

**Chatsworth Infant School and Burnt Oak Junior School**  
**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

	EYFS		Milepost 1		Milepost 2		Milepost 3	
KEY CONCEPTS	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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  Time Travellers Day in the Life	1.01 Be able to formulate questions about objects from the past  A to B People of the Past Magic Toymaker	<del>2.01 Be able to formulate questions about events from the past</del>	2.01 Be able to formulate questions about events from the past  Temples Tombs and Treasures Different Places Similar Lives All Aboard	3.01 Be able to formulate questions related to different perspectives of the past  Space Scientists The Great, Bold, Brave	3.01 Be able to formulate questions related to different perspectives of the past  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  Time Travellers	1.02 Understand that we are still collecting evidence about the past  Buildings	2.02 Understand that there are different accounts of the same event  Scavengers & Settlers	2.02 Understand that there are different accounts of the same event  Temples Tombs and Treasures All Aboard	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

IPC Historians and their research methods - recording			1.03 Be able to select and record relevant information about the past  Time Travellers Day in the Life	1.03 Be able to select and record relevant information about the past  A to B Buildings Magic Toymaker People of the Past	2.03 Be able to select and record relevant information including multiple sources  Island Life Scavengers & Settlers	2.03 Be able to select and record relevant information including multiple sources Temples Tombs and Treasures Different Places Similar Lives All Aboard	3.03 Be able to analyse the viewpoint and resulting bias in historical sources The Great, Bold, Brave	3.03 Be able to analyse the viewpoint and resulting bias in historical sources
IPC Historians and their research methods - artefacts	Explore objects that were used in the past but not in the present	Develop an understanding of changes over time*	1.04 Know that there are a variety of ways to learn about the past  Time Travellers	1.04 Know that there are a variety of ways to learn about the past  A to B Buildings Magic Toymaker People of the Past	2.04 Know that historians study an artefact within its historical context  Scavengers & Settlers	2.04 Know that historians study an artefact within its historical context Temples Tombs and Treasures	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	Know that some characters from stories are from the past A2 & Sp1  Compare their age to younger / older family members Spring 2	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 Island Life Scavengers & Settlers	2.05 Know about the significant events, dates and features of past societies Temples Tombs and Treasures Different Places Similar Lives All Aboard	3.05 Know about the features of particular periods and societies Space Scientists The Great, Bold, Brave	3.05 Know about the features of particular periods and societies  900CE
IPC Time and Chronology - time period	Talk about past and present events in their own lives and	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  Time Travellers	1.06 Know that how people talk about time is influenced by culture  A to B	2.06 Know that there is a significant division in how we organise time called year zero Scavengers & Settlers	2.06 Know that there is a significant division in how we organise time called year zero Temples Tombs and Treasures	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

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IPC Time and Chronology - order events	family members A2  Begin to make sense of their own life-story and family history SP2  Begin to use time words such as yesterday and tomorrow accurately Sum 2	Talk in more detail about the lives of others including past achievements Spring 1  Understand the past through settings, characters and events Summer 1	<b>1.07 Be able to order events and objects chronologically</b>  Treasure Islands Time Travellers Day in the Life	<b>1.07 Be able to order events and objects chronologically</b>  A to B Buildings Magic Toymaker People of the Past	<b>2.07 Be able to organise events and societies chronologically</b> Scavengers & Settlers	<b>2.07 Be able to organise events and societies chronologically</b> Temples Tombs and Treasures	<b>3.07 Be able to classify and organise events and societies both chronologically and regionally</b>  Space Scientists The Great, Bold, Brave The Holiday Show	<b>3.07 Be able to classify and organise events and societies both chronologically and regionally</b>  900CE Full Power
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> Time Travellers Day in the Life	<b>1.08 Be able to suggest reasons for change</b> Buildings Magic Toymaker People of the Past	<b>2.08 Be able to suggest reasons for particular events and changes</b> Scavengers & Settlers	<b>2.08 Be able to suggest reasons for particular events and changes</b> Temples Tombs and Treasures Different Places Similar Lives All Aboard	<b>3.08 Be able to infer reasons for historical events, situations and changes</b>  Space Scientists	<b>3.08 Be able to infer reasons for historical events, situations and changes</b>  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> Scavengers & Settlers	<b>2.09 Be able to describe results/ consequences of historical events, situations</b> Different Places Similar Lives All Aboard	<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	Identify which images are in the present day*	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  Treasure Islands Time Travellers	1.10 Know differences between their own lives and those of people from the past  A to B Buildings	2.10 Know about similarities and differences between past and present lifestyles Island Life Scavengers & Settlers	2.10 Know about similarities and differences between past and present lifestyles Temples Tombs and Treasures	3.10 Know how ideas, beliefs and attitudes in the past influence the present  Space Scientists	3.10 Know how ideas, beliefs and attitudes in the past influence the present  900CE

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			Day in the Life	Magic Toymaker People of the Past		Different Places Similar Lives All Aboard	The Great, Bold, Brave The Holiday Show	
IPC Cause and effect - technology			1.11 Understand that technological development is not a recent phenomenon  Treasure Islands Time Travellers Day in the Life	1.11 Understand that technological development is not a recent phenomenon  A to B Buildings People of the Past	<del>2.11 Understand that there are still mysteries around how ancient civilisations used technology</del>	2.11 Understand that there are still mysteries around how ancient civilisations used technology Temples Tombs and Treasures	3.11 Understand ancient and modern technological developments and their impacts  Space Scientists The Great, Bold, Brave	3.11 Understand ancient and modern technological developments and their impacts 900CE Full Power
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  Treasure Islands Time Travellers	1.12 Understand that events/situations have causes and effects  People of the Past	<del>2.12 Understand that multiple causes contribute to change</del>	2.12 Understand that multiple causes contribute to change Temples Tombs and Treasures Different Places Similar Lives All Aboard	3.12 Understand how multiple causes contribute to a change  Space Scientists The Great, Bold, Brave	3.12 Understand how multiple causes contribute to a change 900CE
IPC Cause and effect - changes			1.13 Be able to associate causes and effects of change  Time Travellers	1.13 Be able to associate causes and effects of change  Magic Toymaker People of the Past	<del>2.13 Be able to give an opinion on the most significant contributor to change</del>	2.13 Be able to give an opinion on the most significant contributor to change  Different Places Similar Lives All Aboard	3.13 Be able to identify the 'trigger' that led to change and development  Space Scientists The Great, Bold, Brave	3.13 Be able to identify the 'trigger' that led to change and development 900CE

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IPC Cause and effect – Legacy of significant individuals		<p>Know about the life of a significant historical figure Sum2</p> <p>Know about the life and achievements of a significant person from the past*</p> <p>Legacy of pioneers</p>	<p>1.14 Know that commemorative events may give insight into different nations</p> <p>Neil Armstrong</p> <p>Legacy of pioneers</p> <p>Time Travellers</p>	<p>1.14 Know that commemorative events may give insight into different nations</p> <p>Christopher Columbus</p> <p>Samuel Pepys</p> <p>WS Stanley</p> <p>Qin Shi Huang</p> <p>Legacy of pioneers</p> <p>People of the Past</p>	<p>2.14 Know the history of people and/or places they have a connection with</p> <p>Legacy of pioneers</p> <p>Mary Anning</p> <p>Scavengers &amp; Settlers</p>	<p>2.14 Know the history of people and/or places they have a connection with</p> <p>Tutankhamun</p> <p>Howard Carter</p> <p>Sumerians</p> <p>George Stephenson</p> <p>Legacy of pioneers</p> <p>Different Places</p> <p>Similar Lives</p>	<p>3.14 Know how the history of one country may directly impact another (Ancient Greeks)</p> <p>Katherine Johnson, Dorothy Vaughan</p> <p>Mary Jackson</p> <p>Legacy of pioneers</p> <p>Space Scientists</p> <p>The Great, Bold, Brave</p>	<p>3.14 Know how the history of one country may directly impact another (WWII)</p> <p>Winston Churchill</p> <p>Franz Ferdinand</p> <p>Adolf Hitler</p> <p>King George V</p> <p>Legacy of pioneers</p> <p>900CE</p> <p>WWII</p>
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