

CHI Progression of History Knowledge & Skills

Threshold Concepts		Reception	Year 1	Year 2
Chronology & Connections	CC1	Know some similarities & differences btw past and present (UW ELG) Use everyday language related to time. (M – ELG) eg morning/afternoon seasons, “I am 4 years old”	Use common words and phrases relating to the passing of time. yesterday/last week/month/year	Show an awareness of the past, using common words and phrases relating to the passing of time. eg timeline
	CC2	Understanding of changes in their own lifetime (personal timeline). (PSED)	Place known events and objects in chronological order. Use timeline	Describe where the people and events studied fit within a chronological framework.
	CC3	Talk about the lives of people around them and their roles in society. (UW – ELG) Birthdays, days, months, seasons.	Sequence events and recount changes within living memory.	Identify similarities and differences between ways of life in different periods.
Historical Enquiry & Interpreting Evidence	HE1	Understand the past through settings, characters and events encountered in books (UW - ELG)	Find answers to some simple questions about the past from simple sources of information.	Show understanding of some of the ways in which we find out about the past (artefacts, pictures, stories, online) and identify different ways in which it is represented.
	HE2	Answer ‘how’ and ‘why’ questions about their experiences and in response to stories and events. (UW+CL – ELG)	Ask and answer relevant basic questions about the past.	Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
	HE3	Sort ‘mystery’ artefacts ‘old’ and ‘new’ (Maths: SSM)	Sort ‘mystery’ artefacts from ‘then’ and ‘now’	Describe some simple similarities and differences between ‘mystery’ artefacts.
Historical Communication	HC1	Talk about things they did at the weekend, yesterday, this morning (UW:P&C)	Talk, draw or write about aspects of the past.	Use a wide vocabulary of everyday historical terms.
	HC2	Children talk about past and present events in their own lives and in the lives of family members. (UW - ELG) Orders and sequences familiar events (M – ELG).	Speak about how they have found out about the past.	Record what they have learned by drawing and writing.

CHI History Curriculum

	HC3	Vocabulary: today, yesterday, tomorrow, the present, the past, the future, day, week, month, calendar long ago, old vs new, recent parent, (great) grandparent, clue, memory, remember, lifetime Who? What? (UW: P&C)	Additional Vocabulary: year, decade, century, ancient vs modern, living memory timeline, date, order, chronology Explorers , Ernest Shackleton, pioneer Neil Armstrong, The Space Race, moon landing similar vs different, because important, significant, inventions drawing, painting, photograph, camera, detective, artefact When...? Where...?	Additional Vocabulary: chronological order, era/period Gunpowder Plot , Parliament, King James Guy Fawkes, Catholic, Protestant, treason The Great Fire of London , Samuel Pepys, diary, Thomas Farynor, Pudding Lane Florence Nightingale , Mary Seacole , brave, prejudice, gender/racial discrimination, investigate, research, evidence, historians letters, newspapers, websites Why...?
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Breadth		Reception	Year 1	Year 2
Changes within living memory, which reveal aspects of change in national life.	B1	<p>AYR - Events in their lives (birthday's, celebrations, school events)</p> <p>Au1 - Black History Month</p> <p>Su2 - International Sporting Events</p> <p>*History of our school (50yrs)</p> <p>As appropriate - The Royal Family</p>	<p>AYR - Events in their lives (birthday's, celebrations, school events)</p> <p>Sp2 - Space Race/Moon landing</p> <p>Su2 - International Sporting Events</p> <p>*History of our school (50yrs)</p> <p>As appropriate - The Royal Family</p>	<p>AYR - Events in their lives (birthday's, celebrations, school events)</p> <p>Su2 - International Sporting Events</p> <p>Su2 - History of our school</p> <p>As appropriate - The Royal Family</p>
Events beyond living memory that are significant nationally or globally.	B2		<p>Au1 - Farne Island rescue/ RNLI</p> <p>Sp1 - Polar Exploration</p>	<p>Au1 - The Great Fire of London</p> <p>Sp1 - Crimean War/Scutari Hospital impact on healthcare system</p> <p>Sp2 - Age of Castles</p>
The lives of significant individuals in the past who have contributed to national and international achievements and use some to <u>compare</u> (VS) aspects of life in different periods.	B3	<p>Sp2 - International Women's Day 21/22: <i>Frida kahlo , the queen , Maude Lewis , Rosa Parks, L.S. Lowrey, Emmeline Pankhurst, Guy Fawkes, Georgia O'Keeffe, St Valentine</i></p>	<p>Au1 - Grace Darling - Queen Victoria</p> <p>Sp1 - Ernest Shackleton - Robert Scott VS...</p> <p>Sp2 - Neil Armstrong & co -VS Mae Jemison, Katherine Johnson, Tim Peake, Chris Hadfield, Helen Sharman</p> <p>Su1 - Mary Anning</p> <p>Su1 - Monet, Lowry, Goldsworthy, van Gogh</p>	<p>Au1 - Samuel Pepys</p> <p>Au2 - Guy Fawkes</p> <p>Sp1 - Mary Seacole & Florence Nightingale VS Edith Cavell</p> <p>Sp2 - Range of significant scientists</p> <p>Su1 - Significant Activists for equality: Emmeline Pankhurst, Mahatma Gandhi, Rosa Parks</p>
Significant historical events, people and places in their own locality.	B4	Au2 - Remembrance Day	Au2 - Remembrance Day	<p>Au2 - Remembrance Day</p> <p>Su2 - History of Coombe Hill Site & Coombe Conduit</p>

Themes: explorers, women who impacted the world