



Subject Skills Ladder	History	CAT: Understanding the World
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	Chronological Understanding	Historical Enquiry	Knowledge and Interpretation
Nursery		Find out about their own life-story and family's history.	
Reception	Discover the past through settings, characters and events encountered in books read in class and storytelling. Listen to and recall special events in their own experiences.	Discover some similarities and differences between things in the past and now, match these to their own experiences and what has been read in class Build on experiences of the lives of the people around them and their roles in society Ask and answer questions about key events.	Recall and respond to significant events in their own experiences.
Year 1	Organise 3 dates in a timeline Label timelines with pictures, words or phrases Explain changes in my own life and that of my parents or grandparents	Begin to explain how people find out about the past. Describe how evidence is collected to make historical facts (objects from the past) Ask questions about history: What was it like? What happened? How long ago? Investigate simple sources (such as a book, picture or object) to answer questions about the past.	Ask and answer questions using artefacts, pictures etc. Recall and give opinions about interesting facts from a historical event and important people from the past. Explain how they changed the way we do things today. Investigate and talk about a famous person from the past. Find out differences about the past from an older person Begin to recognise that some forms of evidence are more reliable than others. Begin to recognise the term "nation" and a nation's history



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<p style="text-align: center;">Year 2 Year 2</p>	<p>Identify and organise key events from the past. Identify and compare similarities and differences between the past and modern day. Demonstrate awareness of chronology, using the vocabulary linked to the passing of time.</p>	<p>Observe and handle sources to answer questions about the past Research significant figures of the past Ask questions such as: What was it like for people? What happened? How long ago? Research historical events in their own locality.</p>	<p>Identify concepts and vocabulary such a monarchy, parliament, war, peace when exploring history. Compare similarities and differences between two different time periods Ask, answer and develop thinking using different sources. Gather information about reliability of photos, accounts and stories</p>
<p style="text-align: center;">Year 3</p>	<p>Identify and label the time studied on a time line. Develop chronology over an increasingly wide time line. Classify and order several events and artefacts.</p>	<p>Analyse evidence using open-ended questioning. Evaluate a range of sources to find out about a period Identify and comment on different versions of the past Research what it was like for specific people e.g. children, during the time period I am studying?</p>	<p>Evaluate changes in Britain during the Stone Age Assess different representations of the period (museums, cartoons) Analyse and summarise information about everyday lives of people in the time studied. Compare and contrast the past with our life today</p>
<p style="text-align: center;">Year 4</p>	<p>Identify terms related to the period and begin to date events on a timeline Interpret and explain more complex terms eg BC/AD Highlight and quantify the different time periods that exist between different groups that invaded Britain?</p>	<p>Devise historically valid questions to analyse similarities and differences. Organise and select relevant historical information to answer questions. Reflect on and evaluate different types of evidence.</p>	<p>Summarise why certain events happened as they did in history Express opinions on how events from the past have helped shape our lives today Outline key information about life in Britain under the Roman Empire Distinguish between two different accounts of an historical event, explaining some of the reasons why the accounts may differ</p>



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Year 5	<p>Interpret timelines which outline the development of specific features, such as medicine; weaponry; transport, etc</p> <p>Reflect on the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Interpret the chronology of different time periods (local, British and world history) and how they relate to one another on a time line</p>	<p>Devise historically valid questions.</p> <p>Dissect a range of evidence in order to justify claims about the past?</p> <p>Express and justify opinions in order to debate an historical argument?</p>	<p>Appraise sources and evidence</p> <p>Cite how our knowledge of the past is constructed from a range of sources.</p> <p>Quote characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
Year 6	<p>Determine connections and contrasts between different time periods studied and talk about trends over time?</p> <p>Execute accurate chronological narrative.</p>	<p>Speculate on a variety of sources and evaluate their reliability.</p> <p>Devise and investigate historically valid questions about change, cause, similarity and difference and significance.</p>	<p>Dissect past/historical events and begin to identify ways in which we can learn for our future.</p> <p>Express an opinion on propaganda and begin to show an understanding of it</p> <p>Hypothesise on the social, ethnic, cultural or religious diversity of past society.</p>