

Barham's History Progression Overview



At Barham, we share the view that the fundamental goal of a world class education is to ensure pupils make a meaningful contribution within their community and beyond. For this reason, our curriculum links to Oxfam's global citizenship and the United Nations sustainable development goals. We believe that global learning helps pupils make sense of the increasingly complex and rapidly changing world in which they live. Our curriculum enables pupils to think critically about world issues and to develop an awareness of the impact our own actions can have on others.



We have selected eight core global learning themes to underpin our curriculum and each theme is broken down into knowledge and understanding, skills and attitudes.



Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology Chronology is the skill of placing events in the order that they happened. In primary History, this means helping children understand timelines, use terms like past, present, and future, and begin to understand when things happened in relation to each other. 	-Use everyday language related to time -Order and sequence familiar events -Describe main story settings, events and principal characters Talk about past and present events in their own lives and in lives of family members	- Sequence events that are close together in time; - sequence pictures from their own lives. - describe memories and changes that have happened in their own lives; - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.	-Sequence photos from different periods of time -Describe memories of key events in lives in growing detail -sequence artefacts and events that are close together in time; -order dates from earliest to latest on simple timelines; - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time	-Place the time studied on a timeline -Sequence events or artefacts -Use dates related to the passing of time - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	-Place events from period studied on a timeline -Use terms related to the period and begin to date events - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and can use the terms confidently.	-Place current study on timeline in relation to other studies -Know and sequence key events of time studied -Relate current studies to previous studies - order an increasing number of significant events, movements and dates on a timeline using dates accurately; - accurately use dates and terms in increasing confidence to describe historical events; -Begin to understand how some historical events/periods occurred concurrently in different locations.	-Place current study on timeline in relation to other studies using relevant dates and terms -Accurately place civilisations/periods studied in chronological order and recognise that some events/periods occurred concurrently due to being in different parts of the world. -Place features of historical events and people from past societies and periods into chronological order - order an increasing number of significant events, movements and dates on a timeline using dates accurately; -Use dates and historical terms accurately in describing events
Historical Enquiry Historical enquiry involves asking and answering questions about the past by using evidence such as pictures, artefacts, stories, and documents. Children learn to be like “history detectives,” looking for clues and drawing conclusions.	Be curious about people and show interest in stories • Answer ‘how’ and ‘why’ questions ... in response to stories or events. • Explain own knowledge and understanding and asks appropriate questions. • Know that information can be retrieved from books and computers	-Sort artefacts into “then” and “now” - Ask simple questions about historical objects and pictures: “ What is that used for?” -Describe things that happened in the past from images as a source of information	-Sort sequence a collection of artefacts from newest to oldest -Begin to describe similarities and differences in artefacts Ask ‘why, what, who, how, where’ questions about objects, images and people find answers Use written sources, video clips and images to find	-Observe small details on artefacts & pictures ;select and record information relevant to the study -Confidently describe similarities and differences between collections of artefacts -Ask and answer historical questions about the period being studied, e.g. “When did the Ancient Egyptians live?” - regularly address and sometimes devise own questions to find answers about the past;	--Place artefacts on a timeline after careful observation -Ask and answer more complex historical questions: “ What was it like for a ...during the...?” -Devise own questions to find answers about the past. To know the difference between primary and secondary sources	-Describe artefacts from different periods accurately using historical vocabulary Understand that there may be more than one answer to a historical question. - begin to investigate their own lines of enquiry by posing historically valid questions to answer. Confidently recognise when they are using primary and	-Attempt to Identify unknown artefacts using own knowledge of history. Understand that there may be more than one answer to a historical question and be able to give reasons why. - Confidently investigate their own lines of enquiry by posing historically valid questions to answer. - Confidently use a widening range of sources such as ceramics,

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	Record, using marks they can interpret and explain		out about people in other times and explain key features of an event.	-Begin to know the difference between primary and secondary sources. -Use photos, paintings and artwork as primary sources of information to find out about a period (as well as sources already used in years 1 &2) - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical evidence; - gather more detail from sources such as maps to build up a clearer picture of the past -Use simple evidence to build up a picture of a past event. - begin to undertake their own research through the library, e-learning through directed sources.	-Use databases such as the census as an additional source information to find out about a period, person or event (as well as sources already used in years 1, 2 &3.) - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical evidence; - gather more detail from sources such as maps to build up a clearer picture of the past; -Use evidence to build up a picture of life in the time period being studied. - confidently undertake their own research through directed sources.	secondary sources of information to investigate the past; - use a widening range of sources such as ceramics, official documents, printed sources, posters, speeches, online material, photographs, historic statues, figures, sculptures, historic sites etc: to collect information about period, person or even (as well as sources used in years 1,2,3, &4) - select relevant sections of sources e.g.books, museums, maps, video clips etc. to address historically valid questions and construct notes which then produce increasingly detailed and informed responses -Use evidence to support and illustrate their explanations and answers to questions -Identify and select the best sources through which to undertake their own research	official documents, printed sources, posters, speeches, online material, photographs, historic statues, figures, sculptures, historic sites etc: to collect information about period, person or even (as well as sources used in years 1,2,3, 4 & 5) -select relevant sections from a widening range of sources e.g.books, museums, maps, video clips etc. to address historically valid questions and construct notes which then produce increasingly detailed and informed responses - Confidently use evidence to support and illustrate their explanations and answers to questions in increasing detail. - Identify and select useful sources of information before using them to undertake their own research.
Interpretations of History This is about understanding that the past can be shown or told in different ways by different people. Pupils learn that people’s views of history can be shaped by beliefs, evidence, or time periods.		-Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website) -observe and use pictures, photographs and artefacts to find out about the past; Talk about their own memories and how accurate they are.	-Able to confidently identify different ways to represent the past e.g. photographic and written. -observe and use pictures, photographs and artefacts to find out about the past; - Know that some images are not from the past but are recreations of past events.	-Begin to understand some of the ways in which historians and others investigate the past. -Identify and give reasons for different ways in which the past is represented -Distinguish and compare between primary and secondary sources and discuss their accuracy and usefulness -Look at representations of the period – museum, hieroglyphics, diaries, tapestries, cartoons, etc.	-Look at the evidence available and begin to evaluate the usefulness of different sources -Use of textbooks and historical knowledge - Continue to develop understanding in some of the ways in which historians and others investigate the past. - investigate different accounts of historical events and be able	-Compare several accounts of events from different sources -Offer developed own and others’ reasons for different accounts of events - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of	-Link sources of information and work out how conclusions were arrived at -Consider ways of checking the accuracy of interpretations – fact or fiction and opinion (biases) - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different

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		Talk about whether something is true or made up.	- start to understand that there can be different versions of the same event from the past; - start to compare two versions of past events; -start to use stories or accounts to distinguish between fact and fiction; -Compare pictures or photographs of people or events in the past	- look at two versions of the same event or story in history and identify differences; -investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	to offer own reasons for why the accounts may be different. -Start to understand the difference between primary and secondary sources of information	events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - know the difference between primary and secondary evidence and start to question its reliability; - know that people in the past represent events or ideas in a way that may be to persuade others e.g. bias - continue to develop their understanding of how historians and others investigate the past.	interpretations of events, linking this to factual understanding about the past; - continue to develop the knowledge of primary and secondary evidence and question its reliability; suggesting more reliable sources where possible. - know that people in the past represent events or ideas in a way that may be to persuade others; e.g. bias - continue to develop their understanding of how historians and others investigate the past. - show an awareness of the concept of propaganda;
Organisation and Communication This skill is about how pupils organise what they have learned and how they share their ideas—for example, through speaking, writing, drawing timelines, or role play. 	-Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words	-Explain how they know something happened in the recent past -Recount some details from historical stories -Shows understanding of the past in different ways e.g. drawing, role play, talking.	- talk, describe and draw about people, events and objects from the past; - use historical vocabulary to retell simple stories about the past.	- Describe people and events in the past in writing using the correct vocabulary, including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies) -Use discussions, drama, models, images with annotations, diagrams and labels to present information - start to present ideas based on their own research about a studied period.	-Use a wider range of methods to communicate information building on previously learnt methods but also: group presentations, posters, leaflets - Present, communicate and organise ideas about the past with narratives using historical vocabulary accurately (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies) -work independently and in groups	- record, present, communicate and organise ideas about from the past using previously learnt methods and also detailed discussions, debates and more detailed written narratives with a wide range of historical vocabulary accurately used. -Begin to present historical data clearly using tables and/or graphs - work independently and in groups showing initiative -plan and present a self-directed project or research about the studied period.	- present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives with a wide range of historical vocabulary accurately used with the audience and purpose in mind. -Present historical data clearly using tables and/or graphs -plan and present a self-directed project based on research about the studied period.

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Knowledge & understanding of Events & People in the past This is about knowing key facts and gaining a clear understanding of what happened, who was involved, and why it mattered. It includes knowing about important people, places, and events. 		- know and recount episodes from stories and significant events in history; - understand that there are reasons why people in the past acted as they did; - describe significant individuals from the past.	- find out about the everyday lives of people in time studied compared with our life today; - explain how people and events in the past have influenced life today; - identify key features, aspects and events of the time studied; - describe connections and contrasts between aspects of history, people, events and artefacts studied.	- identify and note connections, contrasts and trends over time in the everyday lives of people; - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.			

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Continuity and Change This involves identifying what has stayed the same and what has changed over time. Children learn to make comparisons across different time periods.		-Begin to identify old and new things across periods of time through pictures, photographs and objects. -Begin to understand that some things change and some things stay nearly the same.	-Begin to identify old and new things across periods of time through pictures, photographs and objects. -Begin to understand that some things change and some things stay nearly the same.	-Identify key things that stayed the same between periods. Identify key things that changed between periods. -Identify that there are reasons for continuities and changes across periods of time and explain some of these. -Start to understand that there are times in history when change happens suddenly. -Identify reasons for and results of people’s actions understand why people may have had to do something that caused change	-Identify key things that stayed the same between periods. -Identify key things that changed between periods. -Identify that there are reasons for continuities and changes across periods of time and explain some of these. -Start to explain the impact of some changes that have happened throughout different periods of time. -Start to understand that there are times in history when change happens suddenly. -Identify reasons for and results of people’s actions understand why people may have had to do something that caused change	-Understand and describe in some detail the main changes to an aspect of a period in history. -Identify why some changes between different periods of time have had more significant consequences than others. -Understand that there are times in history when change happens suddenly and these moments of change can be referred to as ‘turning points’ in history. -Explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity. - Start to categorise some types of changes into political, economic, social and technological.	-Understand and describe in some detail the main changes to an aspect of a period in history. -Identify why some changes between different periods of time have had more significant consequences than others. -Understand that there are times in history when change happens suddenly and these moments of change can be referred to as ‘turning points’ in history. -Explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity. - Start to categorise some types of changes into political, economic, social and technological.
Cause and Consequence This is about understanding why something happened (cause) and what happened as a result (consequence). Children begin to explore the		- Understand that a cause makes something happen and that historical events have causes. - Understand that a consequence is something that	- Understand that a cause makes something happen and that historical events have causes. - Understand that a consequence is something that happens as a result	- Understand that a cause is something directly linked to an event and not just something that happened before it. - Begin to understand that historical events create changes that have consequences. - Explain a series of directly related	- Understand that historical events have consequences that sometimes last long after the event is over. - Understand that a cause is something directly linked to an event and not just something that happened	- Examine in more detail the short and long term causes of an event being studied. - Understand that some causes may be more significant than others and that some causes are less significant.	- Examine in more detail the short and long term causes of an event being studied. - Understand that one event can have multiple consequences that impact on many countries and civilisations.

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links between actions and outcomes in history.		happens as a direct result of something else	of something else. - Explain that historical events are caused by things that occurred before them.	events that happened in the lead up to a historical event. - Understand that historical events have consequences that sometimes last long after the event is over.	before it. - Explain a series of directly related events that happened in the lead up to a historical event. - Start to understand that there are short and long term causes of events. - Begin to understand that historical events create changes that have consequences.	- Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. - Begin to understand that historians may not agree on the main causes of an event.	- Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. - Understand and describe in some detail the main changes to an aspect of a period in history. - Address and devise historical questions about cause and consequence.
Similarities and Differences This skill helps children to compare aspects of life across different times and places. It builds their ability to see what was unique or common in different historical contexts.		- Recognise some similarities and differences between the past and the present. - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. - Identify that some things within living memory are similar and some things are different.	- Recognise some similarities and differences between the past and the present. - Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female. - Identify that some things within living memory are similar and some things are different. - Identify some similarities and differences between ways of life in different periods.	- Identify and give some examples of how life was similar in the past.		- Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been different from place to place at the same time. - Start to give reasons for these similarities and differences -Study and comment on the differences between aspects of the lives of different people e.g differences between men and women, rich and poor. -Compare life in early and late times studied -Compare an aspect of life with the same aspect in another period e.g. War in Tudor Times vs Anglo Saxon times	
				-Identify and give some examples of how life was different for different people in the same periods of time, such as different rights, different religious beliefs	- Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.	-Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings -Compare beliefs and behaviour with another period studied -Know key dates, characters and events of time studied -Compare and contrast ancient civilisations	

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Historical significance This is about recognising why certain people, events, or ideas are remembered and considered important in history. Pupils begin to think about what makes something worth studying.		- Talk about why the event or person was important and what changed/happened. - Explain reasons why someone might be significant.		- Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us. - Identify historically significant people and events from a period of history and give some detail about what they did or what happened.	- Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past. - Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us. - Identify historically significant people and events from a period of history and give some detail about what they did or what happened.	- Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant. - Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. - Identify a range of historically significant people and events from different periods of history and explain why they were significant. - Identify historically significant people and events from a period of history and give some detail about what they did/ what happened and what impact it had.	- Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. - Identify a range of historically significant people and events from different periods of history and explain why they were significant. - Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.