



Skills and Knowledge Progression - Themes supported and developed from the Historical Association.

Key Skills	Understanding and using knowledge of past events.	Using chronology and vocabulary correctly.	Being able to compare and contrast periods/events/places.	Using and applying a range of primary and secondary resources.	Developing empathy and a understanding of the past.
	<b>Skill 1</b>	<b>Skill 2</b>	<b>Skill 3</b>	<b>Skill 4</b>	<b>Skill 5</b>
End of KS1	I can talk about events in my own life. I can talk about some events about of living people. I can know about some significant people from the past.	I can put events in chronological order on a simple timeline. I can use words relating to the passing of time.	I can ask questions about different topics studied. I can make simple comparisons between different topics studied or known about.	I can use a different range of historical evidence to draw simple conclusions from them. I understand why some evidence survives.	I can suggest simple reasons to explain how people behaved in the past. I can consider how different people's lives would have been to ours.
End of LKS2	I can talk about some main events in UK history. I can talk about some main events in the history of the world. I know about many key events of the past.	I can use more advanced terminology relating to periods of time. I can put events into different periods or eras on a timeline.	I can describe some similarities and differences between periods studied. I can begin to evaluate the strengths and weaknesses of different periods studied.	I can use a range of sources of information to find answers to questions. I can begin to select relevant information to support findings and ask questions.	I can begin to suggest some causes and consequences for main events and changes. I can consider why people in the past behaved and evaluate their choices.
When I leave school as 'The Bawburgh Historian' I know....	I know about many significant events in history and the UK and across the world. I know about many of the key historical events of the past.	I can show a secure chronological understanding using the full range of terminology taught. I can place events onto a chronological framework with more accuracy and making simple links.	I will describe similarities and differences between periods studied. I will be able to make justified evaluations of characteristics of different periods studied or known, drawing upon details.	I know how to use more independent research skills to find answers to historical questions. I understand that not all evidence could be reliable and begin to be able to evaluate this.	I can suggest causes for historical events with some plausible historical reasoning. I can understand that sources of evidence can show bias and have an understanding of why this is. I can write from the perspective of past people.

**Tier 3 Subject Specific Vocabulary to be embedded and revisited throughout the study of learning in The Bawburgh School.**

agriculture, ancient, archaeology, aristocracy, artefact, AD, BC, century, change, chronology, colony, conquest, decade, democracy, discovery, emigrant, emperor, empire, execution, explorer, global, hunter-gatherer, immigrant, international, invasion, invention, local,



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migration, missionary, monarchy, nation, oral history, parliament, prehistory, primary evidence, rebellion, republic, revolt, sacrifice, secondary evidence, settler, slave, traitor, treason

**We believe these life skills and knowledge base are important because:**

- **We want our children to leave Bawburgh with a coherent knowledge and understanding of Britain's past and the wider world.**
- **We want our children to be curious and ask perceptive questions.**
- **We want our children to be able to think critically, weigh evidence and sift arguments.**
- **We want our children to understand the complexities of people's lives, the diversity of societies and relationships between different groups.**