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| **Purbrook Infant School History Skills Progression 2017 – 2018** |
| **Skill** | **Topic**  | **Year R** | **Year 1** | **Year 2** |
| Knowledge and Understanding of the World | Autumn Term BToys | Summer Term BMary Anning | Autumn Term BTitanic | Spring Term B Great Fire of London |
| **Main Resources** | Trip to Arundel Castle Summer A | Selection of toys from school and some of teachers’ own. Six Step Enquiry pack & CD | Mary Anning Resource Box from History Curriculum CentreSix Step Enquiry pack & CD | Trip to SeaCity Museum, SouthamptonTitanic Resource Box from History Curriculum Centre | GFoL Resource Box from History Curriculum Centre |
| **Chronology****(They should understand where the events/people fit within a chronological framework.)** | Understand how to use the visual timetable and know that it shows the series of events throughout one day. Explore calendars and major events during the school year. Celebrate birthdays. Which month is your birthday in? Whose birthday is next? Who is the youngest/oldest in the class?Send home class mascot and talk about what happened at the weekend.  | Sort modern and old toys/pictures of toys into chronological order.Sort toys according to the age of the children for which they are designed.  | Order key events from Mary Anning’s life.  | Place pictures in chronological order to retell the story. Order captions of different stages of the sinking of the ship.  | Sequence key events during the GFoL.  |
| **Change and Continuity****(Identify similarities and differences between ways of life in different periods.)**  | Identify how we have changed over time. What can I do now that I couldn’t do at preschool? What can we learn from our trip to the castle? How is the castle different from our homes? How did people live? Talk about the different routines of a servant and a lord in a castle. Order events.Look closely at the roles of different people who lived in the castle including lords, ladies, kings, queens, priests, soldiers, knights, servants and cooks.  | Explore a selection of toys. Identify similarities and differences between old and modern (materials, colours, functions).  | Explore the objects in the history resource box. Identify similarities and differences between the clothes, pencil case and tools.  | Explore the objects in the history resource box. Identify similarities and differences between the old objects and our modern-day equivalents. | Identify the differences between London before 1666 and London after 1666. Compare the firefighting tools from 1666 and modern-day tools.  |
| **Cause and Consequence (Understand the effects that an event or a person’s life had on history.)** |  | Discuss the effect of the development in the use of plastic for manufacturing toys.  | Learn about Mary Anning’s life, what lead her to hunt for fossils, what she discovered and why her discoveries were so significant. Identify the significant people in Mary Anning’s life who impacted her work.  | Look into the reasons why the Titanic sank.  | Identify the ways in which London had to be changed as a result of the fire. (E.g. stone and brick used for building instead of wood.) |
| **Historical enquiry****(They should find out about the past by asking and answering questions, choosing and using parts of stories and other sources.)**  | Talk to teachers, parents, grandparents about what life was like for them when they were young. Generate questions about castles which they would like to find the answers to.  | Ask questions about the toys. Use internet, Power Point and books and people to find out more about the toys and answer their questions.  | Begin the topic by asking questions about Mary Anning and about the objects in the history resource box. Use photos, books and other sources to find answers to questions.  | Ask and answer questions about the pictures and objects in the history resource box. Study sources at the SeaCity Museum. Ask and answer question about the objects and displays.  | Create a mind map to show what they already know and what they want to find out. Read statements about the GFoL and research whether or not they are true. Give reasons with a detailed explanation. Learn about the different tools that were used to put out the fire.  |
| **Historical Interpretation** **(They should be able to show that they know and understand what they have learnt from a source by explaining the key features. They should begin to assess the reliability of sources.)** |  | Look carefully at some toys to establish whether they are actually old toys, or modern toys that have been made to look old.  | Look at the history resource box and information books as sources of information about Mary Anning.  | Create a poster to advertise the Titanic.Begin to assess the reliability of different sources. (E.g. does this picture actually show the Titanic or is it the Carpathia?) Introduce the idea of questioning the validity of sources.  | After reading statements about the GFoL, give reasons with a detailed explanation to say whether or not they are true. Interpret information about how the fire spread so quickly and the consequences of this.  |
| **Organisation and Communication****(They should communicate their knowledge in a variety of ways.)** | Communicate their knowledge by:* talking about their learning
* drawing pictures
* taking part in role play.
 | Communicate their knowledge by:* talking about the toys
* drawing pictures of toys
* describing toys
* writing sentences about the toys.
 | Communicate their knowledge by:* asking and writing questions,
* describing objects
* drawing pictures,
* taking part in role play,
* writing sentences about Mary Anning.
 | Communicate their knowledge by:* create a poster
* taking part in role play
* write lists of facts
* write captions for pictures

Extended reading and writing opportunities are provided during Year 2 literacy lessons.  | Communicate their knowledge by:* creating a mind map
* writing sentences
* answering questions in a quiz
* talking with other children in their groups
* giving reasons for their answers.

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