

Townhill Infant School- Progression of skills

Subject- History

National Curriculum	Year R	Year 1	Year 2
Historical enquiry	<p>They can show an interest in the lives of people who are familiar to them.</p> <p>They can remember and talk about significant events in their own experience - All about me topic.</p> <p>They can recognise and describe special times or events for family or friends - link to their photo albums that they bring in to school. (30-50)</p> <p>Children talk about past and present events in their own lives and in the lives of family members - link to 'All about me' bag. (ELG)</p>	<p>They can identify who Guy Fawkes was and when he lived. (Autumn 2 - Guy Fawkes)</p> <p>They can identify if a toy is old or new and record information about it.</p> <p>They can understand that toys and games from the past are still those that we play with today. (Spring 1 - Toys)</p> <p>They can identify and recall features inside a Victorian house.</p> <p>They can find out how Victorians do their washing. (Spring 2 - Victorian homes)</p>	<p>They can find information out about Henry VIII using different sources. (Autumn 2 - Henry VIII)</p> <p>They can learn facts and information about the seaside from 100 years ago. (Summer 2 - Life in the past, seaside)</p>
Organisational and Communication		They can take on the role of Guy Fawkes and	They can write questions to interview Samuel Pepys.

		<p>explain how they are feeling. (Autumn 2 - Guy Fawkes)</p> <p>They can design a Victorian house. They can make a clay tile including features of a Victorian house. (Spring 2 - Victorian homes)</p>	<p>(Autumn 1 - Great Fire of London.)</p> <p>They can ask questions to Henry VIII to find out more information. (Autumn 2 - Henry VIII)</p> <p>They can write questions to ask a Titanic survivor. (Spring 2- Titanic)</p> <p>They can create a seaside collage of a beach in the 1900s. They can create an information clip/advert about holidays in the 1900s. (Summer 2 - Life in the past, seaside)</p>
Chronology		<p>They can sequence the key events of Guy Fawkes' life and understand the passing of time. (Autumn 2 - Guy Fawkes)</p>	<p>They can write a report on the Great Fire of London remembering key events. (Autumn 1 - Great Fire of London.)</p> <p>They can write a report and apply knowledge they have learnt. (Autumn 2 - Henry VIII)</p>

			<p>They can write a report about Florence Nightingale. (Spring 2 - Florence Nightingale)</p> <p>They can sequence events in order. (Spring 2- Titanic)</p>
Range and Depth of Historical Knowledge		<p>They can identify who Guy Fawkes was and when he lived. (Autumn 2 - Guy Fawkes)</p> <p>They can recall information about their own home and compare with Victorian homes and how they look. (Spring 2 - Victorian homes)</p>	<p>They can organise notes into a fact file on the fire service in 1666. They can organise their writing into a poster to outline the key events of the Great Fire of London.</p> <p>They can write a diary entry and apply what they have found out about Samuel Pepys. (Autumn 1 - Great Fire of London.)</p> <p>They can identify famous people and clarify what it means to be famous. They can retrieve information about Florence Nightingale from different sources. They can organise information into a poster, persuasive letter and a quiz.</p>

			<p>(Spring 2 - Florence Nightingale)</p> <p>They can write a diary entry as a survivor on the Titanic and apply what they have found out.</p> <p>They can organise their writing into a poster using persuasive language.</p> <p>(Spring 2- Titanic)</p> <p>They can talk about what specific objects are used for.</p> <p>(Summer 2 - Life in the past, seaside)</p>
Interpretations of History		<p>They can identify similarities and differences between toys in the past and in the present.</p> <p>They can design a 3D toy shop.</p> <p>(Spring 1 - Toys)</p> <p>They can identify and compare houses from the past to now - making a list of similarities and differences.</p>	<p>They can compare and contrast houses from 1666 and now.</p> <p>They can describe how fire-fighting has changed since 1666.</p> <p>(Autumn 1 - Great Fire of London.)</p> <p>They can compare and contrast hospitals from today and in the past.</p> <p>(Spring 2 - Florence Nightingale)</p>

		(Spring 2 - Victorian homes)	They can invent a passenger on the Titanic and write a story about them. (Spring 2- Titanic) They can write a day at the seaside story in the 1900s. (Summer 2 - Life in the past, seaside)
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