

WOODHALL SKILLS LADDER: HISTORY

| EYFS | |
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| Chronological awareness | Develop vocabulary related to passing of time. Sequence days of the week/school day. Sequence photos of people of different ages – looking at similarities and differences. |
| Historical Knowledge | Similarities and difference now and then. Looking at change in own lives from baby to child. |
| Interpretation | Listen to different versions of the same story. |
| Enquiry | Observe and question different artefacts. |
| Organisation and communication | Discussion Pictures Drama/Role play |
| YEAR 1: HOUSES AND HOMES/THE GUNPOWDER PLOT/TOYS/THE GREAT FIRE OF LONDON/PEPYS | |
| Chronological awareness | Use a timeline to pinpoint key events. Match objects to people of different ages. Describe memories of key events in lives. Use common words and phrases related to the passing of time. |
| Historical knowledge | Use a range of sources including books, internet and personal accounts. Use drama to develop empathy and understanding of events within a specific time period. Find out about the lives of significant people and events from the past and present. |
| Interpretation | Compare past and present. Question the reliability of sources (photo/accounts/stories). |
| Enquiry | Sort artefacts 'then' and 'now' Question artefacts and key events within a specific period. Use a source (handle, observe, question, sketch) |
| Organisation and communication | Timelines Museum Class display Annotated photographs |
| YEAR 2: SPACE/NEIL ARMSTRONG/VICTORIANS/MARY SEACOLE/FLORENCE NIGHTINGALE/THE SEASIDE/MARY ANNING/THE OLYMPICS/ANTHONY JOSHUA | |
| Chronological awareness | Use a timeline to place events and objects in chronological order. Place events across a specific period on a time line. Use a wide variety of everyday historical terms. |
| Historical knowledge | Explore artefacts from different time periods. Identify differences between past and present and show how ways of life at different times were different to their own. Identify different ways in which the past is represented. |
| Interpretation | Recognise why people did things and why events happened. Compare past and present. Question the reliability of sources (photo/accounts/stories). Compare 2 versions of past events. |
| Enquiry | Ask and answer questions about the past. Explore places and investigate artefacts. Use a range of sources (handle, observe, question, sketch) Look at similarities and differences between sources. |
| Organisation and communication | Timelines Museum |

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| | Class display Annotated photographs |
| YEAR 3: ROMANS/MAYANS/TRANSPORT | |
| Chronological awareness | Develop understanding that the past can be divided into different periods of time. Use terms related to the period of study and begin to date events. Understand more complex terms (e.g. BC AD) Sequence several events or artefacts. |
| Historical knowledge | Enquire about everyday lives of people in the times studied and compare with modern lives. Identify reasons and consequences of people's actions. Use evidence to reconstruct life in time studied. Offer reasonable explanation for some events. |
| Interpretation | Identify and give reasons for different ways in which the past is represented. Look at different representations of a specific period – museum, cartoons etc. Begin to evaluate the usefulness of different sources. |
| Enquiry | Use a range of sources to find out about period of study. Select and record information relevant to the study. Use the library and ICT for research. Use evidence to build up a picture of past/present. |
| Organisation and communication | Display findings in a range of ways. Select and organise data to answer historical questions. Communicate K&U in a range of ways inc. discussions, pictures, writing, annotations, models and drama. |
| YEAR 4: EGYPTIANS/ANGLO-SAXONS/SCOTS/VIKINGS/INVENTORS (VICTORIAN FOCUS) | |
| Chronological awareness | Place events, people and changes into correct periods of time on a timeline. Examine timelines across a specific period in greater depth. Use terms related to the period of study and begin to date events. Understand more complex terms (e.g. BC AD) Sequence several events or artefacts. |
| Historical knowledge | Enquire about everyday lives of people in the times studied and compare with modern lives. Identify reasons and consequences of people's actions. Use evidence to reconstruct life in time studied. Offer reasonable explanation for some events. Identify the impact of the movement and settlement of people in different periods of British history. Identify how significant events, developments or individuals and groups who have influenced their locality, the UK and beyond in the recent and distant past. Identify different ways in which the past is represented and interpreted and recognise how history is preserved. |
| Interpretation | Identify and give reasons for different ways in which the past is represented. Compare different versions of the same narrative. Look at different representations of a specific period – museum, cartoons etc. Use an evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted. |
| Enquiry | Use a range of sources to find out about period of study. Select and record information relevant to the study. Use the library and ICT for research. Use evidence to build up a picture of past/present. |
| Organisation and communication | Display knowledge and understanding in a range of ways including discussions, pictures, writing, annotations, models and drama. Select and organise data to answer historical questions. |
| YEAR 5: STONE/BRONZE/IRON AGES/TUDORS/EXPLORERS | |
| Chronological awareness | Know and sequence key events of a period of study. |

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| | <p>Use relevant terms and period labels including ancient/modern/BC/BCE/AD/century/decade</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons & describe different features of past societies and periods.</p> <p>Sequence a greater number of events on a timeline.</p> |
| Historical knowledge | <p>Study different aspects of lives of different people.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late periods of time.</p> <p>Compare and contrast an aspect of life with the same aspect in another period.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings.</p> <p>Write a counter argument or alternative view of a past event in terms of cause and effect, using evidence to support explanation.</p> <p>Know key dates and significant people of time period studied.</p> |
| Interpretation | <p>Compare accounts of events from different sources.</p> <p>Offer some reasons for different versions of events.</p> <p>Link sources and work out how conclusions are formed.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Show awareness to the fact that different evidence will lead to different conclusions.</p> <p>Confident use of library for research.</p> |
| Enquiry | <p>Recognise primary and secondary sources.</p> <p>Identify primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of past times.</p> <p>Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> |
| Organisation and communication | <p>Fit events in a display sorted by theme time.</p> <p>Record and communicate knowledge in different forms.</p> <p>Use a range of ways to communicate knowledge and understanding including extended writing.</p> <p>Plan and conduct an investigation.</p> |
| YEAR 6: WORLD WAR II/LOCAL HISTORY/ANCIENT GREECE | |
| Chronological awareness | <p>Recognise and understand the broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and locate this within the periods, events and changes they have already studied.</p> <p>Use relevant terms and period labels.</p> <p>Make comparisons & describe different features of past societies and periods.</p> |
| Historical knowledge | <p>Recognise social, cultural, religious and ethnic diversity of societies.</p> <p>Recognise that the past is represented and interpreted in different ways and give reasons for this.</p> <p>Use an increasing depth of factual knowledge to describe past societies and make links between them.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare beliefs and behaviour with another time studied.</p> |
| Interpretation | <p>Compare accounts of events from different sources.</p> <p>Offer some reasons for different versions of events.</p> <p>Link sources and work out how conclusions are formed.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Show awareness to the fact that different evidence will lead to different conclusions.</p> <p>Confident use of library for research.</p> |
| Enquiry | <p>Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers.</p> |
| Organisation and communication | <p>Recall, select, organise and communicate historical information in a variety of ways.</p> |

