

History Progression of skills and knowledge organiser- updated 2021

History Progress of skills by area

Vocabulary	
Early Years	Old, new, first, next
Year 1	old' and 'new', (inc comparative language, older/ newer etc.) 'modern', 'before', 'after', to include simple phrases such as ' a long time ago' Yesterday, today, tomorrow Same, different, change
Year 2	past and present, future before, after, began, first, next, then, at last, finally order To include simple phrases such as ' a long time ago' and recently', Event, artefacts
Year 3	Vocabulary and phrases of past and present, To include, 'passing of time' and 'period of time' Introduce – Chronological Ancient Significant Power
Year 4	Ancient/ modern To introduce 'BC' and 'AD' Chronological Civilization Conquer Rise and Fall Empire
Year 5	To include, 'ancient', modern', 'BC and 'AD' Source Invasion Contrast Exploration Dynasty Era
Year 6	To include, ancient', modern', 'BC and 'AD' and 'century.' Bias Prejudice (of sources) Evolution Enemy Propaganda Significance

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Chronological awareness	
Early Years	To be able to sort objects by old and new and give reasons for their choices based upon visual clues To be able to sequence pictures from a story or events from an activity undertaken (eg a trip)
Year 1	To be able to sort objects by old and new and order a small group of common objects by age Can sequence events from their lives in chronological order
Year 2	To know where people/ events fit into a simple chronology (eg. Know that the great fire of London was after the explorers/ before their grandparents were born/ after the dinosaurs etc...) To be able to talk about similarities and differences between the ways of life for people now and in the times studied and that they are different from other studied periods To be able to order the events within studied period
Year 3	Within the context of British History To be able to order events/ significant people chronologically, introducing dates to their chronological awareness To develop a chronologically secure knowledge of the events within the periods studied- <i>place events studied onto a timeline</i>
Year 4	Within the context of British and World History Intro to knowing that the past can be separated into different periods of time To develop a chronologically secure knowledge of the events studied and begin to place on a timeline and remember some dates and events from the period To establish a clear narrative within the period studied ( <i>eg. why events happened when they did</i> )
Year 5	Within the context of British and World History To begin to have a chronologically secure knowledge of the events studied and how they fit into a wider chronological context, making comparisons between different lives in history Create their own timeline of events within the period studied Create their own timeline using events from other periods of study - use a timeline with centuries To establish a clear narrative within and across the periods studied
Year 6	Within the context of Local and British History To have a chronologically secure knowledge of the events studied and how they fit into a wider chronological context, making comparisons between a wide range of different lives in history Note connections, contrasts and trends over time

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Historical questioning and responses	
Early Years	Answering simple questions based upon concrete clues
Year 1	Ask questions of objects or people (eg. Asking, what was it used for? Asking questions of grandparents) Answer questions about concrete events/ objects
Year 2	Ask and answer questions of information given- why did x happen? What made y do x? Answer questions about features of events using information found in an age appropriate text read to/ with/ independently
Year 3	Answer questions about change and cause of change
Year 4	Answer questions about change and cause of change and similarity and difference
Year 5	Answer questions about change and cause of change and similarity and difference and significance Devise historically valid questions about change and cause of change within an event and across the period studied Responses that show some ability to select and organise information
Year 6	Devise historically valid questions about change, causes, similarities, differences and significance within an event and across the period studied Responses to be informed, showing thoughtful selection and organisation of events
Historical sources	
Early Years	Explore artefacts
Year 1	Explore artefacts and primary sources (eg grandparents) Explore pictures and drawings (eg can see old and new things in pictures)
Year 2	Explore primary (where possible) and secondary sources- photos and non-fiction books To begin to know that information can be presented in different ways
Year 3	To begin to show some understanding that aspects of the past have been represented and interpreted in different ways
Year 4	To show some understanding that aspects of the past have been represented and interpreted in different ways (eg looking at the same event using two different sources) and begin to think why this might be Eg. If you were an Ancient Briton or a Roman/ Rich or poor
Year 5	To show an understanding that aspects of the past have been represented and interpreted in different ways and suggest possible reasons for this. To ask questions of sources- who wrote them and why?
Year 6	To know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Then, using their knowledge and understanding, to begin to evaluate sources of info and begin to identify those that are useful for particular tasks. To ask questions of sources- who wrote them and what was the reasoning behind the way information is presented?

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Changes over time	
Early Years	To notice about similar objects have changed over time
Year 1	To notice about similar objects have changed over time To know that they have changed over time
Year 2	To know that objects or events have changed over time and to suggest reasons for these changes ( <i>eg. How and why have fire buckets/ hoses/ engines changed over time</i> )
Year 3	To have knowledge of the events studied and begin to give reasons for the events/ people, and changes over time compared with their lives today ( <i>how did the lives of people change from the stone age to the celts- what would it have looked like for the people?</i> )
Year 4	To describe some of the main events, people and changes of the events or people studied and give reasons for, and results of, the main events and changes. To begin to see changes within a historical period ( <i>eg Roman-isation of Ancient Britons and why</i> )
Year 5	To describe characteristic features of past societies and periods, and to identify changes within and across different periods To describe some of the main events, people and changes of the events or people studied and give reasons for, and results of, the main events and changes
Year 6	To describe characteristic features of past societies and periods, and to identify changes within and across a range of different periods To describe some of the main events, people and changes of the events or people studied and give reasons for, and results of, the main events and changes, recognising that not everyone shares the same views and feelings