

Progression in History - Skills Ladder 2025-26

Skills	EYFS (Understanding the World) Diamond Class	Year 1 Emerald Class	Year 2 Ruby Class	Year 3 Ruby Class Amethyst Class	Year 4 Amethyst Class	Year 5 Sapphire Class	Year 6 Topaz Class
Chronology	<p>- Compare and contrast characters from stories, including figures from the past.</p>	<p>-Sequence events in chronological order (using photos or artefacts) using the vocabulary old, new, young, days, months. T1 toys</p> <p>-Recall stories and memories about the past T1 toys</p>	<p>-Create a practical timeline by sequencing events in chronological order (using photos or artefacts) using the vocabulary recently, before, after, now, later. Term 1</p> <p>-Recount changes in own life over time and compare that to relatives or other people from different eras. Term 4</p>	<p>-Place the time studied on a time line Term 1</p> <p>-Create a written timeline by sequencing events in chronological order using dates and century, decade Term 3 Term 1</p>	<p>-Place events from period studied on a time line Term 1</p> <p>-Create a written timeline by sequencing events in chronological order using dates and the terms BC/AD (BCE/CE), 19th, 20th, 21st century, during Term 1</p>	<p>-Place current study on a time line in relation to other studies using the terms century, decade, era, period.</p> <p>-Know and sequence key events within specific time studied</p> <p>-Relate current studies to previous studies</p> <p>-Make comparisons between different times in history</p> <p>-Identifies changes within and across historical periods</p>	<p>-Create own timelines to place events, periods and cultural movements from around the world.</p> <p>- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>-Know dates of other significant periods of history previously studied and place these on a timeline, such as Romans, Anglo-Saxons, Vikings, Victorians and Today</p>

<p>Range and Depth of Historical Knowledge</p>	<p>ELG: Talk about the lives of people around them and their roles in society</p>	<p>-Begin to describe similarities and differences in artefacts T1 Toys</p> <p>-Use drama to say why people did things in the past T3 Queens</p> <p>-Tell the difference between past and present in own and other people's lives. T1 Toys</p>	<p>-Begin to describe similarities and differences in artefacts with reasons Term 1</p> <p>-Use drama to say why people did things in the past, using empathy to give evidence for people's actions in the past Term 1</p> <p>-Recount the main events from a significant event in history Term 4</p>	<p>-Use artefacts and other sources to find out about everyday lives of people in time studied Term 1 Term 4</p> <p>-Give evidence to describe the lives of people in the past, eg through exploring houses, clothing, technology Term 3 Term 4</p> <p>-Compare historical events with our lives today Term 1</p> <p>- Understand why people may have had to do something and identify reasons for and results of people's actions in the past Term 1</p>	<p>-Use evidence to reconstruct life in time studied Term 1</p> <p>-Give reasons for changes in houses, culture, leisure, clothes, buildings and their uses Term 1 Term 3, Term 4</p> <p>-Develop a broad understanding of ancient civilisations Term 3, Term 4</p>	<p>-Study different aspects of life of different people, eg differences between men and women</p> <p>-Examine causes and results of great events and the impact on people</p> <p>-Identifies changes and links within and across the time periods studied.</p> <p>-Compare an aspect of life with the same aspect in another period</p> <p>-Study an ancient civilization in detail</p>	<p>-Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings and the impact of this on historical events</p> <p>-Compare beliefs and behaviour with another period studied</p> <p>-Choose reliable sources of factual evidence to describe an aspect of life (eg houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.)</p> <p>-Identify changes in an aspect of life within a period of time.</p>
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<p>Interpretations of History</p>	<p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>-Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) T1 Toys and T3 Queens</p>	<p>-Compare pictures or photographs of people or events in the past Term 1</p> <p>-Use a variety of sources, including: eye-witness accounts, photos, artefacts, buildings and visits, internet Term 1</p>	<p>- Look at two different accounts of the same event and identify differences. Term 1</p>	<p>-Identify and give reasons for different ways in which the past is represented Term 1</p> <p>-Begin to evaluate the usefulness of different sources Term 1 Term 4</p>	<p>-Compare accounts of events from different sources. (Fact or fiction?)</p> <p>-Know that people (now and in past) can represent events or ideas in ways that persuade others.</p>	<p>-Suggest accurate and plausible reasons how and why aspects of the past have been represented and interpreted in different ways.</p> <p>-Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history</p>
<p>Historical Enquiry</p>	<p>- Comment on images of familiar situations in the past.</p>	<p>-Use pictures and stories to find the answer to simple questions about the past T3 Queens</p>	<p>-Use a source to ask questions and find answers (why, what, who, how, where?) Term 1</p>	<p>- Use printed sources, the internet, photos, music, artefacts, historic buildings and visits to collect information about the past. Term 3</p> <p>-Ask own relevant questions, suggesting sources of evidence to use to help answer questions. Term 1</p>	<p>- Understand the difference between primary and secondary sources of evidence. Term 3 / 4</p> <p>-Ask own specific questions, including those of empathy, suggesting sources of evidence to use to help answer questions. Term 1</p>	<p>-Choose reliable sources of evidence to answer questions.</p> <p>-Understand that there is often not always just one single answer to historical questions</p>	<p>-Evaluate the usefulness and accurateness of different sources of evidence.</p> <p>-Select the most appropriate source of evidence for particular tasks.</p> <p>-Form own opinions about historical events from a range of sources.</p>

<p>Organisation and Communication</p>	<p>Comment on images of familiar situations in the past.</p> <p>- Compare and contrast characters from stories, including figures from the past</p>	<p>- Use role play to act out a scene from the past T3 Queens</p> <p>-Draw a picture of a past event T3 Queens</p>	<p>- Use role play to act out a scene from the past, showing a clear difference between then and now Term 3</p> <p>-Write own date of birth</p> <p>-Write simple stories and recounts about the past. Term 3</p> <p>-Draw labelled diagrams and write about them to tell others about people, events and objects from the past. Term 3</p>	<p>-Use role play to act out a scene from the past, using empathy to show people's feelings based on their situation Term 1</p> <p>- Present findings about the past using speaking, writing, ICT and drawing skills Term 3</p> <p>-Place dates on a timeline in chronological order (eg, 1847, 1914, 2023) Term 1</p> <p>-Discuss different ways of presenting information for different purposes. Term 1</p>	<p>- Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Term 1</p> <p>-Use dates and terms correctly, by writing dates, eg 1949, 2022, 10BC Term 1</p> <p>-Discuss the most appropriate way to present information, taking into the audience and purpose into account. Term 3</p> <p>-Use subject specific words such as monarch, settlement, invade Term 3 and 4</p>	<p>-Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>-Use specific dates and terms accurately.</p> <p>-Choose the most appropriate way to present information to an audience</p>	<p>-Present information in an organised and clearly structured way.</p> <p>-Make use of different ways of presenting information.</p> <p>-Present information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).</p> <p>-Makes accurate use of specific dates and terms.</p>
<p>Vocabulary</p>	<p>After • Before • Birthday • Calendar • Last week • Next week • Now • Today • Tomorrow • Yesterday</p>	<p>A long time ago • A very long time ago • After • Before • Birthday • Calendar • In the past • King • Last week • Last year • Local • Museum • New • Old • Past • Present • Queen • Wedding • When I was</p>	<p>A long time ago • A very long time ago • After • Ancient • Artefacts • Before • Compare • Different • Local • Museum • Regional • Timeline</p>	<p>Ancient • Artefacts • Century • Civilisation • Compare • Decade • Differences • Global • Gods • Goddesses • Millennium • Photographs • Reasons • Regional • Religion • Similarities • Timeline</p>	<p>AD • Ancient • Artefact • BC • Century • _____th century • Civilisation • Conquer • Context • Culture • Decade • Effects • Evidence • Explanation • Gods • Goddesses • Impact • Interpretation • Invasion • Key features • Links • Millennium • National • Rebellion • Religion • Roman • Significance • Timeline</p>	<p>AD • Agriculture • Argument • Aspect of life • BC • Cause • Change • _____th century • Civilisation • Colony • Comparison • Conquest • Context • Continuity • Contrast • Culture • Economy • Effect • Emigrant • Immigrant • International • Interpretation • Migration • Parliament • Peasant</p>	<p>AD • Archaeology • Argument • Aristocracy • BC • Behaviour • Belief • Change • Characteristics • _____th century • Chronology • Comparison • Context • Continuity • Contrast • Culture • Duration • Economy • Effect • Emigrant •</p>

						<ul style="list-style-type: none">• Period• Primary evidence• Secondary evidence• Settler• Sequence• Slave	<ul style="list-style-type: none">Explain• Immigrant• International• Interpretation• Nomad• Oral history• Parliament• Peasant• Period• Prehistory• Primary evidence• Secondary evidence• Sequence
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