

## Farncombe Church of England Infant School

### Progression of Skills – History

SKILLS	EYFS	YEAR 1	YEAR 2
<b>1. Use technical history vocabulary</b>	See the vocabulary progression document for examples of this.	See the vocabulary progression document for examples of this.	See the vocabulary progression document for examples of this.
<b>2. Make evidence based comparisons between the past and present</b>	Children present ideas by saying how they know something. <i>"My dad lived in Farncombe when he was a child. He showed me a picture from then."</i>	Children make arguments with reference to the past. <i>"Florence Nightingale was important because we still use her ideas today to keep hospitals safe and clean."</i> <i>"Before 1854 people did not clean hospitals very well. When the Crimean War happened she made nurses keep beds and floors clean in the Scutari hospital. Now hospitals are very safe because of her."</i>	Children make detailed arguments with reference to the past, and may infer information from their knowledge. <i>"Scott died because he did not have enough food and too many of the dogs died so they could not pull the sleighs. Amundsen made it to the South Pole and back home. Amundsen was more prepared than Scott."</i>
<b>3. Ask and answer questions about the past</b>	<i>"What was different about school in the past? My mum told me there were other teachers."</i> Using what and who.	<i>"When did the Crimean War happen? In the Victorian times."</i> Children will also begin to reference specific dates. <i>"Where did the Wright brothers fly from?"</i> Using what, who, where, when.	<i>"Why did Scott's expedition fail?"</i> <i>"How did the Great Fire of London start? Why did it spread so far?"</i> Children will ask questions considering the build up to and implications of events as well as basic information about those events. Using what, who, where, when, how, why.

<b>4. Explore sources of historical information</b>	Children will access sources with teacher support including books, artefacts, first hand accounts, pictures.	Children will identify sources and access them with greater independence including books, artefacts, first hand accounts, pictures. Children will begin to use the contents page, index, and glossary of non fiction books.	Children will identify sources and access them independently, including books, artefacts, first hand accounts, pictures. Children will efficiently use the contents page, index, glossary of non fiction books to navigate to relevant information.
<b>5. Create a narrative of events through timelines</b>	<i>"First I was born. Next my sister was. Then my baby brother."</i>	<i>"Florence Nightingale was born in 1820. She was a nurse in Scutari in 1854. She died in 1910."</i>	<i>"Scott left for the South Pole on the 1th November 1911. He got there on the 17th January 1912."</i>
<b>Skills will be shown...</b>	Mostly verbally and visually with some written examples.	Verbally, visually, and with more written examples.	Verbally, visually, mostly in writing.