



Burbage CofE Infant and Burbage Junior School History Progression Ladder



History

	Chronological Understanding	Knowledge & Understanding of Events, People & Changes in the Past	Historical Interpretation	Historical Enquiry	Organisation & Communication
FS	<p>Tell someone about things that happened when they were little.</p> <p>Put up to three objects in chronological order.</p> <p>Use words and phrases such as: now, yesterday, last week,</p> <p>Remembers and talks about significant events in their own experience (30m-50m)</p> <p>Children talk about past and present events in their own lives and in the lives of family members (ELG)</p> <p>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past (Exceeding)</p>	<p>Explain how they have changed since they were born.</p> <p>Remembers and talks about significant events in their own experience (30m-50m)</p> <p>Recognises and describes special times or events for themselves, family or friends e.g. birthdays (30m-50m)</p> <p>Growth over time – similarities and differences in relation to themselves, family or friends (40m-50m)</p> <p>Children talk about past and present events in their own lives and in the lives of family members (ELG)</p> <p>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past (Exceeding)</p>	<p>Look at and talk about photos or objects.</p> <p>Directly compare two objects/photos.</p>	<p>Look at pictures and ask questions e.g. "What were the people doing?"</p> <p>Directly compare two pictures.</p>	<p>Sort events or objects into groups (i.e. then and now.)</p>
1	<p>I am beginning to place a few events, people and objects in the correct time order.</p> <p>I am beginning to recognise the differences between ways of life in the past and present.</p>	<p>I am beginning to use stories to talk about things that have happened in the past.</p> <p>I am beginning to use the right historical words to explain the passing of time.</p> <p>With help, I sometimes understand how the achievements of famous people and significant events have influenced our lives..</p>	<p>I am beginning to understand some ways in which we find out about the past, especially our own locality.</p> <p>I am beginning to find answers to simple questions about the past by using stories and other sources.</p>	<p>See Historical Interpretation</p>	



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2	<p>I can place events, people and objects in the correct time order.</p> <p>I can identify differences between ways of life in the past and present.</p>	<p>I can recount parts of the stories to talk about things that have happened in the past.</p> <p>I can use the right historical words to explain the passing of time.</p> <p>I am beginning to understand how the achievements of famous people and significant events from the past have influenced our lives.</p>	<p>I understand ways in which we can find out about the past, especially our own locality.</p> <p>I can find answers to simple questions about the past by using stories and other sources.</p> <p>I am beginning to ask questions to find out things from the past.</p>	See Historical Interpretation	
3	<p>I can understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>I can use a timeline to place historical events in chronological order.</p> <p>I can describe dates of importance and order significant events from the period studied.</p>	<p>I can use evidence to describe the culture and leisure activities from the past.</p> <p>I can use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>I can use evidence to describe buildings and their uses by people from the past.</p> <p>I can compare people and places to life in Britain today.</p>	<p>I can explore the idea that there are different accounts of history.</p> <p>I can look at two versions of the same event in history and identify similarities and differences.</p>	<p>I can use:</p> <ul style="list-style-type: none"> a) documents b) information books c) pictures or photographs d) documents and diaries e) DVDs or videos f) the internet g) artefacts h) novels h) visits to sites and places of interest <p>as evidence about the past.</p> <p>I can ask questions and use given sources to find answers about the past.</p>	<p>I can communicate ideas about the past using different genres of writing, drawing and story-telling.</p> <p>I can plan and present a group project or research about the studied period as a whole class.</p>



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4	<p>I can understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and can tell you about the duration of a century.</p> <p>I can order significant events and dates on a timeline.</p> <p>I can describe the main changes in a period in history.</p>	<p>I can use given evidence to describe what was important to people from the past.</p> <p>I can use given evidence to show how the lives of rich and poor people from the past differed.</p> <p>I can describe similarities and differences between people, events and artefacts studied in Y4.</p> <p>I can describe how some of the things studied from the past affect/influence life today using given examples.</p>	<p>I can look at several versions of the same event in history and identify similarities and differences.</p> <p>I know that people in the past may represent events or ideas in a way that persuades others.</p>	<p>I can use:</p> <ul style="list-style-type: none"> a) documents b) information books c) pictures or photographs d) documents and diaries e) DVDs or videos f) the internet g) artefacts h) visits to sites <p>as evidence about the past.</p> <p>I can ask questions and use given sources to find answers about the past.</p> <p>I can begin to conduct my own research to answer given questions with support.</p>	<p>I can communicate ideas about the past using different genres of writing, drawing, drama role-play and storytelling.</p> <p>I can plan and present a group project or research about the studied period with guidance.</p>
5	<p>I can understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and understand the concept of an era.</p> <p>I can order significant events, movements and dates on a timeline.</p> <p>I can identify and compare changes within and across different periods studied in KS2.</p> <p>I can describe the main changes in a period in history.</p>	<p>I can begin to choose reliable sources of information to find out about the past.</p> <p>I can give reasons why changes may have occurred, backed up by some evidence.</p> <p>I can describe similarities and differences between some people, events and artefacts studied in KS2.</p> <p>I can describe how historical events studied affect/influence life today, giving my own explanation.</p> <p>I can make links between some of the features of past societies (e.g. religion, houses, society, technology) studied in KS2.</p>	<p>I can look at several versions of the same event in history and identify similarities and differences and reasons for these differences.</p> <p>I understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>I know that people both in the past have a point of view and that this can affect interpretation.</p> <p>I am beginning to evaluate evidence to choose the most reliable forms and can provide a simple justification.</p>	<p>I can use:</p> <ul style="list-style-type: none"> a) information books b) pictures or photographs c) DVDs d) the internet e) artefacts <p>as evidence about the past.</p> <p>I can choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>I can investigate own lines of enquiry by posing questions to answer and use given sources as well as find my own information.</p>	<p>I can communicate ideas about the past using different genres of writing, drawing, drama role-play, storytelling and using ICT.</p> <p>I can plan and present a self-directed project or research about the studied period with guidance.</p>



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<p>6</p>	<p>I can display knowledge of chronology such as AD/BC, centuries and eras.</p> <p>I can order significant events, movements and dates on a timeline.</p> <p>I can identify and compare changes within and across different periods. (FS, KS1 and KS2)</p> <p>I can understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>	<p>I can choose reliable sources of information to find out about the past, justifying why I have chosen these sources.</p> <p>I can give reasons why changes may have occurred, backed up by reliable evidence and using clear explanations</p> <p>I can describe similarities and differences between some people, events and artefacts studied over the course of KS1 and KS2.</p> <p>I can describe in detail how some of the things studied from the past affect/influence life today.</p> <p>I can make links between some of the features of past societies. (e.g. religion, houses, society, technology.) studied over the course of KS1 and KS2.</p>	<p>I can evaluate evidence to choose the most reliable forms, justifying why I have done so.</p> <p>I understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>I can give reasons why there may be different accounts of history.</p> <p>I can give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>	<p>I can use:</p> <ul style="list-style-type: none"> a) novels and play scripts b) information books c) pictures or photograph d) documents and diaries e) DVDs or videos f) the internet g) artefacts h) museum displays <p>to collect evidence about the past.</p> <p>I can choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>I can investigate my own lines of enquiry by posing questions to answer and finding reliable sources to support me.</p>	<p>I can communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>I can plan and present a self-directed project or research about the studied period independently.</p>
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