

History Skills Ladder

Y1

Recall some facts about people and events before living memory
Understand reasons for people's actions
Understand the difference between the past and the present
Describe things that have happened to themselves in the past
Recount changes in their personal lives
Sequence a set of objects or events
Place important events on a timeline
Use words and phrases related to the passing of time, such as: now, yesterday, last week, when I was younger, a long time ago, before I was born
Identify different ways in which the past is represented
Ask questions based on events or pictures i.e, 'what were the people doing?' or 'How long ago did this happen?'
Ask questions based on artefacts i.e, 'what was this used for?'
Find information about the past by looking at books, photographs, videos, pictures and artefacts.
Begin to answer their own and others' questions about the past.
Sort objects or events into groups, such as 'then and now'
Place objects or events on a timeline
Tell stories about personal past experiences
Write and draw about past experiences
Talk, write and draw about the past experiences of others

Y2

Use factual information to describe past events and people
Describe the difference between 'then' and 'now'
Give reasons, based on evidence, for why people in the past may have acted in a certain way
Recount events from a significant event in history
Describe the order of events by using the words 'past' and 'present'
Use a timeline to put people, objects and events in order.
Understand and use the words past and present when explaining an event.
Identify different ways in which the past is represented.
Ask useful questions based on events or pictures i.e, 'what were the people doing?' or 'How long ago did this happen?'
Ask useful questions based on artefacts i.e, 'what was this used for?'
Begin to use sources of information to gather evidence.
Look at and use information books, the internet, stories, pictures, photographs, eye-witness accounts, artefacts, historical buildings and sites to find out about the past.
Answer their own and others' questions about the past.
Describe objects, events and people in history.
Use timelines to order objects, events or to place significant people.
Communicate ideas about objects, events or people from the past using a range of methods, such as speaking, writing, drawing, role play, storytelling and using ICT.

Y3

Use evidence to describe the culture and lifestyle of people in the past, such as looking at clothing, food and leisure activities.
Use evidence to describe the actions of people in the past.
Use evidence to describe buildings in the past and their uses.
Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
Place historical events and people in chronological order along a timeline.
Order and describe significant dates taken from the period studied.
Refer to dates as BC or AD.
Use the vocabulary of BC and AD.
Use a range of sources, such as printed documents, the internet, databases, pictures, photographs, audio, video, historical buildings and sites as evidence about the past.
Ask and answer questions about the past, based on evidence.
Appreciate that there are different accounts of history.
Communicate ideas about the past using a range of genres of writing.
Communicate ideas about the past through drawings, diagrams, drama and ICT.

Y4

Use evidence to describe the culture and lifestyle of people in the past, such as looking at clothing, food and leisure activities.
Use evidence to describe what was important to people from the past.
Use evidence to describe the differences between the rich and poor from the past.
Describe similarities and differences between people, artefacts and events in history.
Describe how some aspects of the past have influenced or affected people/the world today.
Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
Describe and order significant dates relating to artefacts, people and events.
Describe the main changes during a period of history.
Use a range of sources, such as printed documents, the internet, databases, pictures, photographs, audio, video, historical buildings and sites as evidence about the past.
Ask and answer questions about the past, based on evidence.
Know why there may be differences in historical interpretation.
Know that people in the past may have represented ideas or events in a way that would persuade/influence others.
Communicate ideas about the past using a range of genres of writing.
Communicate ideas about the past through drawings, diagrams, drama and ICT.

Y5

Know that some sources of information are more reliable or more useful than others.
Use evidence to give their own reasons for actions, events or changes in the past.
Describe similarities and differences between people, artefacts and events in history.
Describe how some aspects of the past have influenced or affected people/the world today.
Make links between some aspects of past societies, e.g. religion, houses, society.
Understand how some historical events occurred concurrently in different locations, i.e, Ancient Egypt and Prehistoric Britain.
Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini), and use these terms.
Describe and order significant dates relating to artefacts, people, events and movements.
Describe the main changes during a period of history.
Understand and use the vocabulary of 'primary' and 'secondary' when referring to sources.
Understand and use vocabulary describing the usefulness of sources, i.e. propaganda, bias, reliable, rich.
Choose reliable sources of information when finding out about the past.
Realise that there are often numerous answers to questions about the past.
Use a range of sources, such as printed documents, the internet, databases, pictures, photographs, audio, video, historical buildings and sites as evidence about the past.
Begin to pose questions to their own answers to investigate their historical findings further.
Evaluate sources to choose the most reliable forms.
Understand the difference between primary and secondary sources.
Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects our interpretations of history.
Give reasons explaining why there may be different accounts of the past.
Communicate ideas about the past using a range of genres of writing.
Communicate ideas about the past through drawings, diagrams, drama and ICT.
Plan, conduct and present independent research about the past.

Y6

Choose reliable sources of information when finding out about the past.
Describe similarities and differences between people, artefacts and events in history.
Describe how some aspects of the past have influenced or affected people/the world today.
Make links between some aspects of past societies, e.g. religion, houses, society, technology and give their own reasons about why changes in history may have occurred.
Describe and order significant dates relating to artefacts, people, events and movements.
Identify, give reasons for and compare changes within and across different time periods.
Understand and use the vocabulary of 'primary' and 'secondary' when referring to sources.
Understand and use vocabulary describing the usefulness of sources, i.e. propaganda, bias, reliable, rich.
Use a range of sources, such as printed documents, the internet, databases, pictures, photographs, audio, video, historical buildings and sites as evidence about the past.
Choose reliable sources of information when finding out about the past.
Realise that there are often numerous answers to questions about the past.
Investigate their own lines of enquiry by posing useful questions based on historical evidence.
Pose useful questions to their own answers to investigate their historical findings further.
Evaluate evidence to choose the most reliable forms.
Begin to recognise instances where sources are limited. Such sources may have served as propaganda, others may include misinformation.
Give their own reasons why there may be different accounts of history, based on a factual understanding of the past.
Explain ways in which historical sources are limited.
Communicate ideas about the past using a range of genres of writing.
Communicate ideas about the past through drawings, diagrams, drama and ICT.
Plan, conduct and present self-directed research about the past.