



## History Curriculum Ladder



The national curriculum for history aims to ensure that all pupils:

- 1) know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- 2) know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- 3) gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 4) understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- 5) understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Teaching the national curriculum aims to equip children to become competent in historical skills needed to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Understanding the World Education Programme - Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### Breadth of Study

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum Programme of Study</b>						
<p>Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world, as well as building important knowledge, this extends their familiarity with words that support understanding across domains, enriching and widening children's vocabulary will support later reading comprehension.</p> <p>People Culture and Communities Past and Present Talk about the lives of the people around them and their roles in society;</p>	Pupils should be taught about:		Pupils should be taught about:			
	changes within living memory. Where appropriate, these should be used to reveal aspects		changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain			
	events beyond living memory that are significant nationally or globally		Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor			
	the lives of significant individuals in the past who have contributed to national and international		a local history study, a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			
	significant historical events, people and places in their own locality.		the achievements of the earliest civilisations, an overview of where and when the first civilisations appeared and an in-depth study of one of them. Ancient Greece - a study of Greek life and achievements and their influence on the western world			
			a non-European society that provides contrasts with British history - one study chosen from; early Islamic civilisation, Mayan civilisation c AD900, Benin c AD 900-1300			

### Chronological understanding

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know some things that happened to me in the past.	Sequence some events or related objects (artefacts) in order	Order three or more people, events or artefacts e.g. photographs using a given scale.	Place events, artefacts, historical figures on a directed timeline using dates.	Understand the concept of change over time, representing this, along with evidence, on a timeline.	Use timelines to place and sequence local, national and international events. Sequence historical periods.	Use timelines to place events, periods and cultural movements from around the world.

Talk about past and present events in their own lives and in lives of family members	Use common words and phrases relating to the passing of time e.g. old, new, young, days, months, today, yesterday, tomorrow	Use dates where appropriate	Understand that timeline can be divided into BC and AD.	Name and place dates of significant events from past on a timeline	Understand the concepts of continuity and change over time, representing them along with evidence, on a timeline.	Place period of study on a time line in relation to concurrent periods of history around the world.
Use every day language related to time e.g. old, new, young, days, today, yesterday, tomorrow	Recount parts of stories and memories about the past	Describe memories of key events in lives using common words and phrases related to the passing of time.	Use historical vocabulary e.g. century, decade to describe events.	Use historical vocabulary e.g. century, decade, BC, AD, BCE, CE after, before, during.	Describe events using historical vocabulary e.g. century, decade, BC, AD, BCE, CE, after, before, during, Tudors, Stuarts, era, period.	Divide recent history into present, using 21 <sup>st</sup> century, and the past using 19 <sup>th</sup> and 20 <sup>th</sup> centuries.
Order and sequence familiar events.	Identify changes in own life over time	Use simple historical vocabulary e.g. recently, before, after, now, later, past, present		Note connections, contrasts and trends over time.	Identifies changes within and across historical periods.	Use timelines to describe changes and developments in culture, technology, religion and society.
	Know some things that happened to other people in the past.	Identify similarities and differences between periods			Use dates and terms accurately in describing events.	Use key periods as reference points e.g. BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.
		Recount changes that have occurred in their own lives			Describe the main changes in a period in history using historical vocabulary such as 'Social' 'religious', 'political', 'technological' and 'cultural'	Describe main changes in a period in history using historical vocabulary such as: social, religious, political, technological and cultural.
						Identify periods of rapid change in history and contrast them with times of relatively little change.
						Recall the date of any significant event studied from past and place it correctly on a timeline.

### Knowledge and understanding of past events, people and change

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
With my teacher, find out some facts about people long ago (before living memory.)	Tell the difference between past and present in own and other people's lives	Use information to describe historical events	Use evidence to describe past e.g. Houses and settlements, culture and leisure activities, Clothes, way of life and actions of people, Buildings and their uses, People's beliefs and attitudes, things of importance to people Differences between lives of rich and poor	Identify key features, ideas, beliefs, attitudes and experiences of men, women and children from the past.	Identify some social, cultural, religious and ethnic diversities of past societies studied in Britain and wider world.	Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.
With my teacher, find out some facts about events that happened long ago. (Before living memory)	Identify changes within living memory.	Use information to describe differences between ways of life then and now.	Compare with our lives today	Show knowledge and understanding by describing elements of social, ethnic, cultural or religious diversity of past societies and periods.	Give a broad overview of life in Britain and some major events from the rest of the world.	Identify how any of above may have changed during a time period.
Talk about why people may have acted as they did.	Describe the lives of significant individuals who contributed to national and international achievements.	Recount main points from a significant event in history.	Use evidence to find out how any of these may have changed during a time period.	Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.	Describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.	Give own reasons why changes may have occurred, backed up with evidence.

	Identify similarities and differences between the ways of life now and in the past.	Uses evidence to explain reasons why people in past acted as they did. Recognise why people did things, why events happened and what happened as a result.	Show changes on a timeline	Describe how some of the past events/people affect life today.	Give some causes and consequences of past events, situations and changes in the periods studied and the impact on people.	Show identified changes on a timeline.
	Choose and use parts of stories and other sources to show that they know and understand key features of events.	Understand some of the ways in which they find out about the past and identify different ways in which it is represented	Describe similarities and differences between people, events and objects	Identify reasons for and results of peoples actions.	Identify changes and links within and across the time periods studied through school.	Describe similarities and differences between some people, events and objects studied.
			Understand why people may have wanted to do something	Look for links and effects in time period studied.	Compare an aspect of life with the same aspect in another period	Explain a past event in terms of cause and effect using evidence to support their explanation.
			Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Give a broad overview of life in Britain: from ancient to medieval times.	Identify continuity and change in the history of the locality of the school.	Describe how some changes affect life today.
			Describe changes that have happened in the locality of the school throughout history.			Make links between some features of past societies.
						Compare some of the times studied with those of other areas of interest around the world
						Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings.

### Historical Interpretation

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
With my teacher, look at books to help me find out about the past.	Begin to identify and recount some details from the past from sources eg. pictures, stories #	Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).	Describe different accounts and/or sources of a historical event, explaining some of the reasons why the accounts may differ.	Give reasons why there may be different accounts of history.	Look at different versions of the same event and identify differences in the accounts.	Understand that the past has been represented in different ways.
Listen to stories about the past	Use stories to distinguish between fact and fiction.	Understand why some people in the past did things.	Look at 2 versions of same event and identify differences in the accounts.	Identify evidence available	Give clear reasons why there may be different accounts of history.	Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.
Talk about past and present events in their own lives and in the lives of family members and know that other children may celebrate the same events in different ways. Begin to compare the similarities and differences.	Compare adults talking about the past – how reliable are their memories?	Compare two versions of a past event.	Identify and give reasons for different ways in which the past is represented.	Begin to evaluate the use of a variety of different sources.	Know that people (now and in past) can represent events or ideas in ways that persuade others	Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
		Compare pictures or photographs of people or events in the past.	Look at representations /sources of the period i.e. museum, cartoons etc.	Use books and historical artefacts	Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	Be aware that different evidence will lead to different conclusions
		Discuss reliability of photos, accounts or stories.			Understand that no single source of evidence gives the full answer to questions about the past.	Link sources and work out how conclusions were arrived at
						Consider ways of checking accuracy of interpretations, fact, fiction or opinion.
						Confidently use the library and internet for research.

### Historical Enquiry

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Look at pictures and discuss, "Which things are old and which are new?"	Find answers to simple questions about the past from sources of information (eg. pictures, stories)	Look carefully at sources; pictures or objects to find information and answer questions about the past on the basis of simple observations	Use printed sources, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past, in order to gain a more accurate understanding of history.	Understand the difference between primary and secondary sources of evidence.	Use primary and secondary sources i.e. documents, printed sources, databases (e.g. census), pictures, photos, music, artefacts, historic buildings and visits to build a picture of the past.	Identify and use a range of primary and secondary sources of information and artefacts.
Answer questions about events, using 'before' and 'after' to describe when something happened.	Observe or handle sources to ask questions about the past	Ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'	Ask questions such as 'how did people ....? What did people do for ....?'	Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	Ask a range of questions about the past.	Evaluate the usefulness and accurateness of different sources of evidence.
Look at objects from the past and discuss, "What were they used for?" and try to answer.	Ask questions such as : What was it like for people? What happened? How long ago?	Estimate the ages of people by studying and describing their features.	Suggest sources of evidence to use to help answer questions (historical enquiries).	Ask a variety of questions such as 'what was it like for a ..... during .....?'	Choose reliable sources of evidence to answer questions, giving reasons for choices.	Select the most appropriate source of evidence for particular tasks.
Look at pictures from the past and discuss, "What were people doing?"	Use artefacts, pictures and stories to find out about the past.	Use artefacts, pictures and stories, online sources and databases to find out about the past.	Suggest causes and consequences of some of the main events and changes in history.	Suggest sources of evidence from a selection provided to use to help answer questions and to build up a picture of a past event or an aspect of life in the past.	Realise that there is often not a single answer to historical questions.	Form own opinion about historical events from a range of sources.
						Use sources of information to form testable hypotheses about the past.
			Observe small details in a range of artefacts including photographs.			Seek out and analyse a wide range of evidence in order to justify claims about the past.

### Historical organisation and communication

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sort events or objects into groups (then and now.)	Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).	Describe objects, people and events.	Present findings about past using speaking, writing, computing and drawing skills	Present findings about past using speaking, writing, maths (statistics), computing, drama and drawing skills	Recall, select and organise historical information.	Select and organise information to produce structured work making appropriate use of dates and terms.
Say when my birthday is.	Write in sentences things I have found out about the past.	Write own date of birth.	Use dates and terms with increasing accuracy.	Use dates and terms correctly.	Communicate historical knowledge and understanding by presenting structured and organised findings about the past using speaking, writing, maths, computing, drama and drawing skills.	Present information in an organised and clearly structured way.
Use simple time lines to order events or objects.		Write simple stories and recounts about the past.	Discuss different ways of presenting information for different purposes.	Discuss most appropriate way to present information, realising that it is for an audience.	Use dates and terms accurately.	Make use of different ways of presenting information.
Tell stories about the past (sometimes using role-play.)	Use words and phrases such as :	Draw labelled diagrams and write about them to tell others about people, events and objects from the past.	Use appropriate historical vocabulary to communicate including:	Use subject specific words such as monarch, settlement, invader.	Choose most appropriate way to present information to an audience	Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).
<b>Draw</b> pictures and write about them to tell others' about the past.						Make accurate use of specific dates and terms.

### Historical Concepts

Show an understanding of historical concepts and use them to make connections, draw contrasts and analyse trends

### Historical Vocabulary

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
calendar	ancient	America	A.D (Anno Domini)	Interval	A.D (Anno Domini)	20th century
clue	artefact	anachronism	Interval	A.D (Anno Domini)	agriculture	A.D (Anno Domini)
day	because	artefact	Ancient Rome	achievements	anachronism	alliance
grand parent	camera	Atlantic Ocean	Ancient/Modern	anachronism	Ancient Greece	anachronism
great grand parent	century	Australia	archaeologist	Ancient Egypt	archaeologist	Ancient civilisations
lifetime	date order	brave	archaeology	archaeologist	archaeology	Ancient Egyptians
long ago	decade	chronological order	army/soldiers	archaeology	B.C (Before Christ)	Ancient Greece

materials	detective	danger	B.C (Before Christ)	Athens	B.C.E (Before the Common Era)	archaeologist
memory	different	danger	B.C.E (Before the Common Era)	B.C (Before Christ)	C.E (The Common Era)	archaeology
month	drawing	detective	Boudicca	B.C.E (Before the Common Era)	cause/s	astrology
new/recent	grandparents' time	diary	Britons	C.E (The Common Era)	Celts	astronomy
old	homes	encounter	Bronze Age	cause/s	change	attitudes
parent	houses	era/period	C.E (The Common Era)	Celts	chronological order	B.C (Before Christ)
plastic	important	evidence	Caesar	Century	Common Era)	B.C.E (Before the Common
remember	inventions	experts	Celts		concurrence	biased
the future	living memory	explorers	Century	change		Blitz
the past	long ago	historians	Change	Christianity	consequences	C.E (The Common Era)
the present	materials	impact	change	chronological order	continuity	cause/s
today	mechanical	investigate	chronological order	Chronology	could have been...	
tomorrow	memories	letters	Chronology	civilisation	Danegeld	Central America
week	modern	Lincoln Cathedral	civilisation	concurrence	different experiences	change
What?	opinion	memorial	colony	consequences	divorce	chronological order
Who?	photograph	newspapers	conquest	continuity	effects	city-state
yesterday	plastic	opinion	continuity	conversion	epidemics	codex
	remembers	Parliament	could be	culture	era/period	consequences
	similar	pioneer	Dates	Dates	execution	continuity
	simple	rescue	Duration	democracy	extent of change...	
	The Great Fire of London	research	effects	Duration	extent of continuity...	could have been...
	the older generation	Samuel Pepys	Emperor	effects	eye witness	culture
	timeline	secret	empire	Egyptians	fertile	democracy
	toys	significant	Era	empire	first civilisations	different experiences
	What...?	space	era/period	Era	flood	diversity
	When...?	St Paul's Cathedral	first hand evidence	era/period	historian	effects
	Where...?	storm	gods/goddesses	first hand evidence	however	empire
	wood	survive	hill forts	historian	impact	
	year	Tower of London	hunter-gatherer	impact	impression	era/period
	· A long time ago	travel	impact	infer	infer	excavate
	· A week ago	websites	importance	invasion	interval	extent of change
	· After	What...?	invasion	invasions	Iron Age	extent of continuity
	· Before	When...?	invention	Iron Age	legacy	eye witness
	· Further in the past	Where...?	Iron Age	kingdoms	legislation	historian
	· Last month	Why...?	legacy	legacy	male heir	Home Front
	· Living memory	· A long time ago	Millennium	Middle Ages	may be	Houses of Parliament
	· Next	· A long time ago	millennium	migration	Mexico	I can infer that...
	· Recent memory	· A week ago	museum	Millennium	Middle Ages	impact
	· Recently	· After	myths and legends	millennium	might have been...	impression
	· Then	· Before	Neolithic	My conclusion is that....	millennium	Iron Age
	· Yesterday	· Further in the past	nomad/nomadic	myths and legends	monarchy	legacy
	· When my parents/carers were children ...	· Last month	oral history	Period of history	monasteries	may be
		· Living memory	outpost	Pharaoh	My conclusion is that....	
		· Next	perhaps	Prehistory	nation	might have been
		· Recent memory	Period of history	raids	North Africa	
		· Recently	Prehistory	reputation	on one hand	millennium
		· Recently	reason	resistance	primary evidence	mistake
		· Then	religion	River Nile	pyramid	morale
		· When my parents/carers were children	republic	Roman withdrawal	reliable	motive
		· Years, decades and centuries to describe the passing of time	resistance	second hand evidence	Roman Catholic	My conclusion is that...
		· Yesterday	revolt	Sequence	secondary evidence	one sided
			Romans	settlements	significance	Parliament
			second hand evidence	settlers	slums	pok-ol-pok
			Sequence	Sparta	Stone Age	primary evidence
			significance	Stone Age	suggest	propaganda
			Skara Brae	suggest	The Ancient Greeks	recruit
			sources	The Ancient Greeks	The Ancient Maya	reliability
			spirits	The Dark Ages	The Nile	reliable
			Stone Age	The Saxons	The Vikings	represent

Stonehenge	The Vikings	this source doesn't show that...	Secondary evidence
this suggests...	thousands of years	this source suggests that...	significance
thousands of years	trade	thousands of years	
Time period	Tutankhamun	to weigh up both sides	stereotype
		tomb	suffrage
		turning point	The Ancient Greeks
			The Dark Ages
· Monarchy	· Monarchy	· Monarchy	The Industrial Revolution
· Parliament	· Parliament	· Parliament	the purpose ....
· Democracy	· Democracy	· Democracy	the source omits to mention...
· War and peace	· War and peace	· War and peace	The Victorians
· Social class	· Social class	· Social class	this source doesn't show that...
· Migration	· Migration	· Migration	this source suggests that..
· Continuity and change	· Continuity and change	· Continuity and change	this source suggests that..
· Similarity and difference	· Similarity and difference	· Similarity and difference	thousands of years
· significance	· significance	· significance	traditional view
			trench war
			variety of sources
			vote
			World War I
			World War II
			· Monarchy
			· Parliament
			· Democracy
			· War and peace
			· Social class
			· Migration
			· Continuity and change
			· Similarity and difference
			· significance