



## History Progression Ladder



	Chronological understanding	Range of historical knowledge	Interpretations of history	Historical enquiry
Foundation	<p>Begin to make sense of their own life-story and family's history.</p> <p>Children in Foundation stage should be able to name their family members and know some facts about their family.</p>	<p>Talk about the lives of people around them and their roles in society</p> <p>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>Children will be able understand that there are similarities and differences between now and the past.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Children will be able to talk about stories which show the past.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Children will be able to talk about pictures they see of the past.</p>
Year 1	<p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p> <p>Children will understand that there are different time periods not just the past and now.</p>	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>They know and recount episodes from stories about the past.</p> <p>Children will be able to compare their lives to the past through comparisons. For example, hospitals now compared to the Crimean war.</p>	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past - how reliable are their memories?</p> <p>Children will be able to use historical knowledge to find out if things are fact or fiction.</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Children will be able to look at sources in order to help answer questions.</p>
Year 2	<p>Pupils develop their chronology by using terms concerned with the passing of time by placing events and object in order and by recognising that their own lives are different from the lives of people in the past.</p> <p>Children will be able to sequence events in chronological order.</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times.</p> <p>Children will be able to make comparisons of different time periods and start to understand why they are different.</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Begin to discuss the reliability of photos/ accounts/stories.</p> <p>Children will be able to compare photos and discuss the reliability.</p>	<p>Use sources to answer questions about the past on the basis of simple observations.</p> <p>Children will be able use their observation of sources to answer questions.</p>