

History milestones Year 2

Steps	1	2	3	4	5	6	7	8
General Historical skills	To understand now and next To know when something is finished	Sequence two pictures of daily events Responds to questions about daily routine	Recalls information from past events with visual support Sequence three symbols/pictures of familiar events/routines	Uses words like 'before' 'now' and 'then' 'today' 'yesterday' Communicate about significant events or recent experiences that have previously happened e.g. class trip, including details (in their past)	Uses historical sources to answer simple questions Use a variety of sources – pictures, text and artifacts to find out about the past. Ask questions about the past - <i>Who? What? When?</i>	Links change to personal life - knowing life was different for their grandparents. Use secondary sources to research facts Describes consequences of change – making life easier, saving time etc.	Use research to gather information and answer historical questions. Know that Centuries are named one number ahead of the years they include. The years 1801–1900 are the 19th century.	Interprets different sources and perspectives Explain the impact of important inventions or discoveries on society. Present historical information clearly in writing, speaking, or through creative projects.
	Responds to questions about what comes next using familiar routines (in school)	Recognise and respond to pictures of themselves at different ages	Talks about family routines e.g. bedtime	Identify similarities and differences in objects from the past and present	Know that a century is 100 years and a decade is 10 years.	Explains how and why change happened/inventions.	The years 2001–2100 are the 21st century.	
	To recognise themselves in photo from now and the recent past	Knows and has an awareness of past activities they were involved in by looking at photos/videos	Knows how old they are. Recognise that some lessons are taught on the same days such as PE is always on a Monday.	Looks at pictures and books for information	Know that a timeline shows events in chronological order.	Know that we are currently in the 21st century.		
	To know and recognise people that are important to them in real life and photos	To sort familiar and unfamiliar people	Recognise that some things happened before I was born.	Knows the year that they were born.	Create a simple timeline of objects or events.			
	Listens to and engages with stories about the past	Follow a simple class timetable.	Place two past events in order.	Know that a timeline shows things in order over time.	Use historical vocabulary when talking about timelines.	Know that timelines help us to understand change over time.		
	To recognise own belongings even when they are somewhere different				Recognise that some events happened a long time ago, before I was			
	Matches symbols/pictures							

	to historical artefacts				born, and some are more recent.			
Vocabulary	Now, next, me, mine, same, different	Before, after, present, past, a long time ago,	Then, finally, a short time ago, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, same, different, order, object	timeline, yesterday, today, tomorrow, year, month, change,	Artifact, recent, event, memory, century, decade, chronological	Compare, research, invention,	Source, evidence, time period, primary source, secondary source	Impact, significance, conclusion
	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7	Milestone 8
Changes in technology and toys (includes gaming, phones, toys)	To recognise and name familiar types of technology (e.g. computer, TV, tablet) using symbols, spoken words, or signs. To show curiosity about old technology (computers, phones, tablets, radios)– looking at, touching, pointing. To explore and interact with older technologies through role play (using a rotary phone) To match pictures of	To sort technologies into old and new (e.g. computers, TVs, radios, tablets) To match what these technologies do- computer, radio, TV, tablet. To sort old and new phones. To explore and compare old toys from different time periods simply "I like it" To match the old and new toy cars, teddies, toy phones and dolls together.	To order up to 3 different technologies over time- computers, TV's, radios and tablets. Match phone features (e.g. internet, texting, taking photos) to the correct phone. Sequence candlestick telephone- corded telephone – smartphone To describe differences between the phones over time.	To explore how some toys are now represented through gaming e.g. toy cars- Mario Kart, wooden toy sword – lightsabre – Wii sport sword game. Communicate about the invention of the telephone and Alexander Graham Bell Communicate about the invention of Apple and Steve Jobs To describe similarities and	To compare similarities and differences between previous games and gaming consoles with current ones. To state how the invention of the internet has impacted on people's lives by comparing everyday tasks then and now. Understand that the internet enables us to communicate and get information faster and to people all over the world.	To explain similarities and differences between older and modern games and gaming consoles, giving reasons for how technology has changed over time. To place gaming-related images accurately onto a timeline and explain the order in which technologies were developed. To understand and describe	To research and analyse similarities and differences between older and modern games and gaming consoles, explaining how and why technology has changed over time. To research how gaming helps people to communicate and work together. To research and compare gaming from	To investigate how advances in technology have improved the gaming experience over time. To the positive and negative impacts of gaming technology on society. To use a range of sources to research and present information about the history of gaming technology. To research how online gaming has changed communication

	different phones over time- Victorian, corded, mobiles to smart phones. To sort toys into groups old and new through exploration and adult supported discussion. To recognise and name different types of toys (e.g. doll, car, ball, rocking horse, blocks, lego (or duplo)) using symbols, spoken words, or signs.	To explore and name old toys – jack in the box, toy soldiers, spinning tops, hoop and stick.	Put three toys in order from oldest to newest. Describe old toys including what they do, what they look like, what they are made of. Describe new toys and how they work using modern technology. To compare new toys that move, make a sound or light up to their original e.g. old doll (no features) and modern doll (lots of features)	differences between old and new toys and technologies. To describe and explain which features of phones have changed overtime.	Compare different sources to find out information (children to think of a who? What? When? Question) – internet, book, dictation. To plot gaming pictures onto a simple timeline.	how the internet allows people to communicate, share information, and connect quickly across the world. To explain in detail how the invention of the internet has changed people's lives by comparing a range of everyday tasks in the past and present.	different decades. Predict simply what gaming might look like in the future.	and social interaction.
	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7	Milestone 8
Vocabulary	New, old, a long time ago, computer, TV, phone, tablet, radio, doll, car, lego, ball, rocking horse, blocks, toy	Technology, jack in the box, toy soldiers, spinning tops, hoop and stick.	Newest, oldest, different, same, use, change, smartphone, landline, phone box, corded phone	Venn diagram, similarities, differences, invention,	Pixel, image, speed, realistic, decade, century, over ten years ago, over 100 years ago,	Society, social media, describe, explain, contrast, chronology	Advancement, artificial intelligence, virtual reality, streaming	Addiction, influence, conclusion