History Golden Threads

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| Golden Thread | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Substantive |  |  |  |  |  |  |  |
| Monarchy and Power | Who is the King. | Understand that monarchs change. | Understand that the term power can be applied to countries. | Time periods can be named after monarchs.  The power of monarchs can change. | A monarch is a ruler but in different civilisations these can have different names and their power may be different. | Democracy understanding the impact of this change and how it changed power. | There are consequences to changes in power. |
| Religion and Belief | Festivals through the year e.g. Christmas, Diwali, Eid, Easter | Begin to understand that different monarchs held different religious views. | Religion can play a role in the actions of individuals. |  | Different belief structures in different civilisations.  How polytheism was a hallmark of many different civilisations and that we follow a monotheistic religion but there are still polytheistic religions in the world. | Understand the origins of Islam as a religion.  Use previous knowledge to discuss the religious views of key areas of study. |  |
| Invasion and Settlement | Observable changes in the children’s locality | Understand how Ironbridge has changed over time. | Understand that events can change settlement patterns. | Understand how people’s lives changed over time from a nomadic lifestyle to a settled life with the beginnings of village communities. | How invasion of new areas can lead to settlement.    How the early civilisations had commonalities between where they chose to create settlements and where they were located. | Invasion is used to expand an empire. | Invasions will have events that led up to it and consequences after.  Countries can join together within wars and form alliances or be allies. |
| Society and Legacy | Dates commemorated through the year such as bonfire night, remembrance, and harvest festivals | Understand that events and people are remembered after they took place/were alive and this is called a legacy. | Know that individuals can leave a legacy for a variety of reasons. | Understand that it is still possible to see evidence of a previous time period (legacy)  Know that the industrialisation of Britain impacted our local area.  Legacy of the British Empire. | Place name legacy and how they are still part of society today (Roman)  Importance of the A5 as a lasting legacy of a military campaign.  Different societies can be structured in different ways. | Legacy of Greek ideas on society today.  How social structures can vary and what it means to be part of a specific social group. | The legacy of an event can directly impact events in the future.  During times of war society structures and previous ideas change (role of women) these changes can continue after the event. |
| Exploration and Empire |  | understand some kings went to other parts of the world to try to take over the land. | Individuals can explore for a variety of reasons including scientific discovery.  When people explore new areas of the world they will bring things back with them. | Understand that exploration does not just refer to travel and can be in relation to technology and discoveries.  Know that the British Empire was established during the reign of Queen Victoria.  Know what is meant by the term empire. | Know how the Roman’s built their empire and how their empire compared on a global scale. . | Understand the legacy an empire can leave and how it can influence/interact with others.  Know that Alexander the Great set about expanding the empire. | Exploration and colonisation have consequences beyond their borders.  The legacy of empires. |
| Continuity and Change | I have changed since I was a baby. | Things can change over a longer period of time.  Some things stay the same. | Events can occur that cause changes to occur. | Changes can affect the lives of individuals significantly.  Some changes will remain and leave a legacy. | The changes that leave a legacy are not just from (AD/CE) they can be BC/BCE as well | Changes that occur within a civilisation can still impact our lives today. | Events can cause immeasurable changes to occur. These changes can be over a short period of time or a longer time.  There can be continuity event with change. |
| Cause and Consequence | There are consequences for my actions, these can be good and bad. | There can be consequences for the actions of others. | Events can have causes and consequences. | The consequences of events can be long lasting. | The consequences of an event can be linked to its legacy. | The consequences of an event can lead to the causes of something else. | Events can have causes that are not always agreed upon and the consequences can be different for different groups. |
| Disciplinary |  |  |  |  |  |  |  |
| Chronological Understanding | Use everyday language related to time  Order and sequence familiar events  Describe main story settings, events and principal characters.  Talk about past and present events in their own lives and in lives of family members. | Develop an awareness of the past    Use common words and phrases relating to the passing of time | Know where all people/events studied fit into a chronological framework    Identify similarities / differences between periods | Continue to develop chronologically secure knowledge of history and connections between periods studied. | Continue to develop chronologically secure knowledge of history building on previous units studied and how they compare chronologically. | Continue to develop chronologically secure knowledge of history and the influence previous periods studied have on the current period being studied. | Continue to develop chronologically secure knowledge of history, see links between periods studied and how events overlap.    Note connections, contrasts and trends over time |
| Similarity and Difference | Know about similarities and differences between themselves and others, and among families, communities and traditions | Make simple observations about different events. | Make simple observations about different types of people, events, beliefs within a society | Begin to understand and describe cultural and social diversity in different societies. | Begin to understand and describe cultural and social diversity in different societies and similarities between civilisations studied. | Begin to understand ethnic diversity in the wider world. | Describe social, cultural, religious and ethnic diversity in Britain & the wider world |
| Significance | Recognise and describe special times or events for family or friends | Begin to talk about who was important within their areas of study. | Talk about who was important e.g., in a simple historical account | Identify historically significant people and events in time periods studied | Identify historically significant people and events in the ancient world and pre 1066 Britain | Identify historically significant people and events in the wider world. | Identify historically significant people and events in situations and their impact on the world. |
| Interpretations of History | Look closely at similarities, differences, patterns and change.  Develop understanding of growth, decay and changes over time | Identify different ways in which the past is represented | Identify different ways in which the past is represented and how this can change. | Begin to understand that different versions of the past may exist. | Begin to understand how these differences can occur. | Begin to question why there may be different versions of the past. | Understand that different versions of the past may exist, giving some reasons for this |
| Evidence and Interpretation | The role of stories in understanding the past. | There are people who study the past and they are called Historians. | Evidence from the past can tell us more about life. (eye-witness, source) | Evidence can come in different forms and this will be informed by the society that left them. | Artefacts play a key role in our understanding of the past. | Our understanding of the past can be constructed from multiple sources. | Not all sources of information about the past are written or physical arefcats. The role of oral tradition is important in the construction of our knowledge of the past. |