



St Barnabas

Church of England Primary Academy

A member of **CTDARI**

St Barnabas Progression in History Skills

	KS1	LKS2	UKS2
Events, People and Changes	<ul style="list-style-type: none"> - Changes within living memory (Darwen's high street) - Events beyond living memory which are significant nationally or globally (Great Fire). - The lives of significant individuals in the past who have contributed to national and international achievements (Christopher Columbus, Neil Armstrong, Queen Victoria, Gandhi) - Significant historical events, people and places in the pupils' own locality (Darwen's high street, Gandhi visiting Darwen, St Barnabas, Darwen Tower) 	<ul style="list-style-type: none"> - The achievements of the earliest civilizations (an overview) plus Ancient Egypt (in depth) - Changes in Britain from the Stone Age to the Iron Age - The Roman Empire and its impact on Britain - 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 	<ul style="list-style-type: none"> - A non-European society that provides contrasts with British history (Maya civilisation) - Ancient Greece – Greek life and achievements and their influence on the western world - A study or theme in British History that extends pupils' chronological knowledge beyond 1066 (propaganda) - A local history study (Darwen's role in WW2)

<p>Chronology</p>	<ul style="list-style-type: none"> - Recognise the distinction between past and present. - Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). - Recognise that their own lives are similar/different from the lives of people in the past Identify some similarities and differences between ways of life at different times. - Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago 	<ul style="list-style-type: none"> - Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc. - Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time - Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. - Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport. 	<ul style="list-style-type: none"> - Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends - Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. - Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc. - Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales
<p>Communication</p>	<ul style="list-style-type: none"> - Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. 	<ul style="list-style-type: none"> - Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. 	<ul style="list-style-type: none"> - Describe and explain significant aspects of non-European societies as well as settlements in Britain

- Use historical concepts such as now/then and same/different when making simple connections and noting contrasts
- Describe special or significant events in their own lives
- Demonstrate simple historical concepts and events through speaking, role-play, and picture stories
- Retell simple stories about people and events from the past Talk about who/what was significant/important in a simple historical account

- Discuss some of the connections between local, regional, national and international history
- Talk and write about historical events and changes by selecting and organising historical information and dates
- Discuss historical issues and changes
- Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc.
- Communicate historical findings through a range of methods including the use of ICT, maps and timelines
- Produce own accounts that make some connections and describe some contrasts

- Discuss how Britain has influenced and been influenced by the wider world
- Describe aspects of cultural, economic, military, political, religious and social history
- Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.
- Discuss and debate historical issues acknowledging contrasting evidence and opinions
- Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society
- Choose the most

			<p>appropriate way of communicating historical findings including the use of ICT, maps and timelines</p> <ul style="list-style-type: none"> - Produce structured work that makes connections, provides contrasting evidence and analyses trends
<p>Enquiry, Interpretation and Using Sources</p>	<ul style="list-style-type: none"> - Make simple observations about different people, events, beliefs and communities - Use sources to answer simple questions about the past e.g. which object is older? How do we know? - Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past - Consider why things may change over time - Recognise some of the reasons why people in the past acted as 	<ul style="list-style-type: none"> - Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. - Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?' - Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence - Recognise how sources of evidence are used to make historical claims. - Ask questions such as, 'What might this tell us about..?' - Recognise that different versions 	<ul style="list-style-type: none"> - Use a wide range of sources as a basis for research to answer questions and to test hypotheses - Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. - Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' - Recognise how our

they did.

- Ask questions e.g. what was different..?’
- Identify some of the basic ways the past can be represented e.g. through pictures
- Choose parts of stories and other sources to show what they know about significant people and events

of past events may exist.

- Recognise why some events happened and what happened as a result. Ask questions such as, ‘Why did..?’ ‘What were the effects..?’
- Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources.
- Identify historically significant people and events in different situations

knowledge of the past is constructed from a range of different sources

- Give some reasons for contrasting arguments and interpretations of the past.
- Ask, ‘Why have different stories been told about..?’
- Describe the results of historical events, situations and changes e.g. the impact on people’s lives
- Evaluate sources and make inferences
- Choose relevant sources of evidence to support particular lines of enquiry
- Recognise that some events, people and changes are judged as more historically significant than others