Stockton on the Forest Primary School

Progression Ladder: **History** Children can…

	Historical Study (research, pictures, sources, artefacts, questioning)	Historical Knowledge and Awareness (subject matter)	Chronology and Change
Reception	Listen to stories from the past	Understand that a story is not about now Talk about the lives of the people around them and their roles in society Understand the past through settings, characters and events encountered in books read in class and storytelling	Talk about "when I was a baby" Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
Year 1	Identify old and new from pictures Use stories as sources for answering questions about the past Observe and handle artefacts, and use this to ask and answer questions	Develop a simple awareness of the past Tell stories from the past Recognise a past and a present in their own and other people's lives Identify some things from their own past Identify some differences between past and present Know some of the main events and people studied in a topic Show some understanding of aspects of the past beyond living memory	Use simple words and phrases to describe the past - after, before, between Understand about time passing through birthdays Arrange objects in order of their age Begin to use very simple time lines to order some recent events Understand BC and AD
Year 2	Identify old and new from artefacts Use pictures and artefacts for answering questions about the past Use a range of simple sources to devise historical questions Summarise their learning into short sentences Ask and answer questions about what they have heard or seen Use a wide vocabulary of everyday historical terms. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Retell stories they have heard about the past Pick out the main elements of stories they have heard about the past Discuss what they have enjoyed most about stories from the past Explain what they think is important about the past and explain reasons why Identify any important changes which happened at the time being studied	Use more complex phrases to describe time – a long time ago, centuries ago... Sort recent historical studies into a broad time order Recognise some reasons for between the time being studied and now
Year 3	Use more complex sources of primary and secondary information Use the internet for research Choose and discriminate between a range of information, and use this to ask questions Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict Use a simple database to organise information Interpret the past through role play – e.g. hot seating	Guess what objects from the past were used for, using evidence to support answers Understand that some events of the past affect people's lives today Summarise the main events from a period in history, using their characteristics Give reasons for main events and changes Begin to understand why some people acted as they did and give reasons	Sort events or objects into groups Use dates and terms accurately, using key dates when describing events Use some dates on a time line Understand the concept of decades and centuries and use this to divide the past into periods of time Use a timeline with dates, including both BC and AD Use evidence to describe changes within a time period
Year 4	Use a range of documents and printed sources Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task Use graphs and charts to confirm information from different sources Give reasons for change through analysing evidence Support own point of view using evidence Understand that some evidence is limited	Understand differences in social, religious, political and cultural history Understand links between history and geography Know some similarities and differences within a period of time- e.g. the lives of rich and poor Describe how some things from the past affect life today Understand the relationship between beliefs and action in historical change	Use a full range of dates and historical terms Use a time line to place events, periods and cultural movements Show changes on a time line Describe and make links between events and changes
Year 5	Rank sources of information in order Identify differences between different versions of the past Give a balanced view of interpretations of the past, using different points of view Make conclusions with evidence as to the most likely version of events Understand how our knowledge of the past is constructed from a range of sources	Organise a series of relevant historical information, and check this for accuracy Describe the main changes in a period of history, from several perceptions – e.g. political, cultural Explain their own point of view, justifying this with a broad range of evidence Adapt their ideas and viewpoints as new information arises	Identify changes across periods of time, using chronological links Begin to identify causal factors in change
Year 6	Devise historically valid questions about change, cause, similarity and difference Interpret the past using a range of concepts and ideas Understand the role of opinion and propaganda construct informed responses that involve thoughtful selection and organisation of relevant historical information	Begin to understand significance Speculate and hypothesise about the past, formulating their own theories about reasons for change	Note connections, contrasts and trends over time Speculate how present events and actions might be seen and judged in the future Speculate – what if? What if England lost the war … what if Jane Seymour had not died ….