

# History Learning Thread Progression Document

Learning threads (Breadth)	Reception			Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Year A	Me and my world	journeys	Wider world	What’s around us	What’s under our feet	What’s up	What makes something memorable?	Is it better to stand out or fit in?	It’s a kind of magic	Blood, chills and thrills	What a wonderful world	Healthy world			
Year B				Wonderful Events	Wonderful World	Wonderful Me	Wonderful World -Blue Planet	Wonderful World – Green Planet Rainforests/Mayans	Rise of the Machines - Inventions and inventors	Space	Survive or Thrive	Who loves chocolate?			
Understanding Chronology	<b>Know</b> some things that happened to me in the past. <b>Talk</b> about past and present events in their own lives and in lives of family members <b>Use every day language related to time</b> e.g. old, new, young, days, today, yesterday, tomorrow <b>Order and sequence</b> familiar events.			<b>Sequence</b> some events or related objects in order <b>Use common words and phrases relating to the passing of time</b> e.g. old, new, young, days, months, today, yesterday, tomorrow <b>Recount</b> parts of stories and memories about the past <b>Know</b> some things that happened to other people in the past.		<b>Order</b> 3 or more people, events or using a given scale. <b>Use simple historical vocabulary</b> e.g. recently, before, after, now, later, past, present <b>Recount changes</b> in own life over time <b>Identify</b> similarities and differences between periods		<b>Use timelines</b> to place events in order. <b>Understand</b> that timeline can be divided into BC and AD. <b>Use historical vocabulary</b> e.g. century, decade.		<b>Name and place</b> dates of significant events from past on a timeline <b>Use historical vocabulary</b> e.g. century, decade, BC, AD, after, before, during. <b>Divide</b> recent history into present, using 21 <sup>st</sup> century, and the past using 19 <sup>th</sup> and 20 <sup>th</sup> centuries. <b>Note</b> connections, contrasts and trends over time.		<b>Use timelines</b> to place and sequence local, national and international events. <b>Sequence</b> historical periods. <b>Describe events using historical vocabulary</b> e.g. century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. <b>Identifies changes</b> within and across historical periods. <b>Describe</b> the main changes in a period in history <b>using historical vocabulary</b> such as ‘Social’, ‘religious’, ‘political’, ‘technological’ and ‘cultural’.		<b>Use timelines</b> to place events, periods and cultural movements from around the world. <b>Use timelines</b> to <b>demonstrate</b> changes and developments in culture, technology, religion and society. <b>Use</b> key periods as reference points e.g. BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. <b>Describe</b> main changes in a period in history <b>using historical vocabulary</b> such as: social, religious, political, technological and cultural.	
Build an overview of world history	With my teacher, <b>find out</b> some facts about people long ago. (Before living memory.) With my teacher, <b>find out</b> some facts about events that happened long ago. (Before living memory) <b>Talk</b> about why people may have acted as they did.			<b>Tell</b> the difference between past and present in own and other people’s lives		<b>Use</b> information to <b>describe</b> the past. <b>Use</b> information to <b>describe</b> differences between then and now. <b>Recount</b> main points from a significant event in history.		<b>Use evidence to describe</b> past e.g. Houses and settlements, Culture and leisure activities, Clothes, way of life and actions of people, Buildings and their uses, People’s beliefs and attitudes, Things of importance to people Differences between lives of rich and poor		Show knowledge and understanding by <b>describing</b> features of past societies and periods. <b>Identify</b> some ideas, beliefs, attitudes and experiences of men, women and children from the past. <b>Give reasons</b> why changes in houses, culture, leisure,		<b>Identify</b> some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. <b>Give some causes and consequences</b> of the main events,		<b>Choose reliable sources of factual evidence to describe:</b> houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s	

			<p><b>Uses evidence to explain</b> reasons why people in past acted as they did.</p>	<p><b>Use evidence to find out</b> how any of these may have changed during a time period.</p> <p><b>Describe similarities and differences</b> between people, events and objects</p> <p><b>Show</b> changes on a timeline</p>	<p>clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p><b>Describe</b> how some of the past events/people affect life today.</p>	<p>situations and changes in the periods studied.</p> <p><b>Identify changes and links</b> within and across the time periods studied.</p>	<p>beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p><b>Identify</b> how any of above may have changed during a time period.</p> <p><b>Give own reasons</b> why changes may have occurred, <b>backed up with evidence.</b></p> <p><b>Show identified changes</b> on a timeline.</p> <p><b>Describe similarities and differences</b> between some people, events and objects studied.</p> <p><b>Describe</b> how some changes affect life today.</p>
Investigate and Interpret the past – Historical interpretation	<p>With my teacher, <b>look at books</b> to help me <b>find out</b> about the past.</p> <p>Listen to stories about the past</p>	<p>Begin to <b>identify and recount</b> some details from the past from sources eg. pictures, stories</p>	<p><b>Look</b> at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p><b>Understand</b> why some people in the past did things.</p>	<p><b>Look</b> at 2 versions of same event and <b>identify differences</b> in the accounts.</p>	<p><b>Give reasons</b> why there may be different accounts of history.</p>	<p><b>Look</b> at different versions of the same event and <b>identify differences</b> in the accounts.</p> <p><b>Give clear reasons</b> why there may be different accounts of history.</p> <p><b>Know</b> that people (now and in past) can represent events or ideas in ways that persuade others</p>	<p><b>Understand</b> that the past has been represented in different ways.</p> <p><b>Suggest accurate and plausible reasons</b> for how/why aspects of the past have been represented and interpreted in different ways.</p>
Investigate and interpret the past – Historical enquiry	<p><b>Look</b> at pictures and <b>discuss</b>, “Which things are old and which are new?”</p>	<p><b>Find answers to simple questions</b> about the past from sources of information (eg. pictures, stories)</p>	<p><b>Look carefully</b> at pictures or objects to <b>find information</b> about the past.</p> <p><b>Ask and answer</b> questions such as: ‘what was it like for a ....?’, ‘what happened in the past?’, ‘how long ago did .... happen?’,</p>	<p><b>Use</b> printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to <b>collect information</b> about the past.</p> <p><b>Ask questions</b> such as ‘how did people ....? What did people do for ....?’</p>	<p><b>Understand</b> the difference between primary and secondary sources of evidence.</p> <p><b>Use</b> documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to <b>collect information</b> about the past.</p>	<p><b>Use</b> documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to <b>collect information</b> about the past.</p> <p><b>Ask a range of questions</b> about the past.</p>	<p><b>Identify and use</b> different sources of information and artefacts.</p> <p><b>Evaluate</b> the usefulness and accurateness of different sources of evidence.</p> <p><b>Select</b> the most appropriate source of evidence for particular tasks.</p>

