

Threshold Concept EYFS	Communicate historically	Investigate and interpret the past.	Overview of World History	Understanding chronology Chronology
	<p>Record using marks they can interpret and explain.</p> <p>Answer how and why questions in response to stories or events.</p> <p>Explain own knowledge and understanding, and ask appropriate questions.</p> <p>Build foundations for historical language</p> <p>Know that the past can mean a 'long time ago'—before they were born</p>	<p>Act like detectives to make predictions and to use some simple evidence to justify their claims</p> <p><i>(e.g.—Comparing pictures of modern day firefighting equipment and equipment in the time of the great fire of London giving reasons for their ordering—e.g this must be in the present because they didn't have a uniform in the past.)</i></p> <p>Use continuous provision to role play being historians</p> <p><i>(e.g. being and Archaeologist looking for dinosaur bones/fossils in the sandpit)</i></p> <p><i>Making models of dinosaurs to put in the class museum</i></p> <p>Know that information can be retrieved in books</p>	<p><i>Be curious about people and events that happened.</i></p> <p><i>show interest in stories.</i></p>	<p>Use everyday language related to time.</p> <p>Order and sequence familiar events.</p> <p>Describe main story settings, events and principal characters.</p> <p>Talk about past and present events in their own lives and in the lives of family members.</p>

Threshold Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Understanding Chronology</b>  <div> <u>END of KS1 EXPECTATIONS</u>   Pupils should be taught about: changes within living memory – where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality </div>	<p>Sequence and recount changes that have occurred in their own lives.</p> <p><i>Can I talk about past and present events in my own life and in the lives of family members?</i></p> <p><i>I can talk about changes that have happened to toys in my own lifetime.</i></p>	<p>To use dates where appropriate</p> <p>use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p> <p><i>Can I label a timeline with pictures, words and phrase?</i></p> <p>Sequence events or artefacts in order on a timeline</p> <p><i>Can I put up to three objects in chronological order (recent history) on a time line?</i></p> <p><i>I can order events on a space race timeline.</i></p>	<p>Place events, artefacts and historical figures on a time line using dates. Including those that are sometimes further apart, terms related to the unit studied and where it fits on a British history timeline</p> <p><i>Am I beginning to use a timeline within a specific time in history to set out the order things may have happened?</i></p> <p>Use dates and terms to Describe events. Including AD and BC</p> <p><i>Am I beginning to use dates and historical terms to describe events that have happened in my topics.</i></p> <p><i>Can I understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?</i></p>	<p>Place events, artefacts and historical figures on a time line using dates. Including those that are sometimes further apart, terms related to the unit studied and where it fits on a British history timeline</p> <p><i>Am I beginning to make connections and contrasts between different time periods studied and talk about trends over time?</i></p> <p>Use dates and terms to Describe events. Including AD and BC</p> <p><i>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade?</i></p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p><i>I can place key events related to The Anglo-saxon and Vikings and Tudors on a time line</i></p>	<p>Place current study on time line in relation to other studies and world history using dates and terms accurately.</p> <p><i>Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc?</i></p> <p><i>Am I beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line?</i></p> <p>Can I describe the main changes in a period of time</p> <p><i>Can I describe the main changes in a period of history (using terms such as: social, religious and cultural)? I can use dates and terms to investigate sequences of events during the plague</i></p> <p>Make comparisons to different periods in history.</p> <p><i>Do I understand how some historical events/ periods occurred concurrently in different locations, e.g. Ancient Maya, Ancient Greeks Iron and Bronze age.</i></p>	<p>place current study on time line in relation to other studies and world history using dates and terms accurately.</p> <p>Make comparisons to different periods in history and use terms such as social, religious, political, technological and cultural</p> <p><i>Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line?</i></p> <p><i>Can I make connections and contrasts between different time periods studied and talk about trends over time?</i></p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change</p> <p><i>Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line?</i></p> <p><i>Can I identify periods of rapid change in history and contrast them with times of relatively little change?</i></p>
	<p><u>END of KS2 EXPECTATIONS</u></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of source</p>					

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Overview of World History	<p>Describe historical events.</p> <p><i>I am able to describe historical events. I can talk about the space race and key events about the first moon landing.</i></p> <p>Describe significant people from the past.</p> <p><i>I can talk about important people from the past such as famous British Monarchs or other people from international history such as Neil Armstrong, Grace Starling or Richard Trevithick</i></p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p><i>I can give reasons as to why people in the past acted as they did. For example why people wore particular clothes or why monarchs behaved in a particular way.</i></p>	<p>Describe historical events.</p> <p><i>I am able to describe historical events with more detail and using evidence from sources.</i></p> <p>Describe significant people from the past.</p> <p><i>I can talk about important people from the past such as famous British Monarchs or other people from international history such as Neil Armstrong, Grace Starling or Richard Trevithick. I can explain why these people were so important.</i></p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p><i>I can give reasons as to why people in the past acted as they did. For example why people wore particular clothes or why monarchs behaved in a particular way and what the effect of this behaviour was.</i></p>	<p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p><i>I can talk about what life would have been like in Britain in the Stone Age and Iron Age, comparing and contrasting them.</i></p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p><i>I can use the timeline on my wall to explain which civilisations were happening at the same time in different locations around the world</i></p> <p><i>I Can explain what life was like in Roman Britain using the features above.</i></p>	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p><i>I can understand the different conflicts between the beliefs of the Anglo Saxons and the Vikings</i></p> <p><i>I can explain the role Henry VIII played in Christianity.</i></p> <p><i>I can talk about the law and justice system in the dark ages</i></p> <p>Describe changes that have taken place in the near vicinity of the school throughout history</p> <p><i>I can describe the roles the Tudor castle Pendenis has had since the Tudor period</i></p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><i>I know about differing beliefs between the Anglo Saxons and Vikings and how they lived their lives.</i></p> <p><i>How different was it for children during the Tudor period.</i></p>	<p>Identify continuity and change in the history of the locality of the school</p> <p><i>I know how the village of Mylor has changed during time, including the re-building of the Bridge and why this was necessary.</i></p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p><i>I can make comparisons with the Maya society, the Ancient Greek society and what was happening at Britain during this time.</i></p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p><i>I know how the Greeks worshipped different Gods and how these influenced the way they lived.</i></p> <p><i>I can explain the religious reasons as to why the Maya did sacrifices, sometimes humans.</i></p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><i>I can compare the lives of boys and girls in different Greek states.</i></p>	<p>Identify continuity and change in the history of the locality of the school</p> <p><i>I can talk about how Mylor and local vicinity was affected in World War 2. Local bombing and evacuation.</i></p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p><i>I can explain what life was like in Nazi Germany and how Hitler came in to power. I can explain what the relevance was of the pyramids of Giza.</i></p> <p><i>I can explain key changes to leisure during the 20th century.</i></p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><i>I can talk about the different experiences of both men, women and children during WW2 both in the UK and Germany.</i></p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p><i>I can make comparisons of life for people in Ancient Egypt to other civilisations that I have studied in previous years. What is similar and what is different?</i></p>

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Investigate and interpret the past.	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p><i>I can use a picture to help me to ask questions about Neil Armstrong.</i></p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p><i>After learning about my topics, I can ask a series of questions to find out even more about the subject</i></p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><i>I can use a timeline, information about Neil Armstrong, video footage to find out about him and space exploration.</i></p>	<p><i>As year two are following a rolling programme with year 1. they should be able to use the skills in year 1 with a deeper understanding. See below:</i></p> <p><i>I can use a range of resources to ask questions about Neil Armstrong Including newspaper reports of other information texts.</i></p> <p><i>I can start to use further sources of information to ask further questions about the time studied. E.g why did Quenn Elizabeth the 1st wear the clothes she did?</i></p> <p><i>I can become more independent at using information to find out about the past. For example, I may find my own text book or use an IPad to do a google search.</i></p> <p>Identify some of the different ways the past has been represented.</p> <p><i>we know how Queen Elizabeth the first looked due to portraits of her.</i></p> <p>I can use local sources including newspaper reports to find out about the Levant mining disaster.</p> <p><i>We know how rich and poor children lived by studying images or reading diaries or recounts.</i></p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p><i>I know that archaeology is this key source of evidence for early history and that we can find out by asking questions about the evidence.</i></p> <p>I can ask questions about the evidence we are able to handle at Penlee house</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p><i>We can explain why some evidence may not be as accurate as others and give reasons for this.</i></p> <p>I can use differing accounts to find out what it was like in Britain during the Roman invasion.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p><i>I can tell you different ways of how the Romans have influenced our lives today.</i></p> <p>I can explain the results of Boudicca's revolt.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p><i>I can use artefacts to ask questions and find out more about the Viking culture.</i></p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p><i>I can use local sources of information on St Mawes and Pendennis castles to find out about the role they have played and what impact this has had.</i></p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p><i>I can suggest suitable sources of information to find out about different elements of my history topics.</i></p>	<p><i>Use sources of evidence to deduce information about the past.</i></p> <p><i>I can use different sources of information to find out about life during the plague</i></p> <p><i>I can choose between copies of different primary information to find out about the different roles people played during the plague.</i></p> <p><i>Use sources of information to form testable hypotheses about the past.</i></p> <p><i>I can use pictures on pottery or other written evidence to make predictions about life during the plague or in the Greek or Maya civilisations.</i></p> <p><i>Seek out and analyse a wide range of evidence in order to justify claims about the past.</i></p> <p><i>I can use artefacts or pictures of artefacts to find out about Maya inventions</i></p> <p><i>Understand that no single source of evidence gives the full answer to questions about the past.</i></p> <p><i>I understand that I must check for source authenticity by looking at a range of information first.</i></p>	<p><i>Select and use suitable sources of evidence to deduce information about the past, giving reasons for choices</i></p> <p><i>Use sources of information to find out about the Pyramids of Giza and the Nile and the importance of them both to the Ancient Egyptians.</i></p> <p><i>Use sources of information to form testable hypotheses about the past.</i></p> <p><i>I can hypothesis that WW2 was an inevitable outcome using different sources of information to test this theory.</i></p> <p><i>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied</i></p> <p><i>I can spot bias or propaganda in sources of information that were released from different countries in World War 2.</i></p> <p><i>Refine lines of enquiry as appropriate.</i></p> <p><i>We can question and debate information to further improve our understanding. We can adapt our questions to find the relevant answers.</i></p> <p><i>Seek out and analyse a wide range of evidence in order to justify claims about the past.</i></p> <p><i>I can use evidence based around WW2 to understand the atrocities of the holocaust</i></p> <p><i>Understand that no single source of evidence gives the full answer to questions about the past.</i></p> <p><i>I understand that we generally get the British view point of WW2 but it is important to study sources from the Axis powers.</i></p>



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Communicate historically	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>As the year one children will be following a rolling curriculum with year 2, children may show skills that are expected in year two in year one.</p>	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of the concept of nation and a nation's history.</p> <p>I know and can use the term Monarch. I can explain that Britain was ruled over by a monarch.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>I can talk about different monarchs through British History such as Queen Elizabeth 1, Queen Victoria and queen Elizabeth 2nd and how and why they came in to power.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <p>I can use vocabulary related to my topics like</p> <p>Chronology: Present, past, timeline, chronology, hours, weeks, years, decades, centuries</p> <p>Historical sources: Artefact, primary evidence, secondary evidence</p> <p>Curriculum: Mesolithic, Palaeolithic, Neolithic, flint, hand axe, Stone Age, Bronze Age, Iron Age, chisel, dagger, Early Briton, homo sapien, hunter gatherer, tomb, fort, monument, nomadic, animal skin, bone, antlers, Ice Age, shelter, Skara Brae, forage, thatched, Pre-history, Romans, tribe,</p> <p>Celts, Romans, Birth of Christ, Britain, occupation, Roman Empire, Europe, Roman army, shield, boss, design, defence, enemy, Julius Caesar legions, Britannia, iron, tin, gold, silver, copper, Latin, Bou-dicca, Celts, Colchester, St Albans,</p> <p>Use literacy, numeracy and computing skills to a developing standard in order to communicate information about the past.</p> <p>I am able to use a Chromebook and use the skills I have learnt in computing lessons to produce google docs or slides to communicate relevant information.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <p>Dark Ages, Angles, Jutes, Saxons, settlement, invaders, raiders, Sutton Hoo, runes, language, homes, kingdoms, rulers, name meanings, place names, jobs, miners, blacksmiths, lyre, weavers, Canterbury Cathedral, Lindesfarne Ab-bey, paganism, Christianity, worship, gos, Woden, Frigg, Tiw, Thunor, Eostre, excavation, artefact, archaeology, evidence Longboat, Scandinavia, Jorvik, runes, settlers, freeman, Danelaw, thatched house, Freya, Odin, Thor</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>I can use the Chrome-books to produce posters, reports or slideshows.</p>	<p>Use appropriate historical vocabulary to communicate,</p> <p>I can use technical terms related to my topics.</p> <p>Chronology: Present, past, timeline, chronology, hours, weeks, years, decades, centuries, millennia, eras, AD, ACE, BC, BCE.</p> <p>Historical sources: Bias, propaganda, primary evidence, secondary evidence, credible source, diary</p> <p>Curriculum: Greek Democracy, tyrant, philosopher, Olympic Games, Spartan, Athens, Sparta, Thebes, Persia, marathon, Socrates, Plato, Aristotle, alphabet, alpha, beta, gamma, delta,</p> <p>Maya—Monument, temple, jungle, pyramid, jaguar, priest, warrior, King, codices, house, calendar, astronomy, hieroglyphs, cacao beans, chilli, ceremony, irrigation, traditions, artefact, sacrifice, chronology, temple, civilisation, Poc a Tok</p> <p>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas</p>	<p>Use appropriate historical vocabulary to communicate,</p> <p>I can use technical terms related to my topics.</p> <p>Chronology: Present, past, timeline, chronology, hours, weeks, years, decades, centuries, millennia, eras, epochs, AD, ACE, BC, BCE.</p> <p>Historical sources: Bias, propaganda, primary evidence, secondary evidence, credible source, diary</p> <p>Curriculum: Papyrus, Hieroglyph, Amulet, Ankh, Mummification, Canopic jars, Temple, Sphinx, Lyre, Lute ,Obelisk</p> <p>Chronology: Present, past, timeline, chronology, hours, weeks, years, decades, centuries, millennia, eras, epochs, AD, ACE, BC, BCE.</p> <p>Historical sources: Bias, propaganda, primary evidence, secondary evidence, credible source, diary Curriculum: Battle of Britain, Allies, liberate, evacuation, ration, telegram, holocaust, Auschwitz, fascism, Fuhrer, Nazi, Aryan, D-Day, V -E day, tyrant</p> <p>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas</p>