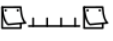












Fulbourn Primary School History Content Areas, Progression and Golden Threads

Content Areas	Chronological understanding	Historical enquiry and critical thinking	Historical interpretation
Symbol	 Chronological understanding	 Historical enquiry and critical thinking	 Historical interpretation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Sequence familiar events.</p> <p>Begin to use everyday language related to time.</p>	<p>Sequence events or objects in chronological order.</p> <p>Use common words to describe the passing of time e.g. before, after, yesterday, today, old, new.</p>	<p>Put events and objects on a simple timeline.</p> <p>Extend their chronological vocabulary using words and phrases like recently, past, present, modern.</p>	<p>Begin to place key events, people and dates on a timeline, using appropriate vocabulary.</p> <p>Know that the past can be divided into periods.</p> <p>Begin to use dates when discussing time.</p>	<p>Place key events, people and dates on a timeline, using appropriate vocabulary : BC, AD decades, centuries, millennia after, before, during.</p> <p>Use dates when discussing time.</p>	<p>Draw a timeline with increasing accuracy, labelling some of the historical periods and events studied and beginning to make comparisons between life in different places at that time.</p>	<p>Produce a detailed timeline showing a range of concurrent periods and significant events, making comparisons between life in different places at that time.</p>
Historical interpretation	<p>Ask questions or make remarks about illustrations/objects from the past.</p>	<p>Begin to use pictures and objects to find information.</p> <p>Ask and answer valid historical questions using a</p>	<p>Use pictures and objects to find information.</p> <p>Ask and answer questions, using multiple sources of information e.g.</p>	<p>Begin to understand the difference between primary and secondary sources.</p> <p>Use sources of information in ways</p>	<p>Understand the difference between primary and secondary sources.</p> <p>Use documents, the internet, databases, pictures, photos,</p>	<p>Begin to ask and answer a range of questions about the past by:</p> <ul style="list-style-type: none"> evaluating the usefulness, accurateness and 	<p>Ask and answer a range of questions about the past by:</p> <ul style="list-style-type: none"> evaluating the usefulness, accurateness and reliability of

		<p>simple source of information e.g. an artefact/ photograph.</p> <p>Talk about some ways their own life is the same or different to someone else's life in the past.</p>	<p>artefacts/ photographs.</p> <p>Make simple comparisons between their own and others' lives in the past.</p>	<p>that go beyond simple observations, to answer questions about the past.</p> <p>Look at different versions of events and identify differences in the accounts.</p>	<p>music, artefacts, historic buildings and visits to collect information about the past and use them to answer questions.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p>	<p>reliability of different sources of evidence</p> <ul style="list-style-type: none"> • showing understanding that no single source of evidence gives the full answer to questions about the past • selecting the most appropriate sources of evidence for particular tasks <p>Begin to form own opinions about historical events from a range of sources.</p>	<p>different sources of evidence</p> <ul style="list-style-type: none"> • showing understanding that no single source of evidence gives the full answer to questions about the past • selecting the most appropriate sources of evidence for particular tasks <p>Form own opinions about historical events from a range of sources.</p>
<p>Historical Enquiry</p>	<p>Recognise that the past is different from today</p>	<p>Develop an understanding of key historical concepts: Continuity and change Cause and consequence Similarity and difference Significance</p> <p>Children should have opportunity to (as appropriate): Recognise Describe Observe Select Categorise Classify Sequence Connect and make links Compare and contrast Recall Reason/speculate</p>	<p>Develop an understanding of key historical concepts: Continuity and change Cause and consequence Similarity and difference Significance</p> <p>Children should have opportunity to (as appropriate): Summarise Synthesise Construct informed responses Interpret and explain Demonstrate understanding As well as build upon previously learned enquiry skills</p>	<p>Develop an understanding of key historical concepts: Continuity and change Cause and consequence Similarity and difference Significance</p> <p>Children should have opportunity to (as appropriate): Reach informed conclusions Empathise Make reasoned judgements Reflect Justify Apply Evaluate Critique Hypothesise As well as build upon previously learned enquiry skills</p>			

Golden Threads	Legacy	Inventions and Achievements	Conflict and Resolution	Democracy and the Rule of Law	Invasion and Settlement	Religion and Society
Symbol	 Legacy	 Inventions and Achievements	 Conflict and Resolution	 Democracy and the Rule of Law	 Invasion and Settlement	 Religion and Society

		Legacy	Inventions and Achievements	Conflict and Resolution	Democracy and the Rule of Law	Invasion and Settlement	Religion and Society
Key Stage 1 Year 1/2 A	Great Fire of London	I know how the Great Fire of London changed life in the city, including city redesign and emergency fire response.	I know that King Charles created the Terra Carta.				
	Brave Hearts and Golden Crowns						
	Illustrators and Animators						
Key Stage 1 Year 1/2 B	Planes, Trains and Automobiles	I know Amelia Earhart was the first woman to fly alone across the Atlantic Ocean in 1932 and proved women could be brave inventors.	I know that new inventions like cars, trains, and aeroplanes have made it easier and quicker for people to travel to different places.				
	Little People, Big						

	Into the Deep	I know about Mr Wright's left a legacy in the Wright's Clock Charity.	women helped them to get there.				
Middle School Year 3/4 A	Building Bridges		I know how technology has advanced bridge design over time and I can give examples.			I know about the role of bridges in settlements over time.	
	Saxon Settlers	I know that the legacy of the Anglo-Saxons includes language, craftsmanship and culture.			I know about the structure of Anglo-Saxon society (King, thane, churl, slave)	I know that the Anglo-Saxons invaded and settled in Britain.	
	Schools – Back to the Future!	I know how schools have changed over time.	I know how technology has changed the way children experience school.				
Middle School Year 3/4 B	Our Neck of the Woods	I know Henry VIII's Cambridge legacy.		I know how the Tudors came to power.	I know that Tudor monarchs ruled with a belief in the divine right of Kings.		I know how the Reformation led to changes in religion during Tudor times.
	Traders and Raiders	I know that the legacy of the Industrial Revolution includes	I know about some inventions from the Industrial Revolution	I know the Vikings fought against the Anglo-Saxons to rule part of Britian.		I know that the Vikings invaded and settled in Britain after years of trading and raiding.	I know the Vikings believed in multiple gods and goddesses and that Norse mythology is older than Christianity.

	Rise of the Machines	migration from rural areas to urban areas, the growth of the British Empire and the transformation of the economy.	and how they have helped to advance society.				
Upper School Year 5/6 A	World War II		I know about the inventions of the Stone Age (such as fire), the Bronze Age (such as irrigation) and the Iron Age (such as coins, weapons and tools).	I know that Britain was in danger of being invaded had we lost the Battle of Britain.	I know that Adolf Hitler was elected through a democratic process but became a dictator.	I know that Nazi Germany invaded European countries e.g. Poland, France.	I know people living between the Stone Age and the Iron Age shifted from a nomadic tribal lifestyle to living in large settlements. I know that the Maya believed in many gods and that they had a hierarchical society ruled by a king and priests.
	True Tribes			I know the Maya built an empire but were ultimately conquered by the Spanish.			
	Survival						
Upper School Year 5/6 B	Gods and Goddesses – The Glorious Greeks	I know the legacy of the Ancient Greeks includes modern mathematics, sculpture, philosophy, science and even medicine.			I know the Ancient Greeks introduced the concept of democracy.		I know the Ancient Greeks believed in many gods and goddesses and built temples to honour them.
	Roving Romans	I know the Romans pioneered advances in many areas of science and technology including roads,		I know the Romans conquered most of the Western world and introduced Roman	I know the early Roman Empire was a democracy but changed to being led by a hereditary	I know that Julius Caesar unsuccessfully invaded Britian in 55 and 54 BCE, but it was successfully	

	Masks Mummies and Monuments	<p>aqueducts and central heating.</p> <p>I know the legacy of the Ancient Egyptians includes modern farming techniques (such as irrigation), impressive monuments (such as the pyramids) and writing (hieroglyphics on papyrus).</p>	<p>I know the Ancient Egyptians invented a solar calendar (a calendar based on the sun) and a writing system called hieroglyphics.</p>	<p>society across their empire.</p>	<p>emperor after Julius Caesar.</p> <p>I know the Ancient Egyptians were ruled by kings and queens known as pharaohs.</p>	<p>conquered by Claudius in 43 CE.</p>	<p>I know the Ancient Egyptians believed in many gods and goddesses and that they used mummification to ensure people could reach the afterlife.</p>
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