



History: Skills and Knowledge Ladder



Focus of development	Y1-2 Progression	Y3-4 Progression	Y5-6 Progression
Chronological understanding	<ul style="list-style-type: none">Sequence events in their lifeSequence 3 or 4 artefacts from distinctly different periods of timeMatch objects to people of different ageSequence photographs from different periods of timeDescribe memories of key events in their lives	<ul style="list-style-type: none">Place events from a studied period on a time lineUse dates and terms related to the unit of study and passing of timeUnderstand BC/AD for datingSequence several artificats or pictures and give reasons for their thinking	<ul style="list-style-type: none">Know and sequence key events of times studied across KS2Use relevant terms and period labels e.g The SaxonsMake comparisons between time periods in the pastUse relevant dates and termsSequence a range of events on a timelineSequence a range of sources and artificats based on prior learning
Interpretations of history	<ul style="list-style-type: none">Use stories to encourage children to distinguish between fact and fictionCompare adults talking about the past and how memories differCompare two versions of a past eventCompare pictures or photographs of events in the pastDiscuss reliability of photos/accounts/stories	<ul style="list-style-type: none">Identify and give reasons for different ways in which the past can be representedDistinguish between different sources – comparing different versions of the same storyLook at representations of a time period e.g. museums, literature, recounts, pictures etc. Do they all agree? What can they teach us about the past?Begin to evaluate the usefulness of different sourcesUse class learning to question accuracy of sources	<ul style="list-style-type: none">Link sources to work out conclusions and explained how a final answer was arrived atConsider the accuracy of interpretations – fact, fiction, opinion and biasBe aware that different evidence may have different conclusions
Historical enquiry	<ul style="list-style-type: none">Find answers to simple questions about the past by using	<ul style="list-style-type: none">Use a range of sources to find out more about a period	<ul style="list-style-type: none">Recognise primary and secondary sourcesUse evidence to build up a picture of a past event

	<p>information from sources e.g. artifacts</p> <ul style="list-style-type: none"> • Pose questions about given events and artifacts • Use a source – observe and handle artifacts to gain a deeper understanding through simple observations 	<ul style="list-style-type: none"> • Observe small details in artifacts and pictures. • Generate questions and lines of enquiry from the study of sources and artifacts • Select and record key information from sources • Use the research library to answer questions • Use evidence to build up a picture of a past event 	<ul style="list-style-type: none"> • Select relevant information from a range of sources • Use research library, the internet and class learning to compare differences in sources • Bring knowledge gathered from several sources together to create a fluent account
Developing a range and depth of historical knowledge	<ul style="list-style-type: none"> • Recognise the differences between past and present in their own lives and the lives of others. • Know and recount significant events and stories from the past beyond living memory e.g. what caused the Great Fire of London • Explain changes in English culture within living memory through resources and recounts • Name significant national and international individuals and their achievements • Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> • Children to study the following time periods: Stone Age to Iron Age, The settlement of the Vikings & Saxons in England, The Roman empire and Tudors (as a local study) • Find out about every day lives of those living in these different time periods • Compare life today with these time periods • Identify notable decisions, inventions and discoveries during these times • Identify key features and events of these times and why they happened • Express the impact of the times studied to life today 	<ul style="list-style-type: none"> • Children to study the following time periods: Ancient Greece, World War II, The Mayans, Ancient Egypt, Historical changes and influences on Leisure and Entertainment through British History through to today. • Study different aspects of between people during these times e.g between men and women, rich and poor, black and white • Examine causes and results of significant events during these times and their impact on people • Compare life across the times studied and how they influence life today • Investigate the beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings as today • Explain the cause and effect of past events, using evidence to support and illustrate their explanation. • Know key dates, figures and events of time studied