



## Knowledge and Skills – Year Group Progression Ladder

Subject: History							
YEAR GROUP	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and in storytelling.</li> <li>Know the difference between past and present.</li> <li>Sequence key memories that happen in their lives.</li> <li>Begin to sequence memories in the lives</li> </ul>	<ul style="list-style-type: none"> <li><b>Order</b> events they have learned about from furthest away to most recent.</li> <li>Use a simple <b>timeline</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Order</b> an increasing number and range of events they have learnt about from furthest away to most recent.</li> <li>Draw simple <b>timelines</b>, beginning to place areas of study on them.</li> </ul>	<ul style="list-style-type: none"> <li>Can place an increasing number and range of local and world events on a <b>timeline</b> including both <b>AD</b> and <b>BC</b> dates. (<b>chronology, chronological</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Can place an increasing number and range of local and world events on a <b>timeline</b> including both <b>AD</b> and <b>BC</b> dates. (<b>chronology, chronological</b>), <b>CE, BCE</b></li> </ul>	<ul style="list-style-type: none"> <li>Can place an increasing number and range of local and world events on a <b>timeline</b> <ul style="list-style-type: none"> <li>- including both <b>AD</b> and <b>BC</b> dates.</li> <li>- producing increasingly accurate intervals. (<b>chronology, chronological</b>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Can place an increasing number and range of local and world events on a <b>timeline</b> <ul style="list-style-type: none"> <li>- including both <b>AD</b> and <b>BC</b> dates.</li> <li>- producing increasingly accurate intervals. (<b>chronology, chronological</b>)</li> </ul> </li> </ul>



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	of their families.						
		<ul style="list-style-type: none"> <li>Compare areas within their own personal life study, identifying <b>similarities</b> and <b>differences</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Compare areas of study, identifying <b>similarities</b> and <b>differences</b> between them.</li> </ul>	<ul style="list-style-type: none"> <li>Can make links between areas of history they have studied in Year 3 and previously and can make <b>similarities</b> and <b>differences</b> between them.</li> </ul>	<ul style="list-style-type: none"> <li>Can make links between areas of history they have studied in Year 4 and previously and can make <b>similarities</b> and <b>differences</b> between them.</li> </ul>	<ul style="list-style-type: none"> <li>Compare all historical periods learnt up to Year 5, identifying <b>similarities</b> and <b>differences</b> between them.</li> </ul>	<ul style="list-style-type: none"> <li>Compare all historical periods learnt up to Year 6, identifying similarities and differences between them. Identify <b>theme</b>/aspects over time e.g. <b>weapons/warfare</b></li> </ul>



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<p><b>Historical Vocabulary</b></p>	<ul style="list-style-type: none"> <li>Use words that indicate time e.g. first, next, after that, in the end.</li> </ul>	<ul style="list-style-type: none"> <li><b>Use and begin to remember names and words that link to the areas of study:</b> St. Joseph's Primary School, [Name of previous Nursery/ Preschool/School], Luton, United Kingdom, [Previous country of residence], King Charles III, Queen Elizabeth II, Westminster Abbey, Buckingham Palace, Birth Toddler Infant Education Early Years Pre-School Nursery , Wright Brothers, first flight, King's coronation</li> <li><b>Use words and phrases accurately to indicate periods of time.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Remember and use a range of names and words specific to areas of study:</b> Victoria, Elizabeth, Empire, monarch, monarchy, democracy</li> <li><b>Use words and phrases accurately to indicate periods of time.</b> Victorian, Elizabethan</li> </ul>	<ul style="list-style-type: none"> <li><b>Remember and use a range of names and words from the areas they have studied in Year 3 as well as those from before.</b> Romans, Ancient Greek, Greeks, hunter-gatherer, cave painting, animal skins, Skara Brae, Stone Henge, fire, weapon, axe, flint, spear, hut, gods, goddesses, myths, mythical, villa, army, Hadrian's Wall, Olympics, mosaic, pots</li> <li><b>Use more specific words and phrases to indicate time, talking about</b> decades, age, centuries, Roman, Grecian, AD/BC, (Common Era – if raised), Stone Age, Iron Age, Bronze Age, prehistoric</li> <li><b>Beginning to use words related to</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Remember and use a range of names and words from the areas they have studied in Year 4 as well as those from before.</b> Ancient China Shang Dynasty, hat industry,</li> <li><b>Use more specific words and phrases to indicate time, talking about</b> decades, centuries, millennia, post war</li> <li><b>Beginning to use more words related to history in general e.g.</b> period, era, age, invaders, settlers civilisation, AD/BC, (Common Era – if raised), Dynastic, empire, society, hierarchy, local history, archaeology, archaeologists, timeline, chronological, source</li> </ul>	<ul style="list-style-type: none"> <li><b>Remember and use a range of names and words from the areas they have studied in Year 5 as well as those from before:</b> Central America, The Maya/Maya/Mayans, Egypt, River Nile, pharaoh, papyrus, canopic jars, transportation, mummification, states, slavery, discrimination.</li> <li><b>Use more specific words and phrases to indicate time, talking about</b> decades, centuries, millennia, Egyptian, Mayan, AD/BC, (Common Era – if raised), <b>Accurately use more words related to history in general e.g.</b> period, era, age, invaders, settlers civilisation, hierarchy timeline, chronological, source</li> </ul>	<ul style="list-style-type: none"> <li><b>Remember and use a range of names and words from the areas they have studied over the years:</b> World War II, World War I, Titanic, evacuation, rationing, reasoning</li> <li><b>Use more specific words and phrases to indicate time, talking about</b> decades, centuries, millennia, AD/BC, (Common Era – if raised)</li> <li><b>Accurately use more words related to history in general</b> e.g. empire, parliament, invasion, allies, axis powers, alliance, timeline, chronological, source, monarch, treason</li> </ul>
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		Carolean, Elizabethan		<p>history in general</p> <p>period, era, age, invaders and settlers, empire, civilisation, farming, soldiers, conqueror, timeline, chronological, source, compare, different, similar, civilisation, Emperor</p>			
<b>Sources and Questioning</b>		<ul style="list-style-type: none"> <li>Accurately ask/answer/justify questions relating to area of study (using sources or stories).</li> </ul>	<ul style="list-style-type: none"> <li>Accurately ask/answer/justify questions relating to area of study (using sources or stories) with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately ask/answer/justify questions relating to area of study (using sources or stories) with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately ask/answer/justify in-depth questions relating to area of study (using sources or stories) with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately ask/answer/justify in-depth questions relating to area of study (using sources or stories) with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately ask/answer/justify in-depth questions relating to area of study (using sources or stories) with increasing confidence, about <b>change</b>, <b>cause</b> and <b>significance</b>.</li> </ul>



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<ul style="list-style-type: none"> <li>• Can remember some events about the area they have studied.</li> <li>• Know about the lives of people around them and their roles in society including people from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify how we know about key events through sources</b> e.g. photographs, books, pictures, Kiddle (iPads)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify how we know about key events through sources</b> e.g. letters, diary, books, pictures, websites.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compare at least two sources of information for one event (a range of formats).</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compare at least two sources of information for one event (a range of formats).</b></li> <li>• Begin to challenge sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compare at least two sources of information for one event (a range of formats).</b></li> <li>• Challenge sources of information.</li> <li>• Begin to make purposeful selection about the information they wish to include in responses.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compare at least two sources of information for one event (a range of formats).</b></li> <li>• Challenge a range of sources, questioning the validity of these e.g. propaganda/advertisements</li> <li>• Organise information purposefully when responding to or asking questions.</li> </ul>
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