



# Progression of Skills in History



## Nursery and Reception Progression Ladders

Yellow indicates Nursery Starting Point / Green is nursery end and reception starting point / Blue is end of Reception

<u>Understanding the World</u>										
	<b>4</b> <b>19-24 mths</b>	<b>5</b> <b>25-30 mths</b>	<b>6</b> <b>31-36 mths</b>	<b>7</b> <b>37-42 mths</b>	<b>8</b> <b>43-48 mths</b>	<b>9</b> <b>49-54 mths</b>	<b>10</b> <b>55-60 mths</b>	<b>11</b> <b>61- 66 mths</b>	<b>12</b> <b>67-72 mths</b>	<b>ELG</b>
<u>Past and Present</u>	Shows awareness of belonging to a small group.	Can identify significant people in their lives and talk about this in response to stimuli. Responds to photographs or digital media showing shared events/familiar people or places.	Can remember and share recent events they have been part of. Uses technologies to share experiences with others for example discussing learning journal events	Is able to talk about events in personal history and present lives, using relevant vocabulary for example, when discussing experiences/int erests.	Draws on experiences from different sources to help with demonstrating an understanding that different people perform different roles in the immediate and wider community e.g. police, doctors, nurses and dentists.	Able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines. Beginning to develop an awareness of some of the differences between these.	Talks about similarities and differences between themselves and others and among families and communities. Uses appropriate past and present tenses, building on new vocabulary introduced from shared experiences such as visits to local places and visitors from the community.	Talks about the lives of the immediate people around them and their roles in the wider community. Know some similarities and differences between things in the past and now, drawing on personal experiences and what has been read and shared in class from a range of sources for example fiction and non-fiction books and rhymes	Understand that lives were different in the past drawing on information shared from different sources	Talk about the lives of the people around them and their roles in society. <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

The knowledge and skills then feed into the KS1 curriculum shared below

## KS1 & KS2 Progression Ladders

	<u>Year 1 and 2</u>	<u>Year 3 and 4</u>	<u>Year 5 and 6</u>	
<b>Historical Interpretation</b>	<b>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</b>	<b>Children should understand how our knowledge of the past is constructed from a range of sources.</b>		
	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> start to compare two versions of a past event;</li> <li><b>b</b> observe and use pictures, photographs and artefacts to find out about the past;</li> <li><b>c</b> start to use stories or accounts to distinguish between fact and fiction;</li> <li><b>d</b> explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> look at more than two versions of the same event or story in history and identify differences;</li> <li><b>b</b> investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> find and analyse a wide range of evidence about the past;</li> <li><b>b</b> use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li><b>c</b> consider different ways of checking the accuracy of interpretations of the past;</li> <li><b>d</b> start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li><b>e</b> show an awareness of the concept of propaganda;</li> <li><b>f</b> know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li><b>g</b> begin to evaluate the usefulness of different sources.</li> </ul>	
<b>Historical Investigations</b>	<b>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</b>	<b>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</b>		
		<b>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</b>		
	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li><b>b</b> choose and select evidence and say how it can be used to find out about the past.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use a range of primary and secondary sources to find out about the past;</li> <li><b>b</b> construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li><b>c</b> gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li><b>d</b> regularly address and sometimes devise own questions to find answers about the past;</li> <li><b>e</b> begin to undertake their own research.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> recognise when they are using primary and secondary sources of information to investigate the past;</li> <li><b>b</b> use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li><b>c</b> select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li><b>d</b> investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>	

<b>Chronological Understanding</b>	<b>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</b>	<b>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</b>	
	Children can: <ul style="list-style-type: none"> <li>a sequence artefacts and events that are close together in time;</li> <li>b order dates from earliest to latest on simple timelines;</li> <li>c sequence pictures from different periods;</li> <li>d describe memories and changes that have happened in their own lives;</li> <li>e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li> </ul>	Children can: <ul style="list-style-type: none"> <li>a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	Children can: <ul style="list-style-type: none"> <li>a order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>b accurately use dates and terms to describe historical events;</li> <li>c understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>
<b>Knowledge &amp; Understanding of events, people and changes in the past</b>	<b>Pupils should identify similarities and differences between ways of life in different periods.  Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</b>	<b>Children should note connections, contrasts and trends over time. Pupils should note connections, contrasts and trends over time.</b>	
	Children can: <ul style="list-style-type: none"> <li>a recognise some similarities and differences between the past and the present;</li> <li>b identify similarities and differences between ways of life in different periods;</li> <li>c know and recount episodes from stories and significant events in history;</li> <li>d understand that there are reasons why people in the past acted as they did;</li> <li>e describe significant individuals from the past.</li> </ul>	Children can: <ul style="list-style-type: none"> <li>a note key changes over a period of time and be able to give reasons for those changes;</li> <li>b find out about the everyday lives of people in time studied compared with our life today;</li> <li>c explain how people and events in the past have influenced life today;</li> <li>d identify key features, aspects and events of the time studied;</li> <li>e describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	Children can: <ul style="list-style-type: none"> <li>a identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>b use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li>c examine causes and results of great events and the impact these had on people;</li> <li>d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>

<b>Presenting, Organising and Communicating</b>	<b>Pupils should use a wide vocabulary of everyday historical terms.</b>	<b>Pupils should develop the appropriate use of historical terms.</b>	
	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li> <li><b>b</b> talk, write and draw about things from the past;</li> <li><b>c</b> use historical vocabulary to retell simple stories about the past;</li> <li><b>d</b> use drama/role play to communicate their knowledge about the past.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li><b>b</b> present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</li> <li><b>c</b> start to present ideas based on their own research about a studied period.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li><b>b</b> present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</li> <li><b>c</b> plan and present a self-directed project or research about the studied period.</li> </ul>