



History: Skills and Knowledge Ladder



Focus of development	Early Years	Y1-2 Progression	Y3-4 Progression	Y5-6 Progression
Chronological understanding	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different age Sequence photographs from different periods of time Describe memories of key events in their lives 	<ul style="list-style-type: none"> Place events from a studied period on a time line Use dates and terms related to the unit of study and passing of time Understand BC/AD for dating Sequence 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 KS2 Use relevant terms and period labels e.g The Saxons Make comparisons between time periods in the past Use relevant dates and terms Sequence a range of events on a timeline Sequence a range of sources and artificats based on prior learning
Interpretations of history	<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past and how memories differ Compare two versions of a past event Compare pictures or photographs of events in the past Discuss reliability of photos/accounts/stories 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past can be represented Distinguish between different sources – comparing different versions of the same story Look 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? 	<ul style="list-style-type: none"> Link sources to work out conclusions and explained how a final answer was arrived at Consider the accuracy of interpretations – fact, fiction, opinion and bias Be aware that different evidence may have different conclusions



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			<ul style="list-style-type: none"> • Begin to evaluate the usefulness of different sources • Use class learning to question accuracy of sources 	
Historical enquiry	<ul style="list-style-type: none"> • Ask questions about stories they have listened to and events from their experiences. 	<ul style="list-style-type: none"> • Find answers to simple questions about the past by using information from sources e.g. artifacts • 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"> • Use a range of sources to find out more about a period • 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"> • Recognise primary and secondary sources • Use evidence to build up a picture of a past event • 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"> • Talk about the lives of people around them and their roles in society. 	<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 	<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 	<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



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| | | <ul style="list-style-type: none">• 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">• 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">• 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 |
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