**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 |
| **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* |
| **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?’* |
| **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. |
| **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 |
| **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. |
| **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?’* |
| **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. |
| **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.* |
| **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** | * Appreciate that there are different accounts of history. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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** | * 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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |