



Our Golden Threads: vocabulary, knowledge of the world and promoting diversity

Our curriculum is knowledge based and designed to have an impact on long term memory. See long, medium, short term plans and knowledge mats regarding curriculum content and coverage. The following outlines the progress expected within the subject and helps to ensure and track progression throughout the school in our mixed age classes.

Due to the impact of Covid, teachers assess children at the beginning of units of work and track back through the colours when necessary, to fill gaps and ensure sound understanding before moving on.

### Curriculum Progression in History

	Rainbow reference	Historical Study Children can:	Historical knowledge and awareness Children can:	Chronology and change Children can:
Pre-school	White	Listen to stories from the past	Understand that a story is not about now	Talk about "when I was a baby"
Reception	Red	Listen to and comment about stories from the past	Develop a simple awareness of the past Recognise a past and a present in their own and other people's lives	Talk about the past and present eg 'when my mummy was a baby' Understand about time passing eg through birthdays
Year One	Orange	Identify old and new from pictures Use stories as sources for answering questions about the past Observe and handle artefacts, and use this to ask and answer questions	Tell stories from the past Identify some things from their own past Identify some differences between past and present Know some of the main events and people studied in a topic Show some understanding of aspects of the past beyond living memory	Use simple words and phrases to describe the past - after, before, between Arrange objects in order of their age Begin to use very simple time lines to order some recent events Understand BC and AD
Year Two	Yellow	Identify old and new from artefacts Use pictures and artefacts for answering questions about the past Use a range of simple sources to devise historical questions Summarise their learning into short sentences Ask questions about what they have heard or seen	Retell stories they have heard about the past Pick out the main elements of stories they have heard about the past Discuss what they have enjoyed most about stories from the past Explain what they think is	Use more complex phrases to describe time – a long time ago, centuries ago... Sort recent historical studies into a broad time order Recognise some reasons for between the time being studied and now

			important about the past and explain reasons why Identify any important changes which happened at the time being studied	
Year Three	Green	Use more complex sources of primary and secondary information Use the internet for research Choose and discriminate between a range of information, and use this to ask questions Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict Use a simple database to organise information Interpret the past through role play – e.g. hot seating	Guess what objects from the past were used for, using evidence to support answers Understand that some events of the past affect people’s lives today Summarise the main events from a period in history, using their characteristics Give reasons for main events and changes Begin to understand why some people acted as they did and give reasons	Sort events or objects into groups Use dates and terms accurately, using key dates when describing events Use some dates on a time line Understand the concept of decades and centuries and use this to divide the past into periods of time Use a timeline with dates, including both BC and AD Use evidence to describe changes within a time period
Year Four	Blue	Use a range of documents and printed sources Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task Use graphs and charts to confirm information from different sources Give reasons for change through analysing evidence Support own point of view using evidence Understand that some evidence is limited	Understand differences in social, religious, political and cultural history Understand links between history and geography Know some similarities and differences within a period of time.g. the lives of rich and poor Describe how some things from the past affect life today Understand the relationship between beliefs and action in historical change	Use a full range of dates and historical terms Use a time line to place events, periods and cultural movements Show changes on a time line Describe and make links between events and changes
Year Five	Indigo	Rank sources of information in order Identify differences between different versions of the past Give a balanced view of interpretations of the past, using different points of view Make conclusions with evidence as to the most likely version of events	Organise a series of relevant historical information, and check this for accuracy Describe the main changes in a period of history, from several perceptions – e.g. political, cultural Explain their own point of view, justifying this with a broad range of evidence Adapt their ideas and viewpoints as new information arises	Identify changes across periods of time, using chronological links Begin to identify causal factors in change
Year Six	Violet	Devise historically valid questions about change, cause, similarity and difference Interpret the past using a range of concepts and ideas	Begin to understand significance Understand and use the concept of legacy, including Royal families and dynasties	Note connections, contrasts and trends over time

		Understand the role of opinion and propaganda	Speculate and hypothesise about the past, formulating their own theories about reasons for change	Speculate how present events and actions might be seen and judged in the future Speculate – what if? What if England lost the war ... what if Jane Seymour had not died ...
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