



SKILLS LADDER - HISTORY

	EYFS	Puffin - Year 1/2		Swift Year 3/4		Eagle Year 5/6	
Topics		Neil Armstrong Toys Seasides Fire of London Florence Nightingale Castles China		Ancient Egyptians Changes in Britain (from the Stone Age to the Iron Age) Roman Britain Tudors Invaders to Britain: Anglo-Saxons and Vikings		Local History Ancient Greece World War I and II Mayans Crime and Punishment	
Chronological understanding	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Sequence events in their life.	Sequence artefacts closer together in time - check with reference book.	Place the time studied on a time line.	Place events from period of studied on time line.	Know and sequence key events of time studied.	Place current study on timeline in relation to other studies.
		Sequence 3 or 4 artefacts from distinctly different periods of time.	Sequence photographs etc from different periods of their life.	Use dates and terms related to the study unit and passing of time.	Use terms related to the period and begin to date events.	Use relevant terms and period labels.	Use relevant dates and terms.
		Match objects to people of different ages.	Describe memories of key events in lives.	Sequence several events or artefacts.	Understand more complex terms. e.g. BC / AD	Make comparisons between different times in the past.	Sequence up to 10 events on a timeline.
Knowledge and understanding of events in the past		Recognise the difference between past and present in their own and others’ lives.	Recognise why people did things, why events happened and what happened as a result.	Find out about everyday lives of people in time studied.	Use evidence to reconstruct life in time studied.	Study different aspects of different people - differences between men and women.	Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings.
		They know and recount episodes from stories about the past.	Identify similarities and differences between ways of life at different times.	Compare with out life today.	Identify key features and significant events of time studied.	Examine causes and results of significant events and the impact on people.	Compare beliefs and behaviour with another time studied.
				Identify reasons for and results of people’s actions.	Look for links and effects in time studied.	Compare life in early and late ‘times’ studied.	Understand continuity and change.
				Understand why people may have wanted to do something.	Offer a reasonable explanation for some events.	Compare an aspect of life with the same aspect in another period.	Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
Historical interpretation		Use stories to encourage children to distinguish between fact and fiction.	Compare 2 versions of a past event.	Identify and give reasons for different ways in which the past is represented.	Look at the evidence available.	Compare accounts of events from different sources - fact or fiction.	Link sources and work out how conclusions were arrived at.
Historical interpretation		Compare adults talking about their past - how relabel are their memories?	Compare pictures or photographs of people or events in the past.	Distinguish between different sources - compare different versions of the same story.	Begin to evaluate the usefulness of different sources.	Offer some reasons for different versions of events.	Consider ways of checking the accuracy of interpretations - fact or fiction and opinion.
							Be aware that different evidence will lead to different conclusions.
			Discuss reliability or photos / accounts / stories.	Look at representations of the period - museum, cartoons etc.	Use textbooks and historical knowledge.		Confidently use the library and internet for research.

Historical enquiry		Find answers to simple questions about the past from sources of information e.g. artefacts.	Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period.	Use evidence to build up a picture of a past event.	Begin to identify primary and secondary sources.	Recognise primary and secondary sources.
				Observe small details - artefacts, pictures.	Choose relevant material to present a picture of one aspect of life in time past.	Use evidence to build up a picture of a past event.	Use a range of sources to find out about an aspect of time past.
				Select and record information relevant to the study.	Ask a variety of questions.	Select relevant sections of information.	Suggest omissions and the means of finding out.
				Begin to use the library and internet for research.	Use the library and internet for research.	Use the library and internet for research with increasing confidence.	Bring knowledge gathered from several sources together to form contrasting arguments.
Organisation and communication		Communicate their knowledge through: discussion, drawing pictures, drama/role play, making models, writing, using ICT.			Communicate their knowledge through: discussion, drawing pictures, drama/role play, making models, writing, using ICT.	Communicate their knowledge through: discussion, drawing pictures, drama/role play, making models, writing, using ICT.	Select and organise information to produce structured word, making appropriate use of dates and terms.
				Communicate their knowledge through: discussion, drawing pictures, drama/role play, making models, writing, using ICT.			