**Skills Progression Ladder – History**

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| **Year 1 Changes within Living Memory The Great Fire of London Fly me to the Moon!**  |
| **Range and depth of historical knowledge** | * Recall some facts about people and events before living memory
* Understand reasons for people’s actions
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| **Chronological understanding** | * Understand the difference between the past and the present
* Describe things that have happened to themselves in the past
* Recount changes in their personal lives
* Sequence a set of objects or events
* Place important events on a timeline
 |
| **Historical vocabulary** | * Use words and phrases related to the passing of time, such as: *now, yesterday, last week, when I was younger, a long time ago, before I was born*
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| **Historical enquiry** | * Identify different ways in which the past is represented
* Ask questions based on events or pictures i.e, ‘*what were the people doing?’* or *‘How long ago did this happen?’*
* Ask questions based on artefacts i.e, *‘what was this used for?’*
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| **Historical interpretation** | * Find information about the past by looking at books, photographs, videos, pictures and artefacts.
* Begin to answer their own and others’ questions about the past.
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| **Organisation and communication** | * Sort objects or events into groups, such as ‘*then and now’*
* Place objects or events on a timeline
* Tell stories about personal past experiences
* Write and draw about past experiences
* Talk, write and draw about the past experiences of others
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| **Year 2 The Gunpowder Plot Taking Flight! (Historical Individuals) The Titanic** |
| **Range and depth of historical knowledge** | * Use factual information to describe past events and people
* Describe the difference between ‘then’ and ‘now’
* Give reasons, based on evidence, for why people in the past may have acted in a certain way
* Recount events from a significant event in history
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| **Chronological understanding** | * Describe the order of events by using the words ‘past’ and ‘present’
* Use a timeline to put people, objects and events in order.
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| **Historical vocabulary** | * Understand and use the words *past* and *present* when explaining an event.
 |
| **Historical enquiry** | * Identify different ways in which the past is represented.
* Ask useful questions based on events or pictures i.e, ‘*what were the people doing?’* or *‘How long ago did this happen?’*
* Ask useful questions based on artefacts i.e, *‘what was this used for?’*
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| **Historical interpretation** | * Look at and use information books, the internet, stories, pictures, photographs, eye-witness accounts, artefacts, historical buildings and sites to find out about the past.
* Answer their own and others’ questions about the past.
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| **Organisation and communication** | * Describe objects, events and people in history.
* Use timelines to order objects, events or to place significant people.
* Communicate ideas about objects, events or people from the past using a range of methods, such as speaking, writing, drawing, role play, storytelling and using ICT.
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| **Year 3 Tribal Tales (Stone Age, Bronze Age, Iron Age) Ancient Greece Local History Study: Dagenham** |
| **Range and depth of historical knowledge** | * Use evidence to describe the culture and lifestyle of people in the past, such as looking at clothing, food and leisure activities.
* Use evidence to describe the actions of people in the past.
* Use evidence to describe buildings in the past and their uses.
 |
| **Chronological understanding** | * Understand that a timeline can be divided into *BC (Before Christ)* and *AD (Anno Domini)*.
* Place historical events and people in chronological order along a timeline.
* Order and describe significant dates taken from the period studied.
 |
| **Historical vocabulary** | * Understand the need to refer to dates as *BC or AD.*
* Use the vocabulary of *BC* and *AD.*
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| **Historical enquiry** | * Use a range of sources, such as printed documents, the internet, databases, pictures, photographs, audio, video, historical buildings and sites as evidence about the past.
* Ask and answer questions about the past, based on evidence.
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| **Historical interpretation** | * Appreciate that there are different accounts of history.
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| **Organisation and communication** | * Communicate ideas about the past using a range of genres of writing.
* Communicate ideas about the past through drawings, diagrams, drama and ICT.
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| **Year 4 The Romans Traders and Raiders Ruthless Rulers (Kings and Queens)**  |
| **Range and depth of historical knowledge** | * Use evidence to describe the culture and lifestyle of people in the past, such as looking at clothing, food and leisure activities.
* Use evidence to describe what was important to people from the past.
* Use evidence to describe the differences between the rich and poor from the past.
* Describe similarities and differences between people, artefacts and events in history.
* Describe how some aspects of the past have influenced or affected people/the world today.
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| **Chronological understanding** | * Understand that a timeline can be divided into *BC (Before Christ)* and *AD (Anno Domini)*.
* Describe and order significant dates relating to artefacts, people and events.
* Describe the main changes during a period of history.
 |
| **Historical vocabulary** | * Understand the need to refer to dates as *BC or AD.*
* Use the vocabulary of *BC* and *AD.*
 |
| **Historical enquiry** | * Use a range of sources, such as printed documents, the internet, databases, pictures, photographs, audio, video, historical buildings and sites as evidence about the past.
* Ask and answer questions about the past, based on evidence.
 |
| **Historical interpretation** | * Know why there may be differences in historical interpretation.
* Know that people in the past may have represented ideas or events in a way that would persuade/influence others.
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| **Organisation and communication** | * Communicate ideas about the past using a range of genres of writing.
* Communicate ideas about the past through drawings, diagrams, drama and ICT.
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| **Year 5 Ancient Egypt Peasants, Princes and Pestilence The Tudors**  |
| **Range and depth of historical knowledge** | * Know that some sources of information are more reliable or more useful than others.
* Use evidence to give their own reasons for actions, events or changes in the past.
* Describe similarities and differences between people, artefacts and events in history.
* Describe how some aspects of the past have influenced or affected people/the world today.
* Make links between some aspects of past societies, e.g. religion, houses, society.
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| **Chronological understanding** | * Understand that a timeline can be divided into *BC (Before Christ)* and *AD (Anno Domini)*.
* Describe and order significant dates relating to artefacts, people, events and movements.
* Describe the main changes during a period of history.
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| **Historical vocabulary** | * Understand and use the vocabulary of ‘primary’ and ‘secondary’ when referring to sources.
* Understand and use vocabulary describing the usefulness of sources, i.e. *propaganda, bias, reliable, rich.*
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| **Historical enquiry** | * Choose reliable sources of information when finding out about the past.
* Realise that there are often numerous answers to questions about the past.
* Use a range of sources, such as printed documents, the internet, databases, pictures, photographs, audio, video, historical buildings and sites as evidence about the past.
* Begin to pose questions to their own answers to investigate their historical findings further.
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| **Historical interpretation** | * Evaluate sources to choose the most reliable forms.
* Understand the difference between primary and secondary sources.
* Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects our interpretations of history.
* Give reasons explaining why there may be different accounts of the past.
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| **Organisation and communication** | * Communicate ideas about the past using a range of genres of writing.
* Communicate ideas about the past through drawings, diagrams, drama and ICT.
* Plan, conduct and present independent research about the past.
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| **Year 6 World War 2 The Victorians The Mayans** |
| **Range and depth of historical knowledge** | * Choose reliable sources of information when finding out about the past.
* Describe similarities and differences between people, artefacts and events in history.
* Describe how some aspects of the past have influenced or affected people/the world today.
* Make links between some aspects of past societies, e.g. religion, houses, society, technology and give their own reasons about why changes in history may have occurred.
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| **Chronological understanding** | * Describe and order significant dates relating to artefacts, people, events and movements.
* Identify, give reasons for and compare changes within and across different time periods.
* Understand how some historical events occurred concurrently in different locations, i.e, Ancient Egypt and Prehistoric Britain.
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| **Historical vocabulary** | * Understand and use the vocabulary of ‘primary’ and ‘secondary’ when referring to sources.
* Understand and use vocabulary describing the usefulness of sources, i.e. *propaganda, bias, reliable, rich.*
 |
| **Historical enquiry** | * Use a range of sources, such as printed documents, the internet, databases, pictures, photographs, audio, video, historical buildings and sites as evidence about the past.
* Choose reliable sources of information when finding out about the past.
* Realise that there are often numerous answers to questions about the past.
* Investigate their own lines of enquiry by posing useful questions based on historical evidence.
* Pose useful questions to their own answers to investigate their historical findings further.
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| **Historical interpretation** | * Evaluate evidence to choose the most reliable forms.
* Begin to recognise instances where sources are limited. Such sources may have served as propaganda, others may include misinformation.
* Give their own reasons why there may be different accounts of history, based on a factual understanding of the past.
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| **Organisation and communication** | * Explain ways in which historical sources are limited.
* Communicate ideas about the past using a range of genres of writing.
* Communicate ideas about the past through drawings, diagrams, drama and ICT.
* Plan, conduct and present self-directed research about the past.
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