

History

Year 2 - I can assessment statements

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|  | **Knowledge** | **Skills** |
| **Changes within****living memory** | * Pupils should develop an awareness of the past.

I can tell you about things that have happened in the past.I can name some events that have happened in my lifetime. | * They should use a wide vocabulary of everyday historical terms.
* Use common words and phrases relating to the passing of time.
* They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
* They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

I can use important vocabulary when describing people or events in the past.I can use the correct word or phrase to describe when something happened.I can ask questions about the past.I can answer questions about the past. |
| **Events beyond****living memory****that are****significant****nationally or****globally** | * Know where the events they study fit within a chronological framework e.g. Fire of London.
* Identify similarities and differences between ways of life in different periods e.g. 1666.

I can place some events in chronological order on a timeline.I can say when the Great Fire of London happened.I can say when man first landed on the moon.I can describe an important event from the past. I can describe what life was like a long time ago and compare it to life today.I can say why the Great Fire of London is important for us today. |
| **The lives of****significant****individuals in****the past who****have****contributed to****national and****international****achievements** | * Know where the people they study fit within a chronological framework e.g. Neil Armstrong.
* Identify similarities and differences between ways of life in different periods e.g. 1666.

I can describe people from the past who were very important and why they were important.I can place important people from the past on a timeline. |