





## CHIS Skills Progression 2021/2022

Subject area: History

Curriculum leader: Mrs Crane

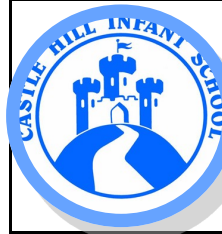
EYFS Progression of skills

### Key Knowledge

- Know about past and present events in their own lives and in the lives of family members
- Know about similarities and differences between themselves and others, and among families, communities and traditions
- Understand how and why questions
- Build up vocabulary to reflect their experiences
- Know how to talk about events in the past, present and future forms
- Develop an understanding of growth, decay and changes of time

### Key Skills

- Use past, present and future forms accurately when talking about events
- Listen attentively to others in a range of situations
- Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences
- Respond to what they hear (e.g. in stories) with relevant comments, questions or actions
- Answer 'how' and 'why' questions about their experiences and others' experiences
- Question why things happen and give explanations e.g. who, what, when, how
- Use language to imagine and recreate roles and experiences in play situations
- Talk about their own or others' experiences
- Represent their own ideas, thoughts feelings through art, music, design and technology, dance, role play and stories.
- Use storylines or narratives in their play
- Identify similarities, differences, patterns and change



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EYFS Progression of skills

Key Vocabulary

Time  
Past  
Present  
Future  
Then  
Now  
Old  
New  
Differences  
Similarities  
Change  
Calendar  
Chronological  
Cause  
Consequence  
Important  
Who  
What  
Where  
When  
Why  
How  
Yesterday  
Today  
Tomorrow  
Beginning  
Middle  
End



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Year 1—Changes within living memory, change in national lives of significant people. Significant events in own locality including people and place. Studying lives of significant individuals who have contributed to national and international achievements

- Remember parts of stories and memories about the past
- Use common words and phrases relating to the passing of time e.g. old, new, young, days, past, months
- Sequence some events or related objects in order and begin to know where events they study fit within a chronological framework

- Begin to identify similarities and differences between ways of life in different periods
- Explore changes within living memory
- Begin to explore the lives of significant individuals who have contributed to national and international achievements

Year 2—Events beyond living memory that are significant nationally or globally. Comparing the lives of significant individuals in the past who have contributed to national and international achievements

- Use common words and phrases relating to the passing of time e.g. recently, before, after, now, later
- Use past and present when telling people about events
- Recount changes in own life time, people, events or objects in order using a given scale and be able to describe where people and events they study fit within a chronological framework,
- Begin to explore the significance of this

- Use information to describe the past and difference between then and now
- Explore significant historical events, people and places in their own locality
- Explore events beyond living memory that are significant nationally or globally
- Explore the lives of significant individuals who have contributed to national and international achievements



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Year 2 - Topic specific vocabulary Fire Fire !

- London Capital City where important decisions are made
- River Thames Large River in London used to transport goods by boat
- St. Pauls Cathedral Important church nearly 600 years old (in 1666)
- Thomas Farrinor Baker
- King Charles II King of England in 1666
- Samuel Pepys Famous for keeping a diary of events in 1666
- Evidence Information showing something is true
- Pudding Lane Where the fire started (in Thomas Farrinor's bakery)
- Diary A book where daily events are written and kept
- Fire hook Long stick used to pull down buildings
- Water squirter Like a syringe, filled with water to squirt on a fire
- Leather bucket Material, from animal skin (before we used tin or plastic)
- Wooden Houses Houses were built of wood - wood catches fire easily
- Narrow Streets Not much room between houses



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**Year 2 - Topic specific vocabulary Voyage to the Unknown**

1969	The year humans landed on the moon
Neil Armstrong	Astronaut
Buzz Aldrin	Astronaut
Michael Collins	Astronaut
Astronaut	Person trained to travel in a spacecraft
America	Country where Apollo 11 took off
Mission	An important job to achieve something
Apollo 11	First space flight that landed humans on the moon
Eagle	Luna module that landed on the moon
Competition	More than one person trying to win something
Pilot	Operates and controls and aircraft
Brave	Doesn't show they might be scared of possible danger
Christopher Columbus	Explorer (530 years ago)
Italy/Italian	European country where Columbus was born
Santa Maria	Ship part of the famous voyage
Pinta	Ship part of the famous voyage
Nina	Ship part of the famous voyage
Adventurer	Person who looks for adventure
Explorer	A person who travels in search of information
Discovery	Something found or learnt for the first time
1492	The year the voyage began
Route	Direction taken to go somewhere
Disease	Illness or sickness that spreads
Slaves	A person who belongs to someone and has to obey them

Cause & consequence—why people did things, why events happened, and the results	<ul style="list-style-type: none"> <li>Begin to explore why things happen and what happened as a result</li> </ul>	<ul style="list-style-type: none"> <li>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference</li> <li>Begin to explore the significance of events and begin to draw connections</li> <li>Use evidence to explain reasons why people in the past acted the way they did</li> </ul>
Historical enquiry—find out about the past by exploring a variety of sources	<ul style="list-style-type: none"> <li>Begin to identify and recount some details from the past from relevant sources</li> </ul>	<ul style="list-style-type: none"> <li>Look carefully at sources to find information about the past. Ask and answer questions about the past.</li> <li>Begin to evaluate different primary and secondary sources</li> </ul>
Historical enquiry—asking and answering questions; choosing and using sources to show understanding	<ul style="list-style-type: none"> <li>Begin to look at sources to find out about the past</li> <li>Find answers to simple questions about the past from relevant sources</li> </ul>	<ul style="list-style-type: none"> <li>Start to think about which sources are reliable or not</li> <li>Look carefully at sources to find information about the past. Ask and answer questions about the past</li> </ul>
Interpretation—explore ways we find out about the past and how it is represented	<ul style="list-style-type: none"> <li>Begin to identify and recount some details from the past from relevant sources</li> </ul>	<ul style="list-style-type: none"> <li>Look at primary and secondary sources to find out about the past</li> <li>Start to think about different opinions about the past</li> </ul>
Communication—the ways in which children demonstrate their knowledge and understanding	<ul style="list-style-type: none"> <li>Show knowledge and understanding about the past in different ways e.g. role play, drawing, talking and writing</li> </ul>	<ul style="list-style-type: none"> <li>Describes objects people and events</li> <li>Write simple stories and recounts about the past</li> <li>Draw labels and diagrams</li> </ul>



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**Year 1 - Topic specific vocabulary Wheels on the Bus**

London	Capitol city of England
Basingstoke	Town where we live
Thornycroft	Local company that built vehicles
Transport	Vehicle going from one place to another
Factory	Building where goods are built
Employment	Working and getting money
Village	Small groups of houses/buildings (rural)
Town	Built up area with boundaries
Bus	Large vehicle usually on a fixed route
Coach	Large vehicle usually does long journeys
Lorry	Large vehicle that transports goods
Car	Small vehicle that carries 2-8 people
Plane	Large vehicle that carries passengers in the air
Bike	Small vehicle with two wheels and pedals
Ticket	Small piece of card/paper letting you travel by vehicle
John Thornycroft	Founder of the vehicle company
Electric	Alternative way to start up engines and is better for the environment
Petrol	Oil used to start up engines
Steam	Power first used to start engines
1769	First known powered car
Reliable	Vehicle will start and drive well



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**Year - Topic specific vocabulary Fossil Hunters**

Mary Anning	Collected fossils and is very important to science and history
Joseph Anning	Mary's father—taught her how to find fossils
Fossil	Remains of a pre-historic animal/plant in a rock
Rock	Solid material found in the earth
Lyme Regis	Seaside town in Dorset, England
Discovered	Found something not known about before
Extinct	No longer here
Skeleton	Set of bones inside animals, including humans
Pterodactyl	Dinosaur that flew - pteron is Greek for 'wing'
Assemble	Fit together parts of an object
Token	Small metal coin given for goods or services
Museum	A building where interesting objects are kept that people can go and visit
Contemporary	New ideas or ideas that are happening now
Prehistoric	Very old, before things were written down
Geological Society	A group of people who are recognised for their knowledge in the world of science
Geology	Studying the earth and its history
Controversial	Person or their actions upset other people
Palaeontologist	Scientist of studies fossils
Ichthyosaur	Prehistoric creature that lived in the water
Jurassic Coast	Coast in Dorset and Cornwall where lots of fossils have and continue to be found