

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 our feet		What's up	What makes something memorable?	ls it better out or fit in	World – Rise of the let Machines -		Blood, chills What a and thrills wonde world		ful	Healthy world
Year B				Wonderful Events	Wonder World	rful	Wonderful Me	Wonderful World -Blue Planet	Wonderful Green Plan Rainforests			Space	Survive Thrive	or	Who loves chocolate?
Understanding Chronology	Know some things that happened to me in the past. Talk about past and present events in their own lives and in lives of family members Use every day language related to time e.g. old, new, young, days, today, yesterday, tomorrow Order and sequence familiar events.		Sequence some events or related objects in order Use common words and phrases relating to the passing of time e.g. old, new, young, days, months, today, yesterday, tomorrow Recount parts of stories and memories about the past Know some things that happened to other people in the past.		Order 3 or more people, events or using a given scale. Use simple historical vocabulary e.g. recently, before, after, now, later, past, present Recount changes in own life over time Identify similarities and differences between periods		Planet Rainforests, Use timelines to place events in order. Understand that timeline can be divided into BC and AD. Use historical vocabulary e.g. century, decade.		· · ·		Use timelines to place and sequence local, national and international events. Sequence historical periods. Describe events using historical vocabulary e.g. century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods. Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'.		place ev periods movem- around Use tim demons changes develop culture, technol and soc Use key reference BC, AD Rom Saxons, Stuarts, Victoria Describ- in a peri using hi vocabul social, m	and cultural ents from the world. elines to trate and ments in ogy, religion ety. periods as ce points e.g. ans, Anglo- Tudors, Georgians, ns and Today. e main changes od in history storical ary such as: eligious, technological	
Build an overview of world history	facts about (Before livi With my te facts about long ago. (I	eacher, find o t people long ng memory.) eacher, find o t events that Before living why people ney did.	ago. ut some happened memory)	Tell the differen between past a present in own other people's l	nd and	descril Use int descril differe then a Recou	nces between nd now. nt main from a cant	Use evidence to past e.g. Houses settlements, Cul- leisure activities, way of life and a people, Buildings uses, People's be attitudes, Things importance to pe Differences betw of rich and poor	and ture and Clothes, ctions of and their eliefs and of eople	understa describin past soc periods. Identify attitudes men, wo from the Give rea	some ideas, beliefs, s and experiences of omen and children	social, cultural, sour religious and ethnic evic diversities of hou societies studied in sett Britain and wider and world. clot Give some causes and and consequences of the buil		evidence houses settlem and leis clothes, and acti	of factual e to describe: and ents; culture ure activities; way of life ons of people; s and their

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

		Estimate the ages of people by studying and describing their features.	Suggest sources of evidence to use to help answer questions	Ask questions such as 'what was it like for a during ?' Suggest sources of evidence from a selection provided to use to help answer questions.	Choose reliable sources of evidence to answer questions. Realise that there is often not a single answer to historical questions.					
Communicate Historically	Show know understand the past in o ways (eg. ro drawing, wr talking).	ng about objects, people lifferent and events. le play, Write own date of	Present findings about past using speaking, writing, computing and drawing skills Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes.	 Present findings about past using speaking, writing, maths (statistics), computing, drama and drawing skills Use dates and terms correctly. Discuss most appropriate way to present information, realising that it is for an audience. Use subject specific words such as monarch, settlement, invader. 		Present information in an organised and clearly structured way. Make use of different ways of presenting information. Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Make accurate use of specific dates and terms.				
Learning Values										
Ready	By the end of KS2, will take risks and be independent when identifying the changes throughout history and make clear comparison between past and present. The children will be confident and committed to finding the truth in history through interrogating sources, understanding some can be unreliable. The children will be able to guide the learning through their curiosity whilst using dates and terms accurately to describe events and find evidence to support this.									
Respectful	All children will be reflective learners that care about the past and how our way of life has changed. They will interrogate sources carefully, appreciating that it takes more than one view point to develop a strong understanding. Children at Gilthill will show empathy for those that they learn about and will compare the lives of the past to the present.									
Safe	As children leave Gilthill, they will be tolerant of changes that are occurring and those that have occurred previously, understanding that our lives are changed due to events in the past. They will have the confidence to share their opinions and be adaptable when faced with new and relevant information.									