



ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL

The Green, Cassington, Oxfordshire. OX29 4DN

E-mail: office.3651@st-peters.oxon.sch.uk Tel: 01865 880443 Website: www.st-peters.oxon.sch.uk

Headteacher: Mr Jon Jeffries



Progression at St Peter's CE Primary School

Subject: History

		Nursery	Reception	KS1	Lower KS2	Upper KS2	KS3
	Wow Milestone	Transport Museum		Ashmolean Museum Natural History Museum Great Fire of London experience day Warwick Castle	Rollright Stones	Re-enact the Battle of Marathon	
Knowledge	Chronological understanding (Judgement and reasoning)	Know that we start as babies then toddler now 3/4 Talk about and remember significant dates e.g.	Sequence photos of baby, child, teenager and adult Sequence some events in life with support	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects/technology to people of different ages Sequence artefacts closer together in time - check with reference book	Place the time and events studied on a time line Use dates and terms related to the study unit and passing of time Begin to date events Sequence several events or artefacts	Know and sequence key events of time studied Use relevant terms, dates and period labels Make comparisons between different times in the past	

Unlocking....

Minds that learn, Hearts that love, Faith that gives





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		birthday, christmas	Talk about memories and events	Sequence photographs etc. from different periods in history Describe memories of key events in lives Order events on a timeline	Understand more complex terms eg BC/AD Create own timeline (topic linked)	Place current study on time line in relation to other studies Sequence up to 10 events on a time line Create timelines to scale	
	Range and depth of historical knowledge (Critical reading – searching for information)	Talk with adults about past events	Talk about why people did things in the past Know some differences between the past and now – explore this with an adult	Recognise the difference between past and present in their own and others' lives Know and recount episodes from stories about the past Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times	Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something e.g. push and pull factors Identify the impact a period/individual in history has had on the local community	Study different aspects of different people – differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Appraise/debate the impact an historical event had	

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					<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied e.g innovation and impact</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Gauge the importance of historical decisions and the impact this had</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>	
Historical vocabulary	Past, before	History	Prehistoric, extinct, discover, fossil, archaeology, eye-witness,	Conquer, invasion, invaders, settlement, artefacts, chronology	Propaganda, primary, secondary, sources, evidence, empire,		

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				monument, modern, evidence, account			
Skills	<p>Interpretations of history</p> <p>(Critical thinking skills)</p>	Stories with adults – fact/fiction and real/not real	Use stories to talk about fact and fiction from the past	<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p> <p>Investigate an historical figure</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>	

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					Analyse impact of individual on our country/local area (e.g Roman's straight roads)	Compare and contrast periods in history Appraising outcomes of decisions	
Historical enquiry (Finding and retrieving evidence)	Talk about objects from their life	Look and talk about artefacts and pictures Make observations about the past	Find answers to simple questions about the past from sources of information e.g. artefacts, Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources and build evidence to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Use the library and internet for research Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions	Begin to identify and evaluate primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources		

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						together in a fluent account	
	Organisation and communication (explanation and building argument)	Make models and draw to show knowledge	Talk about models and drawings which show learned knowledge	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...	Recall, select and organise historical information Communicate their knowledge and understanding.	Select and organise information to produce structured work, making appropriate use of dates and terms	

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