

# HISTORY PROGRESSION

# THREADS

- ▶ What are threads?
- ▶ We use threads to signpost groups of units that link to one another, that together build a common body of knowledge over time. We use the term thread, rather than vertical concepts, themes or big ideas, because it helps us bring to mind the visual concept of a thread weaving through the curriculum.

# THREADS

- ▶ Empire, persecution and resistance
- ▶ Invasion, migration and settlement
- ▶ Power, government and religion
- ▶ Trade, ideas and communication
- ▶ Warfare and conflict

# EMPIRE, PERSECUTION AND RESISTENCE

- ▶ *Year 2*
- ▶ Unit 2, 'Queen Victoria: how did Britain change during her lifetime?'
  
- ▶ *Year 4*
- ▶ Unit 3, 'Ancient Greek civilisation: why is Alexander called 'The Great?''
- ▶ Unit 4, 'The Romans: what did it mean to be a Roman?'
- ▶ Unit 5, 'The Romans: what impact did the Romans have on Britain?'

# INVASION, MIGRATION AND SETTLEMENT

- ▶ *Year 1*

- ▶ Unit 4, 'Significant explorers: How has seafaring changed over time?'



- ▶ *Year 3*

- ▶ Unit 1, 'Stone Age Britain: what do archaeologists think they know about it?'

- ▶ Unit 2, 'Bronze and Iron Age Britain: how did life change during this time?'

- ▶ Unit 4, 'Sumer and other early civilisations: what made them similar?'

- ▶ Unit 5, 'The earliest civilisations: the Indus and the Shang'

- ▶ Unit 6, 'Iron Age Britain: what have historians learnt about Iron Age Britain?'



- ▶ *Year 5*

- ▶ Unit 6, 'The Vikings: why did they come to the British Isles?'



- ▶ *Year 6*

- ▶ Unit 2, 'The Vikings: how do we know so much about Viking York?'

- ▶ Unit 3, 'The Vikings: how did Viking settlement change Britain?'

# POWER, GOVERNMENT AND RELIGION

- ▶ *Year 1*

- ▶ Unit 3, 'Traditional stories: what do they tell us about the distant past?'



- ▶ *Year 2*

- ▶ Unit 1, 'Significant rulers from the past: what can their stories tell us?'

- ▶ Unit 3, 'Significant individuals who changed Britain: how did they fight for change?'



- ▶ *Year 3*

- ▶ Unit 3, 'Ancient Egypt: what stayed the same across 3,000 years?'



- ▶ *Year 4*

- ▶ Unit 1, 'Ancient Greek civilisation: what do we know about ancient Greece?'

- ▶ Unit 2, 'Ancient Greek civilisation: what is its most significant legacy?'



- ▶ *Year 5*

- ▶ Unit 1, 'Britain after the Romans: how did Christianity survive in the British Isles?'



- ▶ *Year 6*

- ▶ Unit 4, 'Non-European societies: Benin or the Maya'

# TRADE, IDEAS AND COMMUNICATION

- ▶ *Year 1*

- ▶ **Unit 2**, 'Photographs from history: what can they tell us about Britain's recent past?'



- ▶ *Year 4*

- ▶ **Unit 6**, 'The Romans: what is the story of Christianity's rise?'



- ▶ *Year 5*

- ▶ **Unit 2**, 'Early Islamic civilisation: how did Baghdad become the 'City of Peace?'

- ▶ **Unit 3**, 'Early Islamic civilisation: what connected Baghdad to the wider world?'

- ▶ **Unit 4**, 'Britain's settlement by Anglo-Saxons: what changed after the Romans left?'

- ▶ **Unit 5**, 'The Anglo-Saxons: how do we know about life in Anglo-Saxon England?'



- ▶ *Year 6*

- ▶ **Unit 6**, 'Significant turning points: in what ways did Britain change after WWII?'

# WARFARE AND CONFLICT

- ▶ *Year 6*
- ▶ **Unit 1**, 'The Great War: how did the Great War affect local people and their communities?'
- ▶ **Unit 5**, 'Significant turning points: how did experiences differ during WWII?'