

History ladder Y1



Target	B	WTS	EXS	GDS
Chronological understanding				
I can place known events in the order of when they happened				
I can use common words and phrases relating to the passing of time... <i>past, present, future...yesterday, today, tomorrow...long ago, years, decade, century</i>				
I can sort historical objects from 'then' and 'now'.				
Historical enquiry- being a history detective				
I can find answers to some simple questions about the past from simple sources of information				
Historical interpretations				
I can relate my own account of an event and understand that others may give a different version...				
Organisation and communication				
I can talk, draw or write about aspects of the past				
I can describe some simple similarities/differences between objects and settings				
Understanding of events, people and changes				
I can understand key features of topics				

History ladder Y2



Target	B	WTS	EXS	GDS
Chronological understanding				
I can understand and create timelines				
I can use more advanced 'time' vocab... <i>decade, century, era, Tudors, Stuarts,</i>				
I can compare across time				
Historical enquiry – being a history detective				
I can use different historical sources – mainly pictorial				
I can ask and answer questions, - e.g. 5Ws				
Historical interpretations				
I can relate my own account of an event and understand that others may give a different version...				
I can describe significant historical events, people and places locally... <i>Lifeboat disaster?</i>				
I can describe events that are significant nationally or globally... <i>Gunpowder Plot, Great Fire, explorers</i>				
Organisation and communication				
I can use appropriate history vocabulary when I communicate - <i>evidence, clues, artefacts, opinion</i>				
I can record what I have learned by talking, drawing and writing				
Understanding of events, people and changes				
I can understand key features of topics				

History ladder Y3



Target	B	WTS	EXS	GDS
Chronological understanding				
I can use timelines – especially of British history				
I can use an increasing range of 'time' vocab'. - <i>decade, century, era, period, Stone Age, Iron Age AD and BC</i>				
I can compare across time				
Historical enquiry – being a history detective				
I can use a wider range of different historical sources – written and pictorial				
I can ask and answer questions, - e.g. 5Ws				
I can piece together evidence				
I know that there can be gaps in evidence				
Historical interpretations				
I can relate my own account of an event based on evidence and understand that others may give a different version...				
I can				
I can describe events that are significant nationally or globally... <i>Gunpowder Plot, Great Fire, explorers</i>				
Organisation and communication				
I can use appropriate history vocabulary when I communicate - <i>evidence, clues, artefacts, opinion</i>				
I can record what I have learned by organising my ideas into sections				
Understanding of events, people and changes				
I can understand key features of topics				

History ladder Year 4



Target	B	WTS	EXS	GDS
Chronological understanding				
I can use timelines – especially of British history – and get a sense of different durations of eras				
I can use an increasing range of ‘time’ vocab’.- <i>moving on to millennium, BCE, ACE</i> <i>Saxons, Vikings, Dark Ages</i>				
I can compare across time- seeing how eras build on each other – or not				
Historical enquiry – being a history detective				
I can use a wider range of different historical sources – written and pictorial – knowing that sources from now have used the first-hand evidence of the past				
I can ask and answer questions, - e.g. 5Ws				
I can piece together evidence- considering who made the evidence				
I know that there can be gaps in evidence				
I can make inferences				
Historical interpretations				
I can investigate traditional interpretations				
I can give supported answers linked to interpretations				
Organisation and communication				
I can use appropriate history vocabulary when I communicate – <i>language of explanation</i>				
I can record what I have learned by organising my ideas in a structured way, backing up my ideas and using appropriate vocab				
Understanding of events, people and changes				
I can understand key features of topics and different experiences of the past				

History ladder Y5



Target	B	WTS	EXS	GDS
Chronological understanding				
I can use timelines – especially of British history – and get a sense of different durations of eras and pace of change				
I can use an increasing range of 'time' vocab'. - <i>moving on to millennium, BCE, ACE, turning point</i>				
Historical enquiry – being a history detective				
I can use a wider range of different historical sources – written and pictorial – knowing that different eras have different sources				
I can ask and answer questions, - e.g. 5Ws				
I can piece together evidence- considering who made the evidence – learning about propaganda				
I can make inferences and give some support to them				
I can consider the reliability of evidence				
Historical interpretations				
I can investigate traditional interpretations				
I can give supported answers linked to interpretations				
I can begin to evaluate evidence				
Organisation and communication				
I can use appropriate history vocabulary when I communicate – <i>language of explanation</i>				
I can record what I have learned by organising my ideas in a structured way, backing up my ideas and using appropriate vocab				
Understanding of events, people and changes				
I can understand key features of topics and different experiences of the past				

History ladder Y6



Target	B	WTS	EXS	GDS
Chronological understanding				
I can use timelines and know the order of eras for British history – and get a sense of different durations of eras and pace of change				
I can use an increasing range of 'time' vocab'. - <i>millennium, BCE, ACE, understanding of how years and centuries work</i>				
Historical enquiry – being a history detective				
I can select from a wide range of different historical sources when making investigations –				
I can ask and answer questions more independently				
I can piece together evidence- considering who made the evidence and why- propaganda				
I can make inferences and support them				
I can consider the reliability of evidence in some depth				
Historical interpretations				
I can investigate traditional interpretations				
I can give supported answers linked to interpretations				
I can begin to evaluate evidence				
Organisation and communication				
I can use appropriate history vocabulary when I communicate – <i>language of explanation and speculation</i>				
I can record what I have learned by organising my ideas in a structured way, backing up my ideas and using appropriate vocab				
I make substantiated conclusions				
Understanding of events, people and changes				
I can understand key features of topics and different experiences of the past				

