style="list-style-type: none"> Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally 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 significant historical events, people and places in their own locality. 	<p>Chronological understanding</p> <ul style="list-style-type: none"> Can they use words and phrases like: before I was born, when I was younger? Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? Can they use the words 'past' and 'present' accurately? Can they use a range of appropriate words and phrases to describe the past? Can they sequence a set of events in chronological order and give reasons for their order? GD – Can they sequence a set of objects in chronological order and give reasons for their order? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> Can they explain how their local area was different in the past? Can they give examples of things that are different in their life from that of their grandparents when they were young? GD - Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? Can they explain why someone in the past acted in the way they did? Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? <p>Historical enquiry</p> <ul style="list-style-type: none"> Can they find out something about the past by talking to an older person? Can they answer questions by using a specific source, such as an information book? Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? GD - Can they say at least two ways they can find out about the 		

	<p>past, for example using books and the internet?</p> <ul style="list-style-type: none">• Can they explain why eye-witness accounts may vary?		
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