

History Skills Ladder

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical interpretation	With my teacher, look at books, watch films, listen to stories and talk with others about the past, include my own personal history.	Begin to identify and recall some details from the past from sources such as pictures and stories, as well as videos and DVDs. I	Look at books and pictures(eye-witness accounts, photos and artefacts, visits to buildings, and viewing on the internet. Understand why some people in the past did things.	To look at two versions of the same event, and to identify differences in the accounts.	Give reasons why there may be differing accounts in History.	Look at different versions of the same event, and identify differences in the accounts. Give clear reasons why there may be different accounts of History. Know that people, now and in the past, can represent events or ideas in ways that persuade others.	Give plausible reasons for how and why aspects of the past have been represented and interpreted in different ways. Know and understand that some evidence is propaganda and opinion or misinformation. And that this affects interpretations of history. .
Historical enquiry	Look at pictures and discuss "Which things are old, and which are new?" Answer questions about events, using before and after, to describe when something happened. Look at objects from the past and discuss " What were they used for? " and try to answer. Look at pictures from and of the past, and discuss what were the people doing.	Find answers to simple questions about the past, from simple sources of information, eg pictures and stories. Begin to ask own simple questions about the past.	Look carefully at pictures of object to find information about the past. Ask an answer questions such as what was it like for a? What happened in the past? How long ago did happen? Estimate ages of people and when people were alive, s by studying and describing their features.	Use printed sources, the internet, pictures photos, music artefacts, historic buildings and visits/visitors to collect information about the past. Ask questions such as how did people.....? What did people do for.....? Suggest sources of evidence to use to help answer questions.	Understand the difference between primary and secondary sources of evidence. Use documents, printed sources, the internet, data bases, pictures, photos, music artefacts, historic buildings, and visits/visitors to collect information about the past. Ask questions such as what was life like for a doing? Suggest which source of evidence to choose from a a selection provided to use to help answer questions.	Use documents printed sources, the internet, data bases pictures, photos, music, artefacts, historic buildings and visits/visitors to collect information about the past. Ask a range of questions about the past. Choose reliable sources of evidence to answer questions. Realise that there is often not a single answer to historical questions.	Identify and use different sources of information, and artefacts. Evaluate the usefulness and accuracy of different sources of evidence. Select the most appropriate source of evidence for a particular task.

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					Give reasons explaining this choice.		
Organisation and communication	<p>Sort events into groups eg Then and Now.</p> <p>Say when my birthday is.</p> <p>Tell stories about the past, sometimes using role play.</p> <p>Write in sentences things that I have found out about the past.</p> <p>Draw pictures and write about them to tell others about the past.</p>	<p>Show knowledge and understanding about the past in different ways eg role play, drawing, writing, talking</p> <p>Use simple timelines to order events and objects.</p>	<p>Describe objects, people and events.</p> <p>Write simple stories and recounts about the past.</p> <p>Draw labelled diagrams and write about them to tell others about people, events, and objects from the past.</p> <p>Use a timeline with more accuracy, and understand basic chronology, eg the Great Fire of London took place after the time of the Ancient Greeks.</p>	<p>Present findings about past using speaking, writing, drawing and computing skills.</p> <p>Use dates and terms with increasing accuracy.</p> <p>Discuss different ways of presenting information for different purposes..</p>	<p>Present findings about the past, using speaking writing, maths,(statistics) computing, drama and drawing skills.</p> <p>Use dates and terms correctly.</p> <p>Discuss the most appropriate way to present information for different purposes.</p>	<p>Present structured and organised findings about the past, using speaking and , writing, maths, computing and drawing skills.</p> <p>Use dates and terms accurately.</p> <p>Choose most appropriate way to present information to an audience.</p>	<p>Present information in an organised and clearly structured way.</p> <p>Make use of different ways of presenting information.</p> <p>Present information in the most appropriate way, eg written explanation/tables and charts/labelled diagrams.</p>