History ladder Y1

St Philip's CE PRIMARY SCHOOL

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…*past, present, future…yesterday, today, tomorrow…long ago, years, decade, century*				
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

St Philip's CE PRIMARY SCHOOL

Target	B	WTS	EXS	GDS
Chronological understanding				
I can understand and create timelines				
I can use more advanced 'time' vocab… *decade, century, era, Tudors, Stuarts,*				
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…*Lifeboat disaster?*				
I can describe events that are significant nationally or globally…*Gunpowder Plot, Great Fire, explorers*				
Organisation and communication				
I can use appropriate history vocabulary when I communicate -*evidence, clues, artefacts, opinion*				
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

St Philip's CE PRIMARY SCHOOL

Target	B	WTS	EXS	GDS
Chronological understanding				
I can use timelines – especially of British history				
I can use an increasing range of 'time' vocab'.- *decade, century, era, period, Stone Age, Iron Age AD and BC*				
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…*use of bronze, iron, Ancient Greece legacy*				
Organisation and communication				
I can use appropriate history vocabulary when I communicate -*evidence, clues, artefacts, opinion*				
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

St Philip's CE PRIMARY SCHOOL

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'.- *moving on to millennium, BCE, CE* *Saxons, Vikings, Dark Ages*				
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 – *language of explanation*				
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

St Philip's CE PRIMARY SCHOOL

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'.- *moving on to millennium, BCE, CE, turning point*				
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				
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 – *language of explanation*				
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'.- *millennium, BCE, CE, understanding of how years and centuries work*				
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 – *language of explanation and speculation*				
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				