

## Bellfield Infant School - History Skills Ladder



Area of Study	Nursery	Reception
<b>Chronological understanding</b>	I can talk about things that have happened recently or yesterday. I can talk about special events in my life; birthdays and holidays.	I can discuss and recall changes that have happened in my life. I can share my knowledge of seasons, months and days. I can use everyday language related to time, including ordinal language.
<b>Historical enquiry</b>	I can ask questions about how something happened. I can talk about things that have happened to me. I can look closely at patterns and changes. I can sort 'new' and 'old' things by my own criteria. I can ask questions about artefacts that I encounter; tape players, VHS, etc.	I can ask questions about how and why something happened. I can discuss patterns and changes. I can sort 'new' and 'old' things by my own criteria, talking about why I have grouped them this way. I can ask questions and share my knowledge about artefacts that I encounter; tape players, VHS, etc.
<b>Historical interpretations</b>	I can talk about things that have happened recently or yesterday. I can talk about special events in my life; birthdays and holidays. I can share these experiences with my friends in a small group. I can record my thoughts through a variety of expressive mediums; art, music, dance, role-play, stories, etc.	I can talk about things that have happened this week or at the weekend. I can discuss and recall changes that have happened in my life. I can share these experiences with my friends to the whole class. I can recount an event by writing about it. I can record my thoughts and experiences through a variety of expressive mediums; art, music, dance, role-play, stories, etc.
<b>Organisation and communication</b>	I can talk about things that have happened recently or yesterday. I can sequence everyday events into order; morning routine. I can suggest ways to research information.	I can talk about things that have happened this week or at the weekend. I can sequence everyday events into order; morning routine. I can suggest ways to research information; knowing that information can be retrieved from books, the internet or experts.
<b>Knowledge and understanding of events, people and changes</b>	I can talk about the past and present events in the lives of my own family. I know facts about the Royal Family. I know facts about dinosaurs. I can share what I want to know or find out.	I can talk about the past and present events in the lives of my own family. I know why we observe particular days in the year; Remembrance Day, Bonfire Night. I know facts about the Royal Family. I can share what I want to know or find out.

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Area of Study	Year 1	Year 2
<b>Chronological understanding</b>	Place know events and objects into chronological order. Sequence events and recount changes within living memory. Use common words and phrases relating to the passing of time.	Show and awareness of the past, using common words and phrases relating to the passing of time. Describing where the people and events studied fit within a chronological framework. Identify similarities and differences between ways of life in different periods.
<b>Historical enquiry</b>	Find answers to some simple questions about the past from simple sources of information. Look at historical artefacts and ask questions. Describe some simple similarities and differences between artefacts. Sort 'new' and 'old' artefacts, by a set criterion. Ask and answer relevant questions about the past.	Ask and answer questions, choosing and using parts of stories and other sources to show an understanding of key features and events. Look at historical artefacts and ask questions that indicate prior knowledge. Show understanding of some of the ways in which we find out about the past. Identify different ways in which the history of events is represented, and begin to evaluate the validity of these different sources.
<b>Historical interpretations</b>	Recount an event in the past through oral presentation and written communication. Understand that people might have a different account of the same event.	Describe changes within living memory and aspects of change in national life. Describe events beyond living memory that are significant nationally or globally. e.g. the Great Fire of London, the first aeroplane flight, or events commemorated through festivals or anniversaries. Describe significant historical events, people and places in my own locality.
<b>Organisation and communication</b>	Draw, talk or write about aspects of the past. Write a diary entry about a past event.	Use a wide vocabulary or everyday historical terms. Speak about how I have found out about the past. Record what I have learnt by drawing and writing.

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<b>Knowledge and understanding of events, people and changes</b>	Understand key features of events and the reason for these, e.g. Remembrance Day, Bonfire Night. Learn about the lives of significant individuals:- (The Royal Family, Neil Armstrong, Tim Peake, Peggy Whitson, Queen Elizabeth, Ernest Shackleton.) Identify some similarities and differences between ways of life in different periods.	Understand key features of events and the reason for these, e.g. Remembrance Day, Bonfire Night. Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods:- (Emily Pankhurst, Amelia Earhart, Guy Fawkes, Charles Darwin, Amy Johnson, Samuel Pepys.)
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