The Priory Catholic Voluntary Academy History Skills Progression Ladders

Historical Interpretation, Historical Enquiry and Chronological Understanding

Cris real i real	EYF	5 Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	I can begin to	I recognise the	I can recount some	I am beginning to give	T can succest why	I can answer historical	I can answer
	draw on my	difference between	interesting facts from	reasons why certain	I can suggest why certain events	questions, using	historical questions,
		fact and fiction. (1.1)	a historical event. (2.1)	events happened as	happened as they did in	information and	using information and
	own experiences	I recognise	I know that the past is	they did in history.	history. (4.1)	evidence that I have	evidence that I have
	to talk about	similarities and	interpreted in	(3.1)	I can suggest why	carefully considered	carefully considered
	past and	differences between	different ways. (2.1)	I can begin to talk	certain people acted	and selected. (5.1)	and selected, giving
	•	ways of life in	I can describe why	about why certain	as they did in history.	I can understand how	reasons for the
	present. (0.1) I can begin to	different periods.	someone in the past	people acted as they	(4.1)	our knowledge of the	choices I have made.
	talk about the	(1.1)	acted in the way they	did in history. (3.1)	I can explain how	past is constructed	(6.1)
	lives of people	(1.1) I understand key	did. (2.2)	I am beginning to	events from the past	from a range of	(0.1) I can understand how
	around me.	features of events			•	-	
			I can recount the life	explain how events	have helped shape our	sources. (5.1)	our knowledge of the
	(0.1) I can talk	and recognise that we celebrate certain	of someone famous	from the past have	lives today. (4.1)	I can describe with	past is constructed
	about the		who lived in the past.	helped shape our lives	I can compare some of the times studied with	some detail historical events from the	from a range of
۶	lives of the	events, such as	(2.2) I can recount the life	today. (3.1)	those of other areas	different period/s I	sources . (6.1) I can describe in
Historical Interpretation		bonfire night,	of someone famous	I can identify and		•	detail historical
eta	people around	because of what	from Britain who lived	recognise different	of interest around the	am studying/have	events from the
ŗ	me. (0.3)	happened many years		ways in which the past	world. (4.2)	studied. (5.1)	
iter	I recognise	ago. (1.1) Teoridantifu	in the past. (2.3) I can describe	is represented. (3.2)	I can describe the	I can make	different period/s I
Ĥ	some similarities	I can identify similarities and	similarities and	I am beginning to	social, ethnic, cultural	comparisons and contrasts between	am studying/have
cal				compare some of the	or religious diversity		studied. (6.1) Theorematic
ori	and	differences between	differences between	times studied with	of past societies. (4.2)	historical periods;	I can make
fist	differences	old and new objects.	way of life in the past	those of other areas	I can describe the	explaining things that	comparisons and
-	between	(1.2)	to now. (2.3)	of interest around the	characteristic	have changed and	contrasts between
	things in the	I know why certain	I can describe aspects	world. (3.2)	features of the past,	things which have	historical periods;
	past and now.	objects were	of changes in national	I am beginning to describe different	including ideas, beliefs, attitudes and	stayed the same. (5.2)	explaining things that
	(0.3)	different in the past.	life. (2.3)	accounts of an		I can appreciate that	have changed and
		(1.2) T recording how come			experiences of men,	significant events in	things which have
		I recognise how some		historical event,	women and children.	history have helped	stayed the same.
		famous people have		explaining some of the	(4.3) I can describe	shape the country we	(6.2)
		helped to make our		reasons why the	different accounts of	have today. (5.2) I can show an	I appreciate that
		lives better today.		accounts may differ.			significant events in
		(1.3)		(3.3) I can talk about the	an historical event,	awareness of the	history have helped
					explaining some of the	concept of propaganda	shape the country we
				causes and	reasons why the	and how historians must understand the	have today. (6.2) T show on swansnage
				consequences of some	accounts may differ.		I show an awareness
				of the main events	(4.3)	social context of	of the concept of
						evidence studied. (5.2)	propaganda and how

	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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	I can talk	I can sequence an	I can use a range of	I am beginning to use	I can use dates and	I can use dates and	I can use dates and
	about how I	event or story set in	phrases and words like:	dates and historical	historical terms to	historical terms more	historical terms
	have changed	the past. (1.1)	'before', 'after', past',	terms to describe	describe events from	accurately in	accurately in
	since being	I recognise that a	'present', 'then' and	events from the past.	the past. (4.1)	describing events. (5.1)	, describing events.
	born. (0.1)	story read to me, may	'now'; to describe the	(3.1)	I can use a timeline	I can explain the	(6.1)
	I can use the	have happened a long	past . (2.1)	I show understanding	within a specific time	chronology of	I can place features
	words past	time ago. (1.1)	I can sequence events	of when events took	in history to set out	different time periods	of historical events
	and present	I can sequence	on a timeline and give	place and periods of	the order things may	(local, British and	and people from past
	in relation to	objects or artefacts	reasons for their	time using the words:	have happened. (4.1)	world history) and how	societies and periods
	myself. (0.1)	in chronological	order. (2.1)	BC, AD, ancient,	I can place events ,	they relate to one	in a chronological
	I can draw on	order. (1.2)	I can describe how	century and decade.	artefacts and	another on a time line.	framework. (6.1)
	my own	I can label a timeline	long ago an event	(3.2)	historical figures on a	(5.2)	I can create
6	experiences	with pictures, words	happened. (2.1)	I am beginning to use	timeline using dates.	I can place features of	timelines which
di	to talk about	and phrases. (1.2)		a timeline within a	(4.2)	historical events and	outline the
Understanding	past and	I can use words and	I can describe events	specific time in history	I understand the	people from past	development of
'st	present (0.2).	phrases relating to	in the life of a famous	to set out the order	concept of change	societies and periods in	specific features.
qei	I can begin to	the passing of time	person. (2.2)	things may have	over time,	a chronological	(6.1)
Š	recognise	like: old, new and a	I can sequence events	happened. (3.2)	representing this,	framework. (5.2)	I can describe the
	some	long time ago. (1.2)	on a time line labelled	I can work out how	along with evidence, on	I can create timelines	main changes in a
Chronological	similarities	I recognise that	with pictures, words	long-ago events would	a	which outline the	period of history
<u>o</u>	and	some objects	and phrases. (2.3)	have happened. (3.2)	time line. (4.3)	development of	(using terms such as:
ů,	differences	belonged to the past		I can begin to place	I can place periods of	specific features, such	social, religious,
۲.	between	and can explain how	I can use dates to talk	events, artefacts and	history on a timeline	as medicine; weaponry;	political,
	things in the	they were used. (1.3)	about people and	historical figures on a	showing different	transport, etc. (5.3)	technological and
	past and now	I can sort historical	events from the past.	timeline, using dates.	periods of time. (4.3)	I can describe the	cultural). (6.2)
	(0.2).	objects from 'then'	(2.3)	(3.3)	I can use my	main changes in a	I can identify periods
		and 'now'. (1.3)		I am beginning to	mathematical skills to	period of history (using	of rapid change in
		I can retel l a familiar		understand the	help me work out the	terms such as: social,	history and contrast
		story set in the		concept of change	time differences	religious and cultural).	them with times of
		past . (1.3)		over time,	between certain major	(5.3)	relatively little
				representing this with	events in history. (4.3)	I beginning to	change. (6.2)
				evidence on a time line.		understand the	I understand the
				(3.3)		concepts of continuity	concepts of
						and change over time,	continuity and
						representing them,	change over time,
						along with some	representing them,

				evidence, on a time line. (5.3) I can make comparisons between different times in the past. (5.3)	along with evidence, on a time line. (6.2) 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) I can make connections and contrasts between different time periods studied and talk about trends over time. (6.2)
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	I can begin to	I can ask a guestion	I can ask a relevant	I am beginning to use	I can use evidence to	I can devise historical	I can devise
	find out and	about the past. (1.1)	question about a past	evidence to ask	ask questions and find	questions about the	historical questions
	talk about the	I can answer a	event. (2.1)	questions and find	answers to questions	period I am studying.	about change, cause,
	lives of people	question about the	I can answer a	answers to questions	about the past. (4.1)	(5.1)	similarities and
	in society and	past using a simple	relevant question	about the past. (3.1)	I can suggest suitable	I can seek out and	differences, and
	their roles.	source of	about a past event	I am beginning to	sources of evidence	analyse a range of	significance relating
	(0.2)	information. (1.1)	using a specific source.	suggest suitable	for historical enquiry.	evidence in order to	to the period I am
	I can begin to	I can ask and answer	(2.1)	sources of evidence	(4.1)	justify claims about	studying. (6.1)
	show	questions about old	I can research a	for historical enquiry.	I can use more than	the past. (5.1)	I can seek out and
	understanding	and new objects.	famous event that	(3.1)	one source of evidence	I understand that no	analyse a wide range
	of the past	(1.2)	happened in Britain.	I am beginning to	for historical enquiry	single source of	of evidence in order
	using books	I can find out	(2.1)	research what it was	in order to gain a more	evidence gives the full	to justify claims
	and stories.	something about the	I can use different	like for specific people	accurate understanding	answer to questions	about the past. (6.1)
	(0.2)	past by talking to an	sources to research	e.g. children, during	of history. (4.2)	about the past. (5.1)	I can use sources of
	I can	older person. (1.2)	the life of a famous	the time period I am	I recognise the part	I can test out a	information to form
<u>ک</u>	understand	I can explain what an	Briton from the past.	studying. (3.1)	that archaeologists	hypothesis in order to	testable hypotheses
Inbua	the past	object was used for	(2.2)	I can use more than	have had in helping us	answer a question. (5.1)	about the past. (6.1)
ב ט	through	in the past. (1.3)	I can research a	one source of	understand more about	I can appreciate how	I can understand
g	settings,	I can talk, draw and	famous event that	evidence for historical	what happened in the	historical artefacts	that no single source
Č.	characters	write about aspects	happened in Britain.	enquiry in order to gain	past. (4.2)	have helped us	of evidence gives the
IIST	and events	of the past. (1.3)	(2.3)	a more accurate	I can use my research	understand more about	full answer to
Ľ	(0.3)		I can record what I	understanding of	skills in finding out	British lives in the	questions about the
			have learned by	history. (3.2)	facts about the time	present and past. (5.2)	past. (6.1)
			drawing and writing.	I am beginning to	period I am studying.	I can use some	I can test out a
			(2.3)	recognise the part	(4.2) Through my	different sources of	hypothesis in order
				that archaeologists	research, I can	evidence to deduce	to answer a question.
				have had in helping us	compare and contrast	information about the	(6.1)
				understand more about	different forms of	past. (5.2)	I can appreciate how
				what happened in the	evidence. (4.3)	I can select suitable	historical artefacts
				past. (3.2)	I can research what it	sources of evidence,	have helped us
				I am beginning to use	was like for men,	sometimes giving	understand more
				research skills in	women and children in	reasons for choices.	about British lives in
				finding out facts about	a given period from the	(5.2)	the present and past.
				the time period I am	past and use different	I can give a reason to	(6.2)
				studying. (3.2)	forms to present my	support an historical	I can use a wide
				I am beginning to	findings. (4.3)	argument. (5.3)	range of sources of
				compare and contrast			evidence to deduce

		different forms of	I can refine lines of	information about the
		evidence in my	enquiry as appropriate.	past. (6.2)
		research. (3.3)	(5.3)	I can select suitable
				sources of evidence,
				giving reasons for
				choices. (6.2)
				I can give more than
				one reason to
				support an historical
				argument. (6.2)
				I can identify and
				explain my
				understanding of
				propaganda. (6.2)
				I can refine lines of
				enquiry as
				appropriate. (6.2)