



Burnside BIG Ideas

KS1 Idea Progression

KS2 Idea Progression

SIGNIFICANCE



I can discuss the impact of significant/important events and people in their own lives and describe how these led to changes/development in their own life.

I can explain significance by describing impact beyond personal experience and how this led to change in the wider world.

I can explain significance by discussing the duration and size of the impact a historical event or person led.

I can explain and apply criteria to judge why an event or person may be considered significant

I can compare significance and use criteria to order events or people by significance.

I can evaluate significance based on a given criteria or when analysing a specific piece of information

CAUSES AND CONSEQUENCES



I can identify and explain causes that led to an event.

I can explain how different causes link together in a chain of events

I can explain how different causes link together in a web of related causes or events

I understand that different causes have different levels of influence.

I can discuss causes according to their impact and begin to recognise primary and secondary effects.

I can rank or order causes according to their impact and recognise the difference between primary and secondary effects

CHANGE AND STABILITY



I can identify simple similarities and differences between two points.

I can identify developments over defined periods of time.

I can identify changes over time by looking at developments across a more extended chronology or in a range of locations

I can define different types of change and their causes such as natural or human and understands that these are interwoven.

I can discuss the benefits of change and also stability and begin to identify trends over time

I understand that change can vary in rate, scale, extent, time and space including identification of critical incidents/turning points and trends.



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<p>I can use appropriate geographical vocabulary to describe location and place (Relative and absolute)</p>	<p>I can give examples of the way in which people and place are/were affected by location</p> <p>I can explain that places which share similar locations may share common characteristics and that this is central to the people who live there.</p>	<p>I understand why and how people are affected by a range of locational factors (political, topographical, cultural, climatic or economic.)</p> <p>I can describe absolute and relative location with appropriate geographic vocab</p>	<p>I understand similarities and differences occur because of a range of locational factors</p>	<p>I understand similarities and differences occur because of a range of locational factors and can identify locational patterns</p>	<p>I can exemplify how human inventiveness can overcome the limitations of the environment allowing places to develop despite of constraints.</p>
<p>I can make choices about their own actions or immediate environment using more than one option</p>	<p>I can recognise that some plans and decisions are better suited to achieving specific aims.</p>	<p>I can recognise that people may have different points of view and as a result may want/ take different decisions.</p> <p>I know that plans needs to meet at least some criteria but also need to make a coherent whole.</p>	<p>I know that collective decision making is determined by power.</p> <p>I know that some groups or individuals have lots of power and some have very little</p>	<p>I know that decision making creates conflict which can be resolved by a variety of methods</p>	<p>I can analyse the impact of decision making and evaluate the impact of decisions</p>
<p>I can draw information from sources of evidence to make simple claims about events, places or people.</p>	<p>I know that we create our own interpretations of events by drawing inferences from evidence going beyond what sources say directly.</p>	<p>I can cross-reference (compare) sources to help make more secure claims</p>	<p>I can explain how a source is useful and know it depends upon the task</p>	<p>I understand that the utility of a piece of evidence varies according to the focus of enquiry</p>	<p>I can explain how the so, source, audience and purpose of evidence might affect its weight for a purpose.</p>



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I can identify reasons why people don't stay in the same place.

I can recognise that there can be multiple reasons for movement from one place to another.

I can classify reasons for movement e.g. social, environmental, financial etc.

I can recognise where reasons are chosen or forced.

I can identify the impact of movement on places and people

I can gather and describe differing viewpoints on migration

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I can explore concepts and ideas

I can generate and refine ideas

I can use my prior knowledge and experiences to generate ideas

I can use my prior knowledge to generate ideas and solutions to design/composition challenges

I can evaluate the effectiveness and impact of my work

I can describe and demonstrate my creative skills and use these in a range of contexts



I know that living things can be healthy and unhealthy and describe what this looks like.

I can identify factors affecting health both positive and negative

I can classify factors e.g. environmental, social

I understand that some factors can be controlled and some cannot.

I know that some factors have more influence and that this changes with our knowledge of living things and over time.

I can gain a greater understanding of how health can relate to both physical and mental wellbeing

I can use a range of information and sources to draw conclusions about health and wellbeing