



Knowledge and Skills – Year Group Progression Ladder

Subject: History Years 1-6							
YEAR GROUP	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chronological Understanding		<ul style="list-style-type: none"> Order events they have learned about from furthest away to most recent with increasing accuracy. 	<ul style="list-style-type: none"> Order events they have learnt about from furthest away to most recent. 				
		<ul style="list-style-type: none"> Know what a timeline is. 	<ul style="list-style-type: none"> Draw simple timelines, beginning to place areas of study on them. 	<ul style="list-style-type: none"> Developing their knowledge of chronology and can place periods of history they have learnt increasingly accurately on a timeline. 	<ul style="list-style-type: none"> Becoming more secure in their knowledge of chronology and can place periods of history they have learnt about on a timeline. 	<ul style="list-style-type: none"> Have a secure knowledge of chronology and are mostly accurate in placing a range of historical events from around the world on a timeline. Can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new events in history. 	<ul style="list-style-type: none"> Have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline. Can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new events in history.



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	<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and in storytelling. Know the difference between past and present. Sequence key memories that happen in their lives. Begin to sequence memories in the lives of their families. 	<ul style="list-style-type: none"> Make comparisons between areas of study. 	<ul style="list-style-type: none"> Compare areas of study, identifying similarities between them. Compare areas of study, identifying differences between them. 	<ul style="list-style-type: none"> Can make links between areas of history they have studied in Year 3 and previously and can make similarities and differences between them. 	<ul style="list-style-type: none"> Make links between areas of history they have studied, identifying similarities between them. Make links between areas of history they have studied, identifying differences between them. 	<ul style="list-style-type: none"> Compare historical periods, identifying similarities between them. Compare historical periods, identifying differences between them. Remember and use a range of names and words from the 	<ul style="list-style-type: none"> Compare historical periods, identifying similarities between them. Compare historical periods, identifying differences between them. Identify trends over time, identifying how ideas have been confuse., deliberately manipulated or developed.



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						<p>areas they have studied in Year 5 as well as those from before.</p> <ul style="list-style-type: none"> Use more specific words and phrases to indicate time, talking about decades, centuries etc Accurately use more words related to history in general e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Remember and use a range of names and words from the areas they have studied over the years. Use more specific words and phrases to indicate time, talking about decades, centuries etc Accurately use more words related to history in general e.g. empire, parliament, civilisation etc.
Historical Vocabulary	<ul style="list-style-type: none"> Use words that indicate time e.g. first, next, after that, in the end. 	<ul style="list-style-type: none"> Use and beginning to remember names and places that link to the area of study; Use simple words and phrases mostly accurately to indicate periods of time. 	<ul style="list-style-type: none"> Remember and use a range of names and words specific to areas of study. Use words and phrases accurately to indicate periods of time. 	<ul style="list-style-type: none"> Remember and use a range of names and words from the areas they have studied in Year 3 as well as those from before. Use more specific words and phrases to indicate time, talking about decades, centuries etc Beginning to use words related to history in general e.g. empire, 	<ul style="list-style-type: none"> Remember and use a range of names and words from the areas they have studied in Year 4 as well as those from before. Use more specific words and phrases to indicate time, talking about decades, centuries etc Beginning to use more words related to history in general e.g. empire, 		



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				parliament, civilisation etc.	parliament, civilisation etc.		
Questioning		<ul style="list-style-type: none"> Ask simple questions. 	<ul style="list-style-type: none"> Ask simple questions to develop their understanding. 	<ul style="list-style-type: none"> Ask questions for their age to develop their understanding. 	<ul style="list-style-type: none"> Ask more in depth questions for their age to develop their understanding. 	<ul style="list-style-type: none"> Ask questions to develop their understanding and also ask questions about what others have said. 	<ul style="list-style-type: none"> Ask a range of questions, creating questions that develop their understanding about change, cause and significance.



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		<ul style="list-style-type: none"> Accurately answer/justify some questions verbally to an area of study (using sources or stories). 	<ul style="list-style-type: none"> Accurately answer simple questions related to an area of study (with confidence). Justify their answers using sources or stories. 	<ul style="list-style-type: none"> Answer questions accurately related to the area of study. Use sources to justify their answers. 	<ul style="list-style-type: none"> Begin to challenge sources of information. Show some organisation of information that is purposeful for responding to or asking questions. 	<ul style="list-style-type: none"> Challenge sources of information. Begin to make purposeful selection about the information they wish to include in responses. Organise information purposefully when responding to or asking questions. 	<ul style="list-style-type: none"> Challenge sources, questioning the validity of these and whether they have been created for propaganda.; Organise information purposefully when responding to or asking questions.
Historical Knowledge	<ul style="list-style-type: none"> Can remember some events about the area they have studied. Know about the lives of people around them and their roles in society including people from the past. 		<ul style="list-style-type: none"> Remember key events about the areas they have studied. Identify how we know about key events. 	<ul style="list-style-type: none"> Remember a range of key facts and information from the areas of study in Year 3. Identify at least two ways we gather information. 	<ul style="list-style-type: none"> Remember a range of key facts and information from the areas of study in Year 4 and from previous areas of study. 	<ul style="list-style-type: none"> Remember a range of key facts and information from the areas of study in Year 5 and from previous areas of study. 	<ul style="list-style-type: none"> Have a wide-ranging knowledge about historical events, from local to world history.



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			<ul style="list-style-type: none"> Identify different representations of history e.g. books, visual clips, letters 	<ul style="list-style-type: none"> Use at least one source of information confidently. 	<ul style="list-style-type: none"> Understand how our knowledge of history is developed through a range of sources. Use at least one type of source of information confidently and are beginning to use at least two different sources e.g. books, internet, visual clips. 	<ul style="list-style-type: none"> Building their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding. Access a range of different sources and select information appropriately. 	<ul style="list-style-type: none"> Have a deep understanding of their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding. Access a range of different sources and select information appropriately.
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