

Progress Document – Year 2- Transport			
Previous Years End of Expectations		End of year Expectations to be met in this topic	
<b>Chronology-Long arc of development-significant events</b>	Place events and artefacts in order on a time line. Use dates where appropriate	<b>Chronology-Long arc of development-significant events</b>	Use dates where appropriate Place events and artefacts in order on a timeline.
<b>Life achievements of the society/significant people</b>	Recount changes that have occurred in their own lives. Describe significant people from the past	<b>Life achievements of the society/significant people</b>	Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace. Describe significant people from the past.
<b>Interpretations of the past- the process of change- the impact on our society</b>	Identify some of the ways the past has been represented. Recognise that there are reasons why people in the past acted as they did. Recount changes that have occurred in their own lives.	<b>Interpretations of the past- the process of change- the impact on our society</b>	Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the ways the past has been represented. Recognise that there are reasons why people in the past acted as they did. Recount changes that have occurred in their own lives.
<b>Communication</b>	Ask questions such as: What was it like for people? What happened? How long ago? Observe or handle evidence to ask questions and find answers to questions about the past. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	<b>Communication</b>	Ask questions such as: What was it like for people? What happened? How long ago? Observe or handle evidence to ask questions and find answers to questions about the past.
National Curriculum Links			Key Vocabulary
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.			Travel Transport Steam engine Petrol/combustion engine Electric cars
Key Knowledge			Enhancements and links with other subjects
The first trains had steam engines. Steam could be seen coming out of the chimney at the front. In 1830, people could travel on trains for the first time. In 1903, the Wright brothers were the first people to successfully fly in an aeroplane. They built it themselves. In 1908, Henry Ford made a car called the model T. It was the first car to be made in a factory and lots of these cars were made. On May 20–21, 1932, Earhart became the first woman to fly nonstop and alone across the Atlantic.			Trip to Bury Transport Museum.
Next years End of year expectations			
<b>Chronology-Long arc of development-significant events</b>	Place events, artefacts and historical figures on a time line using dates.		
<b>Life achievements of the society/significant people</b>			

<b>Interpretations of the past- the process of change- the impact on our society</b>	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
<b>Communication</b>	use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology