



Key Skills Progression in History at Buckshaw Primary School - See Year Group Curriculum Map for coverage

At Buckshaw Primary School we believe the teaching of computing is to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Knowledge and understanding of Computing is of increasing importance for children's future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. At Buckshaw Primary School we believe that Computing should promote social interaction and collaborative working and be used throughout the whole curriculum.

	Nursery	Reception	Year 1	Year 2	End of Key Stage Expectations
Chronological Understanding	<p><b>As a historian at Buckshaw:</b>            Can I retell a simple past event in correct order (e.g. went downslide, hurt finger)            Can I remember and talk about significant events in my own experience?            Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p>	<p><b>As a historian at Buckshaw:</b>            Do I understand the past through settings, characters and events encountered in books read in class and storytelling?</p>	<p><b>As a historian at Buckshaw:</b>            Can I sequence some events or 2 related objects in order?            Can I use words and phrases: old, new, young, days, months            Can I remembers parts of stories and memories about the past?</p>	<p><b>As a historian at Buckshaw:</b>            Can I recount changes in my own life over time?            Can I put 3 people, events or objects in order using a given scale?            Can I use words and phrases such as recently, before, after, now, later?            Can I use past and present when telling others about an event?</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p>

<p>Knowledge and understanding of past events, people and changes in the past.</p>	<p>Am I developing an understanding of growth, decay and changes over time?</p>	<p><b>Understanding the World (Past and Present)</b> Can I talk about the lives of people around me and their roles in society?</p>	<p>Am I able to recognise the difference between past and present in my own and other's lives? Do I know and am I able to recount episodes from stories about the past?</p>	<p>Can I recognise why people did things, why events happened and what happened as a result? Can I identify differences between ways of life at different times?</p>	<p>Pupils should identify similarities and differences between ways of life in different periods.  Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p>
<p>Historical Interpretation</p>	<p>Can I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world? Can I understand and use vocabulary such as: I can see, I saw, same, different, change, what happened?, why, because?</p>	<p>Do I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class?</p>			<p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
<p>Historical Enquiry</p>	<p>Can I question why things happen? Am I beginning to understand why and how questions? <b>Can I understand and use vocabulary such as: how, why, because?</b></p>	<p>Can I answer how and why questions about experiences and in response to stories or events? Can I understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?</p>	<p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Can I compare two versions of a past event? Can I explain that there are different types of evidence and sources that can be used to represent the past?</p>	<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p>

<p>Organisation and Communication</p>			<p>Communicate their knowledge through:          Discussion....          Drawing pictures...          Drama/role play..          Making models.....          Writing..          Using ICT...</p>		<p>Pupils should use a wide vocabulary of everyday historical terms.</p>
---------------------------------------	--	--	--	--	--

	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>	<p>End of Key Stage Expectations</p>
--	---------------	---------------	---------------	---------------	--------------------------------------

Chronological Understanding

**As a historian at Buckshaw:**

Am I beginning to use dates and historical terms to describe events?  
 Am I beginning to use a timeline within a specific time in history to set out the order things may have happened? Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?  
 Can I place events, artefacts and historical figures on a timeline using dates?  
 Am I beginning to understand the concept of change over time, representing this, along with evidence, on a time line? Can I understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?

**As a historian at Buckshaw:**

Can I use dates and historical terms to describe events?  
 Can I use a timeline within a specific time in history to set out the order things may have happened?  
 Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?  
 Can I place events, artefacts and historical figures on a timeline using dates?  
 Can I understand the concept of change over time, representing this, along with evidence, on a time line?  
 Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade?

**As a historian at Buckshaw:**

Can I use dates and historical terms more accurately in describing events?  
 Can I place features of historical events and people from past societies and periods in a chronological framework?  
 Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc?  
 Can I describe the main changes in a period of history (using terms such as: social, religious and cultural)?  
 Can I identify periods of rapid change in history and begin to contrast them with times of relatively little change?  
 Am I beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line?  
 Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line?  
 Am I beginning to make connections and contrasts between different time periods studied and talk about trends over time?  
 Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade?

**As a historian at Buckshaw:**

Can I use dates and historical terms accurately in describing events?  
 Can I place features of historical events and people from past societies and periods in a chronological framework?  
 Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc?  
 Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)? Can I identify periods of rapid change in history and contrast them with times of relatively little change?  
 Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line?  
 Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line?  
 Can I make connections and contrasts between different time periods studied and talk about trends over time?  
 Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy?

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Knowledge and Understanding of past events

Am I beginning to give reasons why certain events happened as they did in history?  
 Can I begin to talk about why certain people acted as they did in history?  
 Am I beginning to explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?  
 Am I beginning to describe changes that have happened in the locality of the school throughout history?  
 Can I give a broad overview of what life was like in \_\_\_\_\_?  
 Am I beginning to compare some of the times studied with those of other areas of interest around the world?  
 Am I beginning to describe the social, cultural or religious diversity of past societies?  
 Am I beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children?

Can I suggest why certain events happened as they did in history?  
 Can I suggest why certain people acted as they did in history?  
 Can I explain how events from the past have helped shape our lives today?  
 Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?  
 Can I describe changes that have happened in the locality of the school throughout history?  
 Can I give a broad overview of life in Britain under the \_\_\_\_\_?  
 Can I compare some of the times studied with those of other areas of interest around the world?  
 Can I describe the social, ethnic, cultural or religious diversity of past societies?  
 Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?

Can I answer historical questions, using information and evidence that I have carefully considered and selected?  
 Can I understand how our knowledge of the past is constructed from a range of sources?  
 Can I describe with some detail any historical events from the different period/s I am studying/have studied? Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same? Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time?  
 Can I appreciate that significant events in history have helped shape the country we have today?  
 Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied?  
 Can I identify continuity and change in the history of the locality of the school?  
 Can I give a broad overview of life in Britain and some major events from the rest of the world?  
 Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?  
 Can I describe the social, ethnic, cultural or religious diversity of past society?

Can I answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made?  
 Can I understand how our knowledge of the past is constructed from a range of sources?  
 Can I describe in detail any historical events from the different period/s I am studying/have studied?  
 Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same? Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time? Can I appreciate that significant events in history have helped shape the country we have today?  
 Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied?  
 Can I identify continuity and change in the history of the locality of the school?  
 Can I give a broad overview of life in Britain and some major events from the rest of the world?  
 Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?

Pupils should note connections, contrasts and trends over time.

			<p>Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I explain how some aspects of history/historical events have had an impact elsewhere in the world?</p>	<p>Can I describe the social, ethnic, cultural or religious diversity of past society? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I explain how some aspects of history/historical events have had an impact elsewhere in the world?</p>	
--	--	--	---	---	--

Historical Interpretation

Am I beginning to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ?  
Can I talk about the causes and consequences of some of the main events and changes in history?

Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ?  
Can I suggest causes and consequences of some of the main events and changes in history?

Children should understand how our knowledge of the past is constructed from a range of sources.

Historical Enquiry

Am I beginning to use evidence to ask questions and find answers to questions about the past?  
 Am I beginning to suggest suitable sources of evidence for historical enquiry?  
 Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?  
 Am I beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past?  
 Am I beginning to use research skills in finding out facts about the time period I am studying? Am I beginning to compare and contrast different forms of evidence in my research?  
 Am I beginning to research what it was like for specific people e.g. children, during the time period I am studying?

Can I use evidence to ask questions and find answers to questions about the past?  
 Can I suggest suitable sources of evidence for historical enquiry?  
 Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?  
 Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?  
 Can I use my research skills in finding out facts about the time period I am studying?  
 Through my research, can I compare and contrast different forms of evidence?  
 Can I research what it was like for men, women and children in a given period from the past and use different forms to present my findings?

Can I devise historical questions about the period I am studying?  
 Can I seek out and analyse range of evidence in order to justify claims about the past?  
 Can I understand that no single source of evidence gives the full answer to questions about the past?  
 Can I test out a hypothesis in order to answer a question?  
 Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I use some different sources of evidence to deduce information about the past?  
 Can I select suitable sources of evidence, sometimes giving reasons for choices?  
 Can I give a reason to support an historical argument?  
 Can I identify propaganda and begin to show my understanding of it?  
 Can I refine lines of enquiry as appropriate?

Can I devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying?  
 Can I seek out and analyse a wide range of evidence in order to justify claims about the past?  
 Can I use sources of information to form testable hypotheses about the past?  
 Can I understand that no single source of evidence gives the full answer to questions about the past?  
 Can I test out a hypothesis in order to answer a question?  
 Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I use a wide range of sources of evidence to deduce information about the past?  
 Can I select suitable sources of evidence, giving reasons for choices?  
 Can I give more than one reason to support an historical argument?

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.



Can I identify and explain my understanding of propaganda? Can I refine lines of enquiry as appropriate?

Organisation and Communication

Can I use and understand appropriate historical vocabulary to communicate information?  
Can I use literacy, numeracy and computing skills to communicate information about the past?

Can I use and understand appropriate historical vocabulary to communicate information?  
Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?

Can I use and understand appropriate historical vocabulary to communicate information?  
Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?  
Can I use original ways to present information and ideas?

Do I know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation?  
Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?  
Can I use original ways to present information and ideas?

Pupils should develop the appropriate use of historical terms.