

St Thomas More School History Progression Ladder

Assessment of Skills						Subject:						Year:					
Term and Topic: 1.			Term and Topic: 2.			Term and Topic: 3			Term and Topic: 4.			Term and Topic: 5.			Term and Topic: 6.		
Number of children in class:			Number of children in class:			Number of children in class:			Number of children in class:			Number of children in class:			Number of children in class:		
Names of SEN:			Names of SEN:			Names of SEN:			Names of SEN:			Names of SEN:			Names of SEN:		
Names of EAL:			Names of EAL:			Names of EAL:			Names of EAL:			Names of EAL:			Names of EAL:		
Names of PP:			Names of PP:			Names of PP:			Names of PP:			Names of PP:			Names of PP:		
Names of children working at each age expectation :			Names of children working at each age expectation			Names of children working at each age expectation:			Names of children working at each age expectation:			Names of children working at each age expectation:			Names of children working at each age expectation:		
WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
Next steps to develop skills /Comments:			Next steps to develop skills /Comments:			Next steps to develop skills /Comments:			Next steps to develop skills /Comments:			Next steps to develop skills /Comments:			Next steps to develop skills /Comments:		

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
---------------	---------------	---------------	---------------	---------------	---------------

Highlight Skills Ladders below to show coverage

St Thomas More School History Progression Ladder

Progression		Investigations		of Events, People and Changes in the Past	Communicating
Foundation stage: Emerging	Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.	Is interested in photographs of themselves and other familiar people and objects.	Beginning to share experiences of their home life.	In pretend play, imitates everyday actions and events from own family and cultural background.	To role-play experiences from their past including puppets.
Foundation stage: Expected	Remembers and talks about significant events in their own experience.	Recognises and describes special times or events for family or friends	Talks about past and present events in their own life and in the lives of family members	Enjoys joining in with family customs and routines.	To share information from home with the class using photographs. Record personal events in the form of pictures.
Foundation stage: Exceeding	To compare experiences with friends and experiences from stories and photographs.	To understand how an object can be used to inform us about the past.	Is able to understand an extended period of time such as seasons in a year.	Is starting to recognise some similarities and differences between the past and the present.	Record personal events in the form of text.
KS1 Emerging	Start to compare two simple versions of a past event	Observe or handle evidence to ask simple questions about the past;	Sequence artefacts and events that are close together in time	Recognise some similarities and differences between the past and the present	Talk and draw about things from the past Use drama/role play to communicate their knowledge about the past.
KS1 Expected	Start to use stories or accounts to distinguish between fact and fiction	Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;	Order dates from earliest to latest on simple timelines and describe memories and changes that have happened in their own lives	Know and recount episodes from stories and significant events in history; describe significant individuals from the past.	Write about things from the past Use historical vocabulary to retell simple stories about the past

St Thomas More School History Progression Ladder

KS1 Exceeding	Explain that there are different types of evidence and sources that can be used to help represent the past (demonstrate)	Choose and select evidence and say how it can be used to find out about the past.	Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time	Understand and explain that there are reasons why people in the past acted as they did	Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance
Lower KS2 Emerging	Look at more than two versions of the same event or story in history and identify some differences	Use a range of sources to find out about the past	Sequence several events, artefacts or historical figures on a timeline using dates	Note key events and changes over a period of time and find out about the everyday lives of people in time studied compared with our life today.	Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;
Lower KS2 Expected	Look at more than two versions of the same event or story in history and identify many differences;	Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information	Sequence several events, artefacts or historical figures on a timeline using dates, , and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)	Note key events and changes over a period of time and be able to give reasons for those changes Find out about the everyday lives of people in time studied compared with our life today	Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides
Lower KS2 Exceeding	Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different	Gather more detail from sources such as maps to build up a clearer picture of the past	Sequence several events, artefacts or historical figures on <u>a timeline using dates, including those that are sometimes further apart</u> , and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	Explain how people and events in the past have influenced life today Describe connections and contrasts between aspects of history, people, events and artefacts studied	Start to present ideas based on their own research about a studied period.

St Thomas More School History Progression Ladder

Upper KS2 Emerging	Find and analyse a wide range of evidence about the past	Recognise when they are using primary and secondary sources of information to investigate the past	Order an increasing number of significant events, movements and dates on a timeline using dates accurately	Identify and note connections, contrasts and trends over time in the everyday lives of people	Know and show a good understanding of historical vocabulary
Upper KS2 Expected	Use a range of evidence to offer some clear reasons for different <u>interpretations of events</u> , linking this to factual understanding about the past	Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites and select relevant sections of information to address historically valid questions and construct detailed, informed responses	Accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history	Use appropriate historical terms such as culture, religious, social, economic and political when describing the past Examine causes and results of great events and the impact these had on people	Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing
Upper KS2 Exceeding	Start to understand the difference between primary and secondary evidence and the impact of this on reliability	Investigate their own lines of enquiry by posing historically valid questions to answer.	Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.	Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	Plan and present a self-directed project or research about the studied period.