



# **HISTORY**

## **LEARNING LADDER**



# History Learning Ladder

Explore

Discover

Create

### KS1 History Learning Ladder

	Chronology	Characteristic Features	Interpretations	Cause and Consequence	Enquiry
Y1	<p>Children are confident in concepts of old/new, past/present etc.</p> <p>Children confidently use common words and phrases to indicate the past (a long time ago).</p> <p>Children can sequence parts of a simple story.</p>	<p>Children identify that life was different in the past.</p> <p>Children can identify 'old' and 'new' objects/pictures.</p> <p>Children can compare how life 'then' differs from life 'today'.</p>	<p>Children understand that there are different ways to represent an event.</p> <p>Children can see that there are different versions of real historical situations.</p> <p>Children can spot differences between versions of an historical event.</p>	<p>Children can give a simple reason for why a person acted as they did or why an event happened as it did.</p> <p>Children can give simple consequences of someone's actions or an event.</p> <p>Children can give an explanation of why an event took place, focussing on main causes.</p>	<p>Children can describe the main features of an artefact.</p> <p>Children can start to suggest what artefacts might be used for based on key features.</p> <p>Can find answers to questions by using historical sources such as pictures or books.</p>
Y2	<p>Children can sequence parts of a more complex story and recognise phases or sections.</p> <p>Children use dates and time phrases to describe events in time.</p> <p>Children can describe change over time using appropriate words and phrases.</p>	<p>Children can compare the past with another example from a different period in the past.</p> <p>Children give a simple reason for change to have occurred.</p> <p>Children use detail in their comparisons.</p>	<p>Children understand that historical sources don't always give the same reasons for events.</p> <p>Children understand that people can disagree about what happened in the past without one of them being wrong.</p> <p>Children understand that it's not always possible to know what happened for sure.</p>	<p>Children can look at indirect causes for an event (i.e. poor fire fighting in the Great Fire of London).</p> <p>Children can give a few reasons for more complex human action such as why someone might have done something for the first.</p> <p>Children can give two main effects of an event.</p>	<p>Children can pose simple but relevant questions about a topic/person.</p> <p>Children can gather ideas from a few simple sources to build understanding.</p> <p>Children begin to make deductions from photographs.</p>

## KS2 History Learning Ladder

	Characteristic Features	Interpretations	Change and Continuity	Cause and Consequence	Enquiry
Y3	<p>Children understand some of the key characteristics of the period being studied and can spot anachronisms.</p> <p>Children are secure in understanding the main differences between today and the time period being studied.</p> <p>Children show an understanding of the main ideas associated with that society as if everyone felt the same way.</p>	<p>Children can identify differences between versions of the same event.</p> <p>Children can give a simple reason why we might have more than one version of an event.</p>	<p>Children see simple changes between the beginning and end of a long period of time (i.e. Old Stone Age to Iron Age).</p> <p>Children progress to see changes over shorter periods of time (i.e. Old to New Stone Age).</p> <p>Children identify changes based on similarity and difference.</p>	<p>Children analyse the actions of historical people, focussing on what one person wanted.</p> <p>Children see that events have more than one cause and can explain larger scale events or events involving many people.</p> <p>Children see that events can happen for reasons other than human action.</p>	<p>Children extract simple information from sources.</p> <p>Children make deductions/inferences based on evidence in a source.</p> <p>Children combine information from more than one source.</p>
Y4	<p>Children know that not everyone in the past lived the same way.</p> <p>Children can contrast life for people in broad groups (i.e. rich and poor).</p> <p>Children know that there are different levels in society.</p>	<p>Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled in with imaginative reconstruction.</p> <p>Children realise that history is continuously rewritten as new evidence is found.</p>	<p>Children see that changes don't always last.</p> <p>Children grasp that change can happen quite quickly and can be reversed.</p> <p>Understands that some changes are more significant than others.</p>	<p>Children realise that several causes are needed to explain an event.</p> <p>Children start to describe the causes of an event, perhaps dwelling on one cause at the expense of others.</p> <p>Children start to explain causes, not just list or describe them.</p>	<p>Children start to cross-reference information to see if other sources agree.</p> <p>Children see that some sources are more useful than others.</p> <p>Children can give reasons for why a source may be more useful than another.</p>
Y5	<p>Children can make links between different features of a society to make sense of the world lived in by people in the past.</p> <p>Children can explain beliefs and attitudes in terms of why people might have had those ideas.</p> <p>Children show an abstract sense of period.</p>	<p>Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis.</p> <p>Children use their background knowledge to identify that some interpretations might be more accurate or reliable than others.</p>	<p>Some changes are called a revolution because of the scale and widespread nature.</p> <p>Children understand that some changes are relatively slow while others happen very rapidly.</p> <p>Children can give reasons for and explain how/why change happens.</p>	<p>Children are able to classify causes for events i.e. money/religion etc.</p> <p>Children see consequences in terms of immediate and longer-term effects and that people were affected differently.</p> <p>Children see that causes might be connected in some way which increase the likelihood of change.</p>	<p>Children ask questions about what a source tells them and do not rush to conclusions based on flimsy evidence.</p> <p>Children can give a simple reason for why a source may be unreliable.</p> <p>Children can give more reasons and explain in more detail about why a source might be unreliable.</p>
Y6	<p>Children understand that people's experiences varied depending on their status.</p> <p>Children are able to describe and explain ways of life at different levels of society and understand that people had different outlooks depending on their standing.</p> <p>Children instinctively avoid sweeping generalisations.</p>	<p>Children understand that all history is, to some extent, an interpretation and see why people might write different versions of the same event.</p> <p>Children grasp that interpretations might differ depending on the aspect that people are looking at.</p>	<p>Children understand that not all change is welcome by everyone and not everyone benefits from a change.</p> <p>Children see that some changes lead to others.</p> <p>Children can give examples of and explain what is meant by 'turning point'.</p>	<p>Children can explain an event with reference to abstract ideas such as long or short-term events building up.</p> <p>Children express explanations in terms of relative importance backed up by reasoned arguments.</p> <p>Children can explain complex events using a range of collated, linked causes.</p>	<p>Children consider the worthiness of a source by reference to what is known about a topic.</p> <p>Children offer substantiated reasons why some sources need to be treated cautiously.</p> <p>Children consider the reason for a source's production without being prompted.</p>