

# History - Learning Ladder



We follow the National Curriculum. We deliver subjects through the International Curriculum (IPC) which covers all of the National Curriculum objectives. It is a knowledge and skills based curriculum. There are 3 milestones. The skills repeat within a milestone – so if a child is absent they have the opportunity to cover the learning again. The skills build over time. The knowledge taught to children is tailored to the local context.

**IPC key skills are in bold,**  
 IPC Skills start with 'Be able to',  
 Knowledge learning goals start with 'Know',  
 Understanding learning goals start with 'Understand'

IPC units are shown in the term they are taught Autumn Spring Summer  
 Highlighting indicates 'threads of learning' which can be evidence from Nursery to Year 6

KEY CONCEPTS	EYFS	Milepost 1		Milepost 2		Milepost 3	
	Reception	Year 1 /2 Cycle A	Year 1/ 2 Cycle B	Year 3 /4 Cycle a	Year 3/4 Cycle B	Year 5 /6 cycle a	Year 5/6 Cycle B
IPC Historians and their research methods - historical questions	Talk about the lives of older people around them*  Ask questions to find out more Sp1	1.01 Be able to formulate questions about objects from the past A to B Time Travellers Day in the Life	1.01 Be able to formulate questions about objects from the past  People of the Past Magic Toymaker	2.01 Be able to formulate questions about events from the past  Temples Tombs and Treasures All Aboard	2.01 Be able to formulate questions about events from the past  Different Places Similar Lives	3.01 Be able to formulate questions related to different perspectives of the past  The Great, Bold, Brave	3.01 Be able to formulate questions related to different perspectives of the past Space Scientists 900CE
IPC Historians and their research methods - research	Comment and sort images of familiar situations in the past and present*  Find information about the past from books*	1.02 Understand that we are still collecting evidence about the past Buildings Time Travellers	1.02 Understand that we are still collecting evidence about the past	2.02 Understand that there are different accounts of the same event  Temples Tombs and Treasures All Aboard	2.02 Understand that there are different accounts of the same event Scavengers & Settlers	3.02 Understand why accounts of the same event may differ The Great, Bold, Brave	3.02 Understand why accounts of the same event may differ  900CE

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IPC Historians and their research methods - recording		<b>1.03 Be able to select and record relevant information about the past</b> A to B Buildings Time Travellers Day in the Life	<b>1.03 Be able to select and record relevant information about the past</b>  Magic Toymaker People of the Past	<b>2.03 Be able to select and record relevant information including multiple sources</b> Temples Tombs and Treasures Island Life All Aboard	<b>2.03 Be able to select and record relevant information including multiple sources</b> Different Places Similar Lives Scavengers & Settlers	<b>3.03 Be able to analyse the viewpoint and resulting bias in historical sources</b> The Great, Bold, Brave	<b>3.03 Be able to analyse the viewpoint and resulting bias in historical sources</b>
IPC Historians and their research methods - artefacts	Develop an understanding of changes over time*	1.04 Know that there are a variety of ways to learn about the past A to B Buildings  Time Travellers	1.04 Know that there are a variety of ways to learn about the past  Magic Toymaker People of the Past	2.04 Know that historians study an artefact within its historical context Temples Tombs and Treasures	2.04 Know that historians study an artefact within its historical context Scavengers & Settlers	3.04 Know how historians build inferences about the past based on evidence The Great, Bold, Brave	3.04 Know how historians build inferences about the past based on evidence  900CE
IPC Time and Chronology - significant events	Uses some irregular past tense verbs such as "ran," "fell"*CL  Use sequencing words (before)*CL	1.05 Know about the significant events and dates of their own lives  Time Travellers	1.05 Know about the significant events and dates of their own lives	2.05 Know about the significant events, dates and features of past societies Temples Tombs and Treasures Island Life All Aboard	2.05 Know about the significant events, dates and features of past societies Different Places Similar Lives Scavengers & Settlers	3.05 Know about the features of particular periods and societies The Great, Bold, Brave	3.05 Know about the features of particular periods and societies  Space Scientists 900CE
IPC Time and Chronology - time period	Order and Sequence familiar events Aut2  Talk about what their parents and grandparents did in the past A2	1.06 Know that how people talk about time is influenced by culture A to B Time Travellers	1.06 Know that how people talk about time is influenced by culture	2.06 Know that there is a significant division in how we organise time called year zero Temples Tombs and Treasures	2.06 Know that there is a significant division in how we organise time called year zero Scavengers & Settlers	3.06 Know that the same period or event can be labelled in more than one way The Great, Bold, Brave	3.06 Know that the same period or event can be labelled in more than one way  900CE
IPC Time and Chronology - order events	Talk in more detail about the lives of others including past achievements Spring 1	<b>1.07 Be able to order events and objects chronologically</b> A to B Buildings Time Travellers Day in the Life	<b>1.07 Be able to order events and objects chronologically</b> Treasure Islands Magic Toymaker People of the Past	<b>2.07 Be able to organise events and societies chronologically</b> Temples Tombs and Treasures	<b>2.07 Be able to organise events and societies chronologically</b> Scavengers & Settlers	<b>3.07 Be able to classify and organise events and societies both chronologically and regionally</b>  The Great, Bold, Brave Full Power	<b>3.07 Be able to classify and organise events and societies both chronologically and regionally</b> Space Scientists 900CE The Holiday Show

## History - Learning Ladder



	Understand the past through settings, characters and events Summer 1						
IPC Cause and effect - reasoning	Identify and explain features of images of the past, showing reasoning*	<b>1.08 Be able to suggest reasons for change</b> Buildings Time Travellers Day in the Life	<b>1.08 Be able to suggest reasons for change</b> Magic Toymaker People of the Past	<b>2.08 Be able to suggest reasons for particular events and changes</b> Temples Tombs and Treasures All Aboard	<b>2.08 Be able to suggest reasons for particular events and changes</b> Different Places Similar Lives Scavengers & Settlers	<b>3.08 Be able to infer reasons for historical events, situations and changes</b>	<b>3.08 Be able to infer reasons for historical events, situations and changes</b> Space Scientists 900CE
IPC Cause and effect - consequences		<b>1.09 Be able to identify results/ consequences of historical events</b> Time Travellers	<b>1.09 Be able to identify results/ consequences of historical events</b>  People of the Past	<b>2.09 Be able to describe results/ consequences of historical events, situations</b> All Aboard	<b>2.09 Be able to describe results/ consequences of historical events, situations</b> Different Places Similar Lives Scavengers & Settlers	<b>3.09 Be able to explain results/ consequences of historical events, situations</b> The Great, Bold, Brave	<b>3.09 Be able to explain results/ consequences of historical events, situations</b> 900CE
IPC Cause and effect - Similarities and differences	Know some similarities and differences between things in the past and now Spring 2	1.10 Know differences between their own lives and those of people from the past A to B Buildings Time Travellers Day in the Life	1.10 Know differences between their own lives and those of people from the past Treasure Islands Magic Toymaker People of the Past	2.10 Know about similarities and differences between past and present lifestyles Temples Tombs and Treasures Island Life All Aboard	2.10 Know about similarities and differences between past and present lifestyles Different Places Similar Lives Scavengers & Settlers	3.10 Know how ideas, beliefs and attitudes in the past influence the present  The Great, Bold, Brave	3.10 Know how ideas, beliefs and attitudes in the past influence the present Space Scientists 900CE The Holiday Show
IPC Cause and effect - technology		1.11 Understand that technological development is not a recent phenomenon A to B Buildings Time Travellers Day in the Life	1.11 Understand that technological development is not a recent phenomenon Treasure Islands People of the Past	2.11 Understand that there are still mysteries around how ancient civilisations used technology Temples Tombs and Treasures	2.11 Understand that there are still mysteries around how ancient civilisations used technology	3.11 Understand ancient and modern technological developments and their impacts  The Great, Bold, Brave Full Power	3.11 Understand ancient and modern technological developments and their impacts Space Scientists 900CE

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IPC Cause and effect - causes	Give reasons for past and present comparisons of characters from stories*	1.12 Understand that events/situations have causes and effects <b>Time Travellers</b>	1.12 Understand that events/situations have causes and effects <b>Treasure Islands</b> <b>People of the Past</b>	-2.12 Understand that multiple causes contribute to change <b>Temples Tombs and Treasures</b> <b>All Aboard</b>	2.12 Understand that multiple causes contribute to change <b>Different Places Similar Lives</b>	3.12 Understand how multiple causes contribute to a change <b>The Great, Bold, Brave</b>	3.12 Understand how multiple causes contribute to a change <b>Space Scientists</b> <b>900CE</b>
IPC Cause and effect - changes		1.13 Be able to associate causes and effects of change <b>Time Travellers</b>	1.13 Be able to associate causes and effects of change <b>Magic Toymaker</b> <b>People of the Past</b>	2.13 Be able to give an opinion on the most significant contributor to change <b>All Aboard</b>	2.13 Be able to give an opinion on the most significant contributor to change <b>Different Places Similar Lives</b>	3.13 Be able to identify the 'trigger' that led to change and development <b>The Great, Bold, Brave</b>	3.13 Be able to identify the 'trigger' that led to change and development <b>Space Scientists</b> <b>900CE</b>
IPC Cause and effect – Legacy of significant individuals	Know about the life of a significant historical figure Sum2  Know about the life and achievements of a significant person from the past*  Legacy of pioneers	1.14 Know that commemorative events may give insight into different nations  Neil Armstrong  Legacy of pioneers  <b>Time Travellers</b>	1.14 Know that commemorative events may give insight into different nations  Christopher Columbus Samuel Pepys WS Stanley Qin Shi Huang  Legacy of pioneers  <b>People of the Past</b>	2.14 Know the history of people and/or places they have a connection with  Legacy of pioneers  Mary Anning	2.14 Know the history of people and/or places they have a connection with  Tutankhamun Howard Carter Sumerians George Stephenson  Legacy of pioneers  <b>Scavengers &amp; Settlers</b> <b>Different Places Similar Lives</b>	3.14 Know how the history of one country may directly impact another (Ancient Greeks)  Katherine Johnson, Dorothy Vaughan Mary Jackson  Legacy of pioneers  <b>The Great, Bold, Brave</b> <b>WWII</b>	3.14 Know how the history of one country may directly impact another (WWII)  Winston Churchill Franz Ferdinand Adolf Hitler King George V  Legacy of pioneers  <b>Space Scientists</b> <b>900CE</b> <b>WWI</b>