



Non-negotiable Progression of KSU in History at Buckshaw Primary School

At Buckshaw Primary School, we aim for our young learners to develop a positive relationship with History; to view it as an exciting, enjoyable, inconstant and interesting subject. We always aim to inspire our children’s curiosity in order to nurture an inquisitive relationship with the past, develop their understanding of identity and place and to broaden their critical thinking and decision-making processes. We encourage our children to constantly ask questions, reason and develop judgement about people and events in the past.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>Has a sense of own immediate family and relations.</p> <p>Identify significant people from their family in a photograph.</p>	<p>Can remember and talk about significant events from own experience.</p> <p>To draw and picture, with caption, about a moment from their past e.g. birthday.</p>	<p>Sequence events in their own life.</p> <p>To produce a basic timeline with three key events from their life e.g. being born, having a birthday and going to primary school.</p>	<p>Sequence photographs etc. from different periods of time.</p> <p>In ‘The History of Flight’ topic, children to sequence flying machines in the correct order e.g. hot air balloon before space shuttle.</p>	<p>Place the time studied on a time line.</p> <p>Place Roman Britain on a timeline. Use modern-day Britain as a comparison point.</p>	<p>Place events from period studied on time line.</p> <p>Begin to date events.</p> <p>Understand more complex terms e.g. BC/AD.</p> <p>Place the building of the Sphinx or the Great Pyramid onto timeline which includes previous years study. Mark these significant events as B.C.</p>	<p>Know and sequence key events of time studied.</p> <p>Use relevant terms and period labels.</p> <p>Take all key moments studied in the Islamic Golden Age and sequence them on a timeline which includes references and comparisons to AD events.</p>	<p>Place current study on time line in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to 10 events on a time line.</p> <p>Children to be given 10 events from throughout history they’ve studied. They add these events accurately to a timeline of their creation.</p>	<p>Chronological understanding</p> <p>They should know where the people and events they study fit within a chronological framework.</p>

At Buckshaw we aim to prepare our children for their future by raising aspirations and developing resilience within a happy, safe and caring environment.

<p>To use sources (photographs) to explore changes over time. To identify changes in two photographs of the same person.</p>	<p>To use sources to make observations and begin to explore changes over time. To identify themselves in a photograph and talk about how they've changed.</p>	<p>Find answers to simple questions about the past from sources of information. Produce sentences comparing and contrasting two pictures of Chorley. One from present day and one from the past.</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Produce a piece of work comparing and contrasting the modern-day seaside to a Victorian seaside.</p>	<p>Use a range of sources to find out about a period Observe small details – artefacts, pictures. Begin to use the library and internet for research. Choose one Roman artefact from a given number of options. Research it and produce a presentation based on information found.</p>	<p>Choose relevant material to present a picture of one aspect of life in time past. Use the library and internet for research. Children to produce a labelled picture of a plague doctor. Using research, they must account for significant details e.g. why the mask was worn.</p>	<p>Begin to identify primary and secondary sources. Select relevant sections of information. Look at two secondary sources for the Ancient Olympics – an Ancient Greek vase and an excerpt from Horrible Histories – The Groovy Greeks. Children to produce a group presentation based on findings. Must understand why primary sources are unavailable.</p>	<p>Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Study the Viking raid of Lindisfarne castle. Study the diary entry of a monk who was there. Look at modern-day photographs of Lindisfarne. Produce a news report of the raid.</p>	<p>Understand the methods of historical enquiry.</p>
<p>Talk about the toys they enjoy playing with now</p>	<p>Find out about the toys their parents / grandparents played with.</p>	<p>Use sources to encourage children to distinguish between fact and fiction.</p>	<p>Compare two versions of a past event. Look at footage of the moon</p>	<p>Identify and give reasons for different ways in which the past is represented.</p>	<p>Look at the evidence available. Begin to evaluate the usefulness of</p>	<p>Compare accounts of events from different sources – fact or fiction.</p>	<p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p>	<p>Interpretations of history. How evidence is used rigorously to make historical claims, and</p>

At Buckshaw we aim to prepare our children for their future by raising aspirations and developing resilience within a happy, safe and caring environment.

<p>compared with the toys they had when they were babies.</p>	<p>Talk about pictures of toys from a different generation. Describe differences between those toys and their own.</p>	<p>Compare and contrast Samuel Pepys' diary entry with a painting of The Great Fire of London. Which is more useful?</p>	<p>landing and compare/contrast with comic book version by James Buckley.</p>	<p>Compare different versions of the same story.</p> <p>Study the story of Queen Boudica. Produce a roleplay that compares her perspective with that of the Romans.</p>	<p>different sources.</p> <p>Study the different ways in which people tried to 'cure' The Great Plague of 1665.</p>	<p>Offer some reasons for different versions of events.</p>	<p>Be aware that different evidence will lead to different conclusions.</p> <p>Look at two contrasting viewpoints of the rise of the Victorian railways. Identify fact from fiction/propaganda. Produce their own persuasive text, choosing their own side. Identify their own factual and fictional aspects of the text.</p>	<p>discern how and why contrasting arguments and interpretations of the past have been constructed</p>
<p>Talk about differences in the past.</p>	<p>Understand how and why people lived differently in the past.</p> <p>Discuss an old photograph of Chorley and a photograph of Chorley from the present day. Note difference</p>	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>They know and recount episodes from stories about the past.</p> <p>Look at a picture of the Queen from her coronation</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times.</p> <p>Look at the space race between Russia and USA.</p>	<p>Find out about everyday lives of people in time studied. Compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Look at Preston's cotton</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect in</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>Look at the Viking side of the Lindisfarne Castle attack. Can we be sympathetic towards this? Why did they come? Write a diary entry</p>	<p>Range and depth of historical knowledge. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame</p>

At Buckshaw we aim to prepare our children for their future by raising aspirations and developing resilience within a happy, safe and caring environment.

	between the two.	and the present day. Compare and contrast the two pictures/time periods.	Why did this happen? Why did they want to be the first to go to the moon? Produce a diary entry from a Russian or US astronaut to convey these feelings.	industry. Produce a comparison of the life of a child factory worker to their own.	Produce a detailed timeline of Cleopatra's life. Early life, ascension to throne, defeat and death.	another period. Produce a new report on the first Olympic Games. Contrast this with a news report on the fall of Ancient Greece in battle with Rome.	from the perspective of a Viking invader, specifying motivations.	historically-valid questions and create their own structured accounts, including written narratives and analyses.
--	------------------	--	--	--	---	--	---	---