

HISTORY

ESSENTIAL CHARACTERISTICS

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate their ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

THRESHOLD CONCEPTS

Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

Understand chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.

Threshold concept

Foundation

Milestone 1

Milestone 2

<p>Investigate and interpret the past This concept involves understanding that our understanding of our past comes from an interpretation of the available evidence.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> ● Observe or handle evidence to ask questions and find answers to questions about the past. ● Ask questions such as: what was it like for people? ● Use artefacts, pictures, stories, online sources and databases to find out about the past. ● Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> ● Use evidence to ask questions and find answers to questions about the past. ● Suggest suitable sources of evidence for historical enquiries. ● Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ● Describe different accounts of a historical event, explaining some of the reasons why accounts may differ. ● Suggest causes and consequences of some of the main events and changes in history.
<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different places.</p>	<p>Speaking: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<ul style="list-style-type: none"> ● Describe historical events. ● Describe significant people from the past. ● Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> ● Describe changes that have happened in the locality of the school throughout history. ● Give a broad overview of life in Britain from ancient until mediaeval times. ● Compare some of the times studied with those of other areas of interest around the world. ● Describe the social, ethnic, cultural or religious diversity of past society. ● Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
<p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history</p>		<ul style="list-style-type: none"> ● Place events and artefacts in order on a timeline. ● Label timelines with words or phrases such as: past, present, older and newer. 	<ul style="list-style-type: none"> ● Place events, artefacts and historical figures on a timeline using dates. ● Understand the concept of change over time, representing this, along with evidence, on a timeline. ● Use dates and terms to describe events.

<p>studied were happening at similar times in different places.</p>		<ul style="list-style-type: none"> ● Recount changes that have occurred in their own lives. ● Use dates where appropriate. 	
<p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>		<ul style="list-style-type: none"> ● 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. ● Show an understanding of the concept of nation and a nation's history. ● Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> ● Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ● Dates, ● Time period, ● Era, ● Change, ● Chronology. ● Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

BREADTH OF STUDY

EYFS	KEY STAGE 1	KEY STAGE 2
<p>Understanding of the world: Past and Present Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none"> · Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. · Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Speaking:</p> <ul style="list-style-type: none"> ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<ul style="list-style-type: none"> ● The lives of significant individuals in Britain's past who have contributed to our nation's achievements – scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti. ● Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. 	<ul style="list-style-type: none"> ● Changes in Britain from the Stone Age to the Iron Age. ● The Roman Empire and its Impact on Britain. ● The Viking and Anglo Saxon struggle for the Kingdom of England. ● A local history study. ● A study of a theme in British history.

<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	<ul style="list-style-type: none">• Significant historical events, people and places in their own locality.	<ul style="list-style-type: none">• Early Civilisations achievement and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.• Ancient Greece. • A non-European society that contrasts with British history's chosen form: Early Islamic Civilisation; Mayan Civilisation; Benin.
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