







Golden Threads – History Progression

	Investigate and interpret the past 	Build an overview of world history. People & Places 	Understanding Chronology 	Communicate Historically  Vocabulary Spine
Nursery	<p>Range 5: -Remembers and talks about significant events in their own experience</p> <p>- Recognises and describes special times or events for family or friends</p>	<p>Range 4: -In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p> <p>Range 5 -Shows interest in the lives of people who are familiar to them</p> <p>Range 6: -Enjoys joining in with family customs and routines</p>	<p>Range 4: -Has a sense of own immediate family and relations and pets</p> <p>-Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>Range 6 - Talks about past and present events in their own life and in the lives of family members</p>	Introduce time vocabulary
Reception	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	Talk about the lives of the people around them and their roles in society	Understand the past through settings, characters and events encountered in books read in class and storytelling	Historic vocabulary 'When I was' 'When my mum and dad' 'Last year'

<p style="text-align: center;">Year 1 & 2</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Identify some of the different ways the past has been represented.</p> <p>Use artefacts, pictures, stories, online sources to find out about the past.</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p> <p>Recount changes that have occurred in their own lives.</p>	<p>Use words and phrases such as:</p> <ul style="list-style-type: none"> • a long time ago • recently • when my parents/carers were children • years, decades and centuries to describe the passing of time. <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> • nation and a nation's history • civilisation • monarchy • parliament • democracy • war and peace
<p style="text-align: center;">Year 3 & 4</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Describe changes that have happened in Jersey throughout history.</p> <p>Give a broad overview of life in Jersey and wider Britain: from ancient to medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Place events and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p> <hr/> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>

Year 5 & 6	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for Choices.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in, Jersey, Britain and some major events from the rest of the world.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>
	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain, Jersey and some major events from the rest of the world.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>