



History Progression Ladder



	Chronological understanding	Range of historical knowledge	Interpretations of history	Historical enquiry
Foundation	<p>Begin to make sense of their own life-story and family's history.</p> <p>Children in Foundation stage should be able to name their family members and know some facts about their family.</p>	<p>Talk about the lives of people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Children will be able understand that there are similarities and differences between now and the past.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Children will be able to talk about stories which show the past.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Children will be able to talk about pictures they see of the past.</p>
Year 1	<p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p> <p>Children will understand that there are different time periods not just the past and now.</p>	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>They know and recount episodes from stories about the past.</p> <p>Children will be able to compare their lives to the past through comparisons. For example, hospitals now compared to the Crimean war.</p>	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past - how reliable are their memories?</p> <p>Children will be able to use historical knowledge to find out if things are fact or fiction.</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Children will be able to look at sources in order to help answer questions.</p>
Year 2	<p>Pupils develop their chronology by using terms concerned with the passing of time by placing events and object in order and by recognising that their own lives are different from the lives of people in the past.</p> <p>Children will be able to sequence events in chronological order.</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times.</p> <p>Children will be able to make comparisons of different time periods and start to understand why they are different.</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Begin to discuss the reliability of photos/ accounts/stories.</p> <p>Children will be able to compare photos and discuss the reliability.</p>	<p>Use sources to answer questions about the past on the basis of simple observations.</p> <p>Children will be able use their observation of sources to answer questions.</p>
Year 3	<p>Develop a chronological secure knowledge and understanding of British, local and world history.</p>	<p>Find out about everyday lives of people in time studied -Compare with our life today.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p>	<p>Use a range of sources to find out about a period.</p>



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	<p>Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Children will be able to connect their local history to larger world history.</p>	<p>Identify reasons for and results of people's actions. Understand why people may have wanted to do something.</p> <p>Children will have a good understanding of the key people they are studying and why these people made their choices.</p>	<p>Distinguish between different sources - compare different versions of the same story.</p> <p>Look at representations of the period - museum, cartoons etc.</p> <p>Begin to evaluate sources and consider their purpose and value.</p> <p>Children will be able to examine and evaluate the usefulness of a source.</p>	<p>Observe small details - artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library and internet for research.</p> <p>Children will have become more independent with their historical research.</p>
Year 4	<p>Place events from period studied on time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD.</p> <p>Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Children will have a more secure understanding of key historical terms.</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Give some reasons for and results of the main events and changes.</p> <p>Offer a reasonable explanation for some events.</p> <p>Children will be able to give reasons and explanations for the main events of the period studied.</p>	<p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Show some understanding that aspects of the past have been represented and interpreted in different ways.</p> <p>Children will be able to understand that the past can be represented and interpreted in different ways.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p> <p>Children will be able to research independent and choose appropriate sources to help with their research.</p>
Year 5	<p>Continue to develop a chronologically secure understanding of British, local and world history.</p> <p>Continue to make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Children will be able to use their historical knowledge to make</p>	<p>Study different aspects of different people - differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p>	<p>Address and devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Use text books and historical knowledge.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research with increasing confidence.</p>



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	<p>connections between events happening in Britain and the wider world.</p>	<p>Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</p> <p>Children will be to talk about the results and impact of events on people's lives.</p>	<p>Children will be able to use their historical knowledge to ask questions about events and the results.</p>	<p>Children will be able to distinguish between primary and secondary sources.</p>
Year 6	<p>Continue to develop a chronologically secure understanding of British, local and world history.</p> <p>Continue to make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>An extended study of an aspect or theme of British history that extends pupils' chronologically knowledge beyond 1066.</p> <p>Children will have a good understanding of life in Britain during WW2</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p> <p>Pupils examine and explain the reasons for and the results of events and changes.</p> <p>Children will be able to write about events using sources as evidence.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently use the library and internet for research.</p> <p>Children will be able to check the reliability of their sources and check for bias.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Children will be able to use a range of sources in order to complete written work.</p>
Year 6 Greater Depth/Higher Achievers	<p>Understand and explain the chronology of the British history they have learnt so far. For example, understand that the Anglo Saxon period was approximately 1000 years before WW2 and explain how Britain has changed in that time and how some things are the same.</p>	<p>Understand and use terms such as 'empire', 'civilisation' and 'parliament'.</p> <p>Begin to understand and use historical concepts such as continuity and change, cause and consequence and difference and significance and bias.</p>	<p>Begin to question historical events and form their own conclusions about what happened.</p> <p>Compare their opinions to those of others or to other sources.</p>	<p>Understand and use primary and secondary sources and know that different sources can be biased and present different sides and opinions to a historical event or historical figure.</p>



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	<p>Understand and explain that people's lives have changed over time. For example, know that life in Roman times was different to now and be able to say how and why it was different. Alternatively, say how life was similar in some ways.</p>			
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