

The Priory Catholic Voluntary Academy History Skills Progression Ladders

Historical Interpretation, Historical Enquiry and Chronological Understanding

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Historical Interpretation	<p>I can begin to draw on my own experiences to talk about past and present. (0.1)</p> <p>I can begin to talk about the lives of people around me. (0.1)</p> <p>I can talk about the lives of the people around me. (0.3)</p> <p>I recognise some similarities and differences between things in the past and now. (0.3)</p>	<p>I recognise the difference between fact and fiction. (1.1)</p> <p>I recognise similarities and differences between ways of life in different periods. (1.1)</p> <p>I understand key features of events and recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. (1.1)</p> <p>I can identify similarities and differences between old and new objects. (1.2)</p> <p>I know why certain objects were different in the past. (1.2)</p> <p>I recognise how some famous people have helped to make our lives better today. (1.3)</p>	<p>I can recount some interesting facts from a historical event. (2.1)</p> <p>I know that the past is interpreted in different ways. (2.1)</p> <p>I can describe why someone in the past acted in the way they did. (2.2)</p> <p>I can recount the life of someone famous who lived in the past. (2.2)</p> <p>I can recount the life of someone famous from Britain who lived in the past. (2.3)</p> <p>I can describe similarities and differences between way of life in the past to now. (2.3)</p> <p>I can describe aspects of changes in national life. (2.3)</p>	<p>I am beginning to give reasons why certain events happened as they did in history. (3.1)</p> <p>I can begin to talk about why certain people acted as they did in history. (3.1)</p> <p>I am beginning to explain how events from the past have helped shape our lives today. (3.1)</p> <p>I can identify and recognise different ways in which the past is represented. (3.2)</p> <p>I am beginning to compare some of the times studied with those of other areas of interest around the world. (3.2)</p> <p>I am beginning to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. (3.3)</p> <p>I can talk about the causes and consequences of some of the main events</p>	<p>I can suggest why certain events happened as they did in history. (4.1)</p> <p>I can suggest why certain people acted as they did in history. (4.1)</p> <p>I can explain how events from the past have helped shape our lives today. (4.1)</p> <p>I can compare some of the times studied with those of other areas of interest around the world. (4.2)</p> <p>I can describe the social, ethnic, cultural or religious diversity of past societies. (4.2)</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (4.3)</p> <p>I can describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. (4.3)</p>	<p>I can answer historical questions, using information and evidence that I have carefully considered and selected. (5.1)</p> <p>I can understand how our knowledge of the past is constructed from a range of sources. (5.1)</p> <p>I can describe with some detail historical events from the different period/s I am studying/have studied. (5.1)</p> <p>I can make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. (5.2)</p> <p>I can appreciate that significant events in history have helped shape the country we have today. (5.2)</p> <p>I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. (5.2)</p>	<p>I can answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made. (6.1)</p> <p>I can understand how our knowledge of the past is constructed from a range of sources. (6.1)</p> <p>I can describe in detail historical events from the different period/s I am studying/have studied. (6.1)</p> <p>I can make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. (6.2)</p> <p>I appreciate that significant events in history have helped shape the country we have today. (6.2)</p> <p>I show an awareness of the concept of propaganda and how</p>
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				and changes in history. (3.3)	I can suggest causes and consequences of some of the main events and changes in history. (4.3)	I can make connections, compare and contrast some of the times studied with those of the other areas of interest around the world. (5.3) I can explain how some aspects of history/historical events have had an impact elsewhere in the world. (5.3)	historians must understand the social context of evidence studied. (6.2) I can make connections, compare and contrast some of the times studied with those of the other areas of interest around the world. (6.2) I can explain how some aspects of history/historical events have had an impact elsewhere in the world. (6.2)
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Chronological Understanding	<p>I can talk about how I have changed since being born. (0.1)</p> <p>I can use the words past and present in relation to myself. (0.1)</p> <p>I can draw on my own experiences to talk about past and present (0.2).</p> <p>I can begin to recognise some similarities and differences between things in the past and now (0.2).</p>	<p>I can sequence an event or story set in the past. (1.1)</p> <p>I recognise that a story read to me, may have happened a long time ago. (1.1)</p> <p>I can sequence objects or artefacts in chronological order. (1.2)</p> <p>I can label a timeline with pictures, words and phrases. (1.2)</p> <p>I can use words and phrases relating to the passing of time like: old, new and a long time ago. (1.2)</p> <p>I recognise that some objects belonged to the past and can explain how they were used. (1.3)</p> <p>I can sort historical objects from 'then' and 'now'. (1.3)</p> <p>I can retell a familiar story set in the past. (1.3)</p>	<p>I can use a range of phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; to describe the past. (2.1)</p> <p>I can sequence events on a timeline and give reasons for their order. (2.1)</p> <p>I can describe how long ago an event happened. (2.1)</p> <p>I can describe events in the life of a famous person. (2.2)</p> <p>I can sequence events on a time line labelled with pictures, words and phrases. (2.3)</p> <p>I can use dates to talk about people and events from the past. (2.3)</p>	<p>I am beginning to use dates and historical terms to describe events from the past. (3.1)</p> <p>I show understanding of when events took place and periods of time using the words: BC, AD, ancient, century and decade. (3.2)</p> <p>I am beginning to use a timeline within a specific time in history to set out the order things may have happened. (3.2)</p> <p>I can work out how long-ago events would have happened. (3.2)</p> <p>I can begin to place events, artefacts and historical figures on a timeline, using dates. (3.3)</p> <p>I am beginning to understand the concept of change over time, representing this with evidence on a time line. (3.3)</p>	<p>I can use dates and historical terms to describe events from the past. (4.1)</p> <p>I can use a timeline within a specific time in history to set out the order things may have happened. (4.1)</p> <p>I can place events, artefacts and historical figures on a timeline using dates. (4.2)</p> <p>I understand the concept of change over time, representing this, along with evidence, on a time line. (4.3)</p> <p>I can place periods of history on a timeline showing different periods of time. (4.3)</p> <p>I can use my mathematical skills to help me work out the time differences between certain major events in history. (4.3)</p>	<p>I can use dates and historical terms more accurately in describing events. (5.1)</p> <p>I can explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line. (5.2)</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework. (5.2)</p> <p>I can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. (5.3)</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious and cultural). (5.3)</p> <p>I beginning to understand the concepts of continuity and change over time, representing them, along with some</p>	<p>I can use dates and historical terms accurately in describing events. (6.1)</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework. (6.1)</p> <p>I can create timelines which outline the development of specific features. (6.1)</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). (6.2)</p> <p>I can identify periods of rapid change in history and contrast them with times of relatively little change. (6.2)</p> <p>I understand the concepts of continuity and change over time, representing them,</p>
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						<p>evidence, on a time line. (5.3)</p> <p>I can make comparisons between different times in the past. (5.3)</p>	<p>along with evidence, on a time line. (6.2)</p> <p>I can explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line. (6.2)</p> <p>I can make connections and contrasts between different time periods studied and talk about trends over time. (6.2)</p>
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Historical Enquiry	<p>I can begin to find out and talk about the lives of people in society and their roles. (0.2)</p> <p>I can begin to show understanding of the past using books and stories. (0.2)</p> <p>I can understand the past through settings, characters and events (0.3)</p>	<p>I can ask a question about the past. (1.1)</p> <p>I can answer a question about the past using a simple source of information. (1.1)</p> <p>I can ask and answer questions about old and new objects. (1.2)</p> <p>I can find out something about the past by talking to an older person. (1.2)</p> <p>I can explain what an object was used for in the past. (1.3)</p> <p>I can talk, draw and write about aspects of the past. (1.3)</p>	<p>I can ask a relevant question about a past event. (2.1)</p> <p>I can answer a relevant question about a past event using a specific source. (2.1)</p> <p>I can research a famous event that happened in Britain. (2.1)</p> <p>I can use different sources to research the life of a famous Briton from the past. (2.2)</p> <p>I can research a famous event that happened in Britain. (2.3)</p> <p>I can record what I have learned by drawing and writing. (2.3)</p>	<p>I am beginning to use evidence to ask questions and find answers to questions about the past. (3.1)</p> <p>I am beginning to suggest suitable sources of evidence for historical enquiry. (3.1)</p> <p>I am beginning to research what it was like for specific people e.g. children, during the time period I am studying. (3.1)</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. (3.2)</p> <p>I am beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past. (3.2)</p> <p>I am beginning to use research skills in finding out facts about the time period I am studying. (3.2)</p> <p>I am beginning to compare and contrast</p>	<p>I can use evidence to ask questions and find answers to questions about the past. (4.1)</p> <p>I can suggest suitable sources of evidence for historical enquiry. (4.1)</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. (4.2)</p> <p>I recognise the part that archaeologists have had in helping us understand more about what happened in the past. (4.2)</p> <p>I can use my research skills in finding out facts about the time period I am studying. (4.2)</p> <p>Through my research, I can compare and contrast different forms of evidence. (4.3)</p> <p>I can research what it was like for men, women and children in a given period from the past and use different forms to present my findings. (4.3)</p>	<p>I can devise historical questions about the period I am studying. (5.1)</p> <p>I can seek out and analyse a range of evidence in order to justify claims about the past. (5.1)</p> <p>I understand that no single source of evidence gives the full answer to questions about the past. (5.1)</p> <p>I can test out a hypothesis in order to answer a question. (5.1)</p> <p>I can appreciate how historical artefacts have helped us understand more about British lives in the present and past. (5.2)</p> <p>I can use some different sources of evidence to deduce information about the past. (5.2)</p> <p>I can select suitable sources of evidence, sometimes giving reasons for choices. (5.2)</p> <p>I can give a reason to support an historical argument. (5.3)</p>	<p>I can devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying. (6.1)</p> <p>I can seek out and analyse a wide range of evidence in order to justify claims about the past. (6.1)</p> <p>I can use sources of information to form testable hypotheses about the past. (6.1)</p> <p>I can understand that no single source of evidence gives the full answer to questions about the past. (6.1)</p> <p>I can test out a hypothesis in order to answer a question. (6.1)</p> <p>I can appreciate how historical artefacts have helped us understand more about British lives in the present and past. (6.2)</p> <p>I can use a wide range of sources of evidence to deduce</p>
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				different forms of evidence in my research. (3.3)		<p>I can refine lines of enquiry as appropriate. (5.3)</p>	<p>information about the past. (6.2)</p> <p>I can select suitable sources of evidence, giving reasons for choices. (6.2)</p> <p>I can give more than one reason to support an historical argument. (6.2)</p> <p>I can identify and explain my understanding of propaganda. (6.2)</p> <p>I can refine lines of enquiry as appropriate. (6.2)</p>
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