

History Progression ladder	Chronological awareness	Knowledge and understanding	Historical context	Organisation and Communication
1	<ul style="list-style-type: none"> Sequence events or 2 related objects in order Use words and phrases old, new, young, days, months Remember parts of stories and memories about the past. 	<ul style="list-style-type: none"> Tell the difference between past and present in their own and other people's lives 	<ul style="list-style-type: none"> Begins to identify and recount some details from the past from stories/pictures 	<ul style="list-style-type: none"> Show knowledge and understanding about the past in different ways (role play, drawing, writing, talking)
2	<ul style="list-style-type: none"> Recount changes in own life over time Put 3 people, events or objects in order using a given scale Uses words and phrases such as recently, before, after, now, later Uses past and present when telling others about an event 	<ul style="list-style-type: none"> Use information to describe the past. Use information to describes differences between then and now Recount main events from a significant time in History Use evidence to explain reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> Can look at books, pictures, eye-witness accounts, or objects to find information then and now Asks questions 	<ul style="list-style-type: none"> Describe objects, people and events Write own date of birth Write simple stories and recounts about the past Draw labelled diagrams and write about them to tell others about people, events and objects from the past.
3	<ul style="list-style-type: none"> Uses timelines to place events on order Understands timeline can be divided into BC and AD Uses words and phrases such as century, decade. 	<ul style="list-style-type: none"> Use evidence to describe past homes and settlements, culture and leisure activities, people's belief and attitudes and difference between rich and poor Use evidence to find out how any of these changes may have changed during a period of time 	<ul style="list-style-type: none"> Use a range of resources to collate information about the past Identify the differences between fact and opinion Look at 2 different versions of the same event and viewpoints and identify differences in accounts 	<ul style="list-style-type: none"> Present findings about the past using speaking, writing, ICT and drawing skills Use dates and terms increasing accuracy Discuss different ways of presenting information for different purposes

4	<ul style="list-style-type: none"> • Uses words and phrases such as decade, century, decade AD, BC, after, during, before • Divides recent history into present, using 21st century, and the past 19th and 20th centuries • Names and places dates of significance events from the past on a timeline 	<ul style="list-style-type: none"> • Show knowledge and understanding by describing features of past societies and periods • Identify some ideas, beliefs, and attitudes of past cultures giving reasons for these differences • Describe how some past events/people affect life today 	<ul style="list-style-type: none"> • Understand the differences between primary and Secondary sources • Give reasons why there may be different accounts of history • Ask questions 	<ul style="list-style-type: none"> • Present findings about the past speaking, writing, maths, (data handling) ICT, drama and drawing skills • Uses dates and terms accurately • Chooses most appropriate way to present information to an audience • Use subject specific words such as Monarch, settlement, invader
5	<ul style="list-style-type: none"> • Uses timelines to place and sequence local, national and international events • Sequences historical periods • Describe events using words and phrases such as century, decade, BC and AD, after, before, during the Victorian period • Identifies changes within and across historical periods. 	<ul style="list-style-type: none"> • Identify social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. • Give short term causes and consequences of the main events, situations and changes in the periods studied. • Identify changes and links within and across time periods studied. 	<ul style="list-style-type: none"> • Question the reliability of source material and give reasons why something might not be reliable • Realise that there is often not a single answer to historical questions and give reasons why there may be different accounts 	<ul style="list-style-type: none"> • Present findings about the past speaking, writing, maths, (data handling) ICT, drama and drawing skills • Uses dates and terms accurately • Chooses most appropriate way to present information to an audience
6	<ul style="list-style-type: none"> • Uses timelines to place events, periods and cultural movements from around the world • Uses timelines to demonstrate changes and developments in culture, technology, religion, and society • Uses these key points as reference points: BC,AD, Romans, Tudors, Victorians and today. • Describes main changes in a period in History using words such as 	<ul style="list-style-type: none"> • Choose reliable sources of factual evidence to describe aspects of life, beliefs and attitudes and differences in status • Identify how aspects of life have changed during a period of time and give reasons backing it up with evidence • Describe how some changes affect life today 	<ul style="list-style-type: none"> • Evaluate the usefulness and accuracy of different sources understanding The effect of facts and opinions including bias • Form own opinions about historical events from a range of sources • Select the most appropriate source material using primary and secondary for a particular task. 	<ul style="list-style-type: none"> • Present information in an organised and clearly structured way • Makes uses of different ways of presenting information • Present information in the most appropriate way • Makes accurate use of specific dates and terms

	<p>social, religious, political, technological and cultural</p> <ul style="list-style-type: none">• Names date of any significant event studied from past and place it correctly on a timeline			
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