

Wood End Park Academy
History Skills Ladder, based on new National Curriculum

	Language to describe	Chronology - objects	Chronology - events	Describe events and people – build up to ‘cause –effect’	Questioning	Answering Questions	Choosing and using sources
Age 5-6	<p>Children can use everyday terms to show that they know the difference between past and present in</p> <ol style="list-style-type: none"> a. Their own lives. b. Other people’s lives. <p><u>Children can use everyday terms about the passing of time.</u></p> <p><u>Use vocabulary of everyday historical terms.</u></p>	<p>Children can place a few objects in order of time.</p> <p>Vocabulary used will be common words and phrases relating to the passing of time.</p>	<p>Children can place a few events in order.</p> <p>They should know where the people and events they study fit within a chronological framework.</p>	<p>Children can recount episodes about stories from the past.</p>	<p>Children can ask simple questions about the past.</p>	<p>Children can answer some simple questions about the past <u>in their own locality</u></p>	<p>Children can begin to use different sources to find out simple information about the past.</p>
By the end of KS1 Age 6-7	<p>Children can use language concerned with the passing of time.</p> <p>Children can say how their own life is different to that of people from the past.</p>	<p>Children can place objects in order of time.</p>	<p>Children can place events in order.</p> <p><u>Children will identify changes within living memory</u></p>	<p>Children show an understanding of</p> <ol style="list-style-type: none"> a. some main events; and b. some people in the past beyond living memory. c. <u>lives of significant individuals</u> 	<p>Children can ask ‘why’ questions about people and events to find reasons.</p>	<p>Children can</p> <ol style="list-style-type: none"> a. make simple observations ; and b. handle sources <p>to answer questions about the past <u>in their own locality</u></p>	<p>Children can begin to identify different ways (sources) the past could be presented.</p>

Age 7-9 lower KS2	Children can call a period of time by its correct term. They understand the past can be divided in different periods of times.	<u>Children develop a chronologically secure knowledge and understanding of British/ local and world History</u>	Children make appropriate use of dates and terms.	Children can recall similarities and differences in a period. They show knowledge and understanding of people and main events and changes	Children are able to ask ‘why’ questions about events and changes to realise reasons.	Children can use sources of information in ways that go beyond simple observation (inference and logical deduction) to answer questions about the past.	Children can identify some different ways (sources) the past could be presented.
Age 8-10	Children can describe characteristic features of past societies and periods	<u>Children develop a chronologically secure knowledge and understanding of British/ local and world History establishing clear narratives within and across periods studied</u>	<u>Children note connections, contrasts and trends over time</u>	Children can describe / demonstrate factual knowledge of some of the main events and people and changes within and across different periods. They give reasons for and results of the main events and changes.		Children can select and combine information <u>from a range of sources</u> .	Children show understanding that knowledge of the past is <u>constructed from a range of sources</u>
By the end of KS2 Age 10-11	Children can use their factual knowledge to describe past periods and make links between past periods and society.		<u>Children note connections, contrasts and trends over time and develop historical terms.</u>	Children show factual knowledge of an event / person / change in depth. They describe and make links between events and changes – give cause and effect.		Children can select and organize information. They evaluate sources and information to decide which will be useful for the particular task.	Children know that events, people and changes can be interpreted in different ways. They are able to suggest possible reasons.