



Year 2 History Step Up 2022-23

Aspect	Year 1	Year 2	Year 3
<p><b>Everyday life</b></p>	<p>Aspects of everyday life include houses, jobs, objects, transport and entertainment. Describe an aspect of everyday life within or beyond living memory.</p> <p>covered x 6 optional x 3</p>	<p>Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. Describe the everyday lives of people in a period within or beyond living memory. (H1)</p> <p>covered x 2 optional x 2</p>	<p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Describe the everyday lives of people from past historical periods.</p> <p>covered x 8 optional x 4</p> <p>Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort. Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</p> <p>covered x 4 optional</p> <p>Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>covered x 4 optional x 3</p>
<p><b>Hierarchy and power</b></p>	<p>A monarch is a king or queen who rules a country. Describe the role of a monarch.</p> <p>covered</p>	<p>Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. Describe the hierarchy of a past society. (H2)</p> <p>covered x 2</p>	<p>Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments. Describe the roles of tribal communities and explain how this influenced everyday life.</p> <p>covered optional</p> <p>Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split</p>



			<p>into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army. Describe the hierarchy and different roles in past civilisations.</p> <p>covered x 3</p> <p>After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated. Describe the significance and impact of power struggles on Britain.</p> <p>covered x 4 optional</p>
Civilisations			<p>The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>covered x 2 optional x 4</p> <p>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution. Describe ways in which human invention and ingenuity have changed how people live.</p> <p>covered x 5 optional x 4</p> <p>The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of</p>



Year 2 History Step Up 2022-23

			Christianity. Describe the achievements and influence of the ancient Romans on the wider world. covered x 2
<b>Report and conclude</b>	Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Create stories, pictures, independent writing and role play about historical events, people and periods. covered x 4 optional x 2	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. (H3) covered x 9 optional x 6	Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. Make choices about the best ways to present historical accounts and information. covered optional x 5
<b>Communication</b>	Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). covered x 5 optional x 2	A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. Use the historical terms year, decade and century. covered optional x 3 (H4)	Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE. Use historical terms to describe different periods of time. covered optional x 2  Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change. Ask well composed historical questions about aspects of everyday life in ancient periods. covered
<b>Artefacts and sources</b>	Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Use a range of historical artefacts to find out about the past. covered x 5 optional  ? Historical sources include artefacts, written accounts, photographs and paintings. Express an opinion about a historical source. covered x 2	Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. (H5) covered x 2  ? A viewpoint is a person's own opinion or way of thinking about something. Use historical sources to begin to identify viewpoint. (H6) covered x 2 optional x 2	Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Make deductions and draw conclusions about the reliability of a historical source or artefact. covered x 12 optional x 4  Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. covered optional x 2



## Year 2 History Step Up 2022-23

<p><b>Local history</b></p>	<p>Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. Describe important events in the school's history. covered x 2</p>	<p>Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Describe, in simple terms, the importance of local events, people and places. (H7) covered</p>	<p>National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality. Analyse a range of historical information to explain how a national or international event has impacted the locality. covered</p>
<p><b>Compare and contrast</b></p>	<p>Identifying similarities and differences helps us to make comparisons between life now and in the past. Identify similarities and differences between ways of life within or beyond living memory. covered x 4 optional x 4</p>	<p>A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. Describe what it was like to live in a different period. (H8) covered optional</p>	<p>Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology. Explain the similarities and differences between two periods of history. covered optional x 2</p>
<p><b>Significant events</b></p>	<p>Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. Identify some key features of a significant historical event beyond living memory. covered</p>	<p>Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War. Explain why an event from the past is significant. (H9) covered optional</p>	<p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. Explain the cause and effect of a significant historical event. covered x 7 optional</p>
<p><b>Significant people</b></p>	<p>A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Understand the term significant and explain why a significant individual is important. covered optional x 3</p>	<p>Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Use historical models to make judgements about significance and describe the impact of a significant historical individual. (H10) covered x 16 optional x 2</p>	<p>Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence. Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. covered x 2</p>
<p><b>Changes over time</b></p>	<p>Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. Describe changes within or beyond living memory. covered x 2 optional x 2</p>	<p>Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. Describe how an aspect of life has changed over time. (H11) covered x 2</p>	<p>Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology. Summarise how an aspect of British or world history has changed over time. covered optional x 2</p>
<p><b>British history</b></p>	<p>Significant historical events include those that cause great change for large numbers of people. Describe a significant historical event in British</p>	<p>Important individual achievements include great discoveries and actions that have helped many people. Describe and explain the importance of a significant individual's achievements on British</p>	<p>Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped</p>



## Year 2 History Step Up 2022-23

	history. covered x 2	history. (H12) covered x 3 optional x 6	to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live. Describe how a significant event or person in British history changed or influenced how people live today. covered x 3 optional x 2 ? The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture. Explain the cause, consequence and impact of invasion and settlement in Britain. covered optional
Chronology	Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Order information on a timeline. covered x 8 optional	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Sequence significant information in chronological order. (H13) covered x 10	Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. Sequence dates and information from several historical periods on a timeline. covered x 5 optional