# FORMAL ROADMAP – HISTORY

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| CHRONOLOGICAL UNDERSTANDING | KNOWLEDGE AND UNDERSTANDING OF PAST EVENTS, PEOPLE AND CHANGES IN THE PAST | HISTORICAL INTERPRETATION | HISTORICAL ENQUIRY | ORGANISATION AND COMMUNICATION |

## STAGE 1

- 01 Sequence some events - Use the words old, new, young, days, months - Remember parts of stories and memories.
- Tell the difference between past and present in own and other people's lives.
- Begins to identify and recount some details from the past from sources (eg. pictures, stories).
- Finds answers to simple questions about the past from sources of information (eg. pictures, stories).
- Shows knowledge and understanding about the past in different ways.

## STAGE 2

**Identity**

- 01 Talk about changes in their own lives and remember parts of stories and personal memories. They put events or objects in order and use time words like before, after, now, and later.
- Use information to describe the past and differences between then and now. Recount main events from a significant period in history.
- Looks at books, pictures, artefacts and buildings from the past. Understand why some people in the past did things.
- Looks carefully at pictures or objects to find information about the past. Asks questisons questions such as 'What happened in the past?'
- Describe people, objects, and events from the past and write their own date of birth. Create simple stories, recounts, and labelled diagrams to share information about historical people, events, and objects.

## STAGE 3

- 01 Use timelines to place events in order, beginning with the school day and then expanding.
- Use evidence to learn about the past, looking at houses, clothes, beliefs, and how people lived, and how these things changed over time. Compare people, events, and objects, and show how things changed on a timeline.
- Looks at 2 versions of same event and identifies differences in the accounts.
- Gather information about the past using sources like books, the internet, and artefacts. Learn to ask historical questions and suggest what evidence could help answer them.
- Students communicate their understanding of the past using a variety of methods such as speaking, writing, ICT, and drawing. Increasingly use accurate dates and terms, and explore different ways to present information depending on its purpose.

## STAGE 4

**Independent learning and creative thinking**

- 01 Understands timeline can be divided into BC and AD - Use the words and phrases 'century' and 'decade'.
- Describe past societies and periods by understanding the ideas, beliefs, and experiences of people. Wxplain why things changed in the past and how these past events still affect life today.
- Give reasons why there are different account in history.
- Tell the difference between primary and secondary information and use various things like books, photos, and old objects to learn about the past. Ask good questions and pick the right sources to find answers.
- Share what they know about the past by talking, writing, using technology, and drawing. Learn to show information in different ways for different reasons.

## STAGE 5

- 01 Students use timelines to order events and historical periods from local, national, and international history. They describe when events happened using words like century, decade, BC, and AD, and explain how things changed over time.
- Learn about the different kinds of people in past societies. Find out why things happened and what came next, and how different times in history are connected.
- Students will compare different stories about the past to see how they differ and why. They'll also learn that people often share stories to convince others of their view.
- Gather information about the past using various reliable sources like documents, the internet, and artefacts, and learn to ask a range of historical questions. Understand that historical questions often have multiple possible answers.
- Share their ideas about the past in a clear and organised way using speaking, writing, maths, ICT, drama, and drawing. Use correct dates and terms, and choose the best way to present their information for their audience.

## STAGE 6

- 01 They will also learn to describe main changes within these historical periods using social, religious, political, technological, and cultural terms, correctly naming and placing significant events on a timeline.
- Use good evidence to learn about how people lived in the past, understanding what changed and why. Ahow these changes on a timeline, compare different parts of history, and see how the past still affects us today.
- Understands that the past has been represented in different ways and knows that some evidence is propoganada.
- Learn to identify and evaluate various historical sources and artefacts, choosing the most appropriate evidence for their tasks. Use this evidence to form their own opinions about historical events.
- Present information about the past in a clear and well-organised way using different formats like writing, charts, diagrams, and tables. Choose the most suitable way to share their ideas and use accurate dates and historical terms.

## STAGE 7

**Knowledge of the wider world**

- 01 Understand important events and use skills like timelines, cause and effect, and seeing how things change or stay the same. Writing will be clear and have good endings.
- Know a lot about topics, key events, and people from history, connecting different parts of what they learn. Understand the bigger picture of history and use what they know to form good opinions.
- Talk about who made a historical story and why, and start to think if it's true or if they agree. Learn that different people see history differently and that stories come from sources.
- Learn to extract key information from sources and consider their authorship, origin, and purpose to judge their value to historians. Embed quotations in their writing and develop balanced, evidence-based conclusions on key historical issues.

## STAGE 8

- 01 Understand important historical events and expertly use skills like timelines, causes and effects, and spotting changes and things that stayed the same. Writing will be clear, correct, and show thoughtful conclusions.
- Students will know a lot about all the history topics, easily connecting different times and people. Understand the big picture of history and use what they know to make good decisions.
- Talk confidently about historical stories, thinking about who made them and why, and how the historian's own background might change their view. Know that sources are used to create these stories, and that different historians can have different ideas.
- Extract information from sources and evaluate their authorship, origin, and purpose to judge their usefulness to historians, discussing both strengths and limitations. Embed quotations, apply accurate background knowledge to provide context, and form balanced, evidence-based conclusions on key historical issues.

## STAGE 9

**Quality of Life**

- 01 Research and discuss history on their own, forming their own strong ideas about important events. Be experts at using timelines, understanding causes and effects, and seeing how things change or stay the same, all while writing clearly and correctly.
- Have a firm and detailed understanding of all history topics, events, and people, and can confidently connect them. Grasp the big picture of history and use what they know to make strong decisions.
- Evaluate various historical interpretations, understanding why events and people are presented differently and their value to the historical context. Analyze historians' perspectives and how these influence their interpretations.
- Extract relevant information from sources and evaluate their authorship, origin, and purpose to reach meaningful conclusions about their usefulness to historians. Consistently embed quotations, apply accurate contextual knowledge, and produce balanced, evidence-based conclusions on key historical issues.

## EXIT PATHWAY

History at Peterhouse School supports learners by providing structure through timelines and clear narratives, helping them understand cause and effect. It builds critical thinking, communication, and empathy by exploring different societies and perspectives. History aligns well with strengths like attention to detail and deep focus, allowing students to engage through special interests. It also promotes independence, confidence, and transferable skills such as analysis and evaluation. By studying human experiences from the past, our learners can develop social understanding, emotional awareness, and resilience—preparing them for adulthood with greater insight, adaptability, and confidence in navigating the world around them.

Peterhouse School

**"SUCCESSFUL ADULTS WITH AUTISM"**