

**History Threshold Concepts**

Overarching History theme: xx

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge** | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  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]  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)  Significant historical events, people and places in their own locality. | **Changes in Britain from the Stone Age to the Iron Age**  This could include: Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ▪Bronze Age religion, technology and travel, for example, Stonehenge ▪Iron Age hill forts: tribal kingdoms, farming, art and culture  **The Roman Empire and its impact on Britain**  This could include:  Julius Caesar’s attempted invasion in 55-54 BC  ▪ The Roman Empire by AD 42 and the power of its army  ▪ Successful invasion by Claudius and conquest, including Hadrian’s Wall  ▪ British resistance, for example, Boudica  ▪ Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity | **Britain’s settlement by Anglo-Saxons and Scots**  This could include:  ▪ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire  ▪ Scots invasions from Ireland to north Britain (now Scotland)  ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life  ▪ Anglo-Saxon art and culture  ▪ Christian conversion – Canterbury, Iona and Lindisfarne  ▪Viking raids and invasion ▪ Resistance by Alfred the Great and Athelstan, first king of England  **The achievements of the earliest civilizations**  An overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China | **The Viking and Anglo-Saxon struggle for the Kingdom of England beyond the time of Edward the Confessor**  This could include:  ▪ Further Viking invasions and Danegeld ▪ Anglo-Saxon laws and justice ▪ Edward the Confessor and his death in 1066  - Norman conquest and impact on England.  **Ancient Greece**  A study of Greek life and achievements and their influence on the western world  The legacy of Greek or Roman culture (art, architecture of literature) on later periods in British history, including the present day  **A local history study**  ▪ A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. | **A local history study**  ▪A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality  **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066**  ▪The changing power of monarchs  ▪Changes in an aspect of social history from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century  ▪The legacy of Greek or Roman culture on later periods in British history, including the present day  ▪A significant turning point in British history, for example, the first railways of the Battle of Britain  **A non-European society that provides contrasts with British history**  One study chosen from: early Islamic civilization, including a study of Baghdad c. AD900; Mayan civilization c. AD900; Benin (West Africa) c. AD900-1300 |
| **Chronological Understanding** | Put up to three objects in chronological order (recent history).  Use words and phrases like: old, new and a long time ago.  Understand that some objects belonged to the past  Explain how they have changed since they were born | Use words and phrases like: before I was born, when I was younger  Use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in historical learning  Use the words past and present correctly  Use a range of appropriate words and phrases to describe the past  Sequence a set of events in chronological order and give reasons for their order | Describe events and periods using the words: BC, AD decade, ancient and century  Describe events from the past using dates when things happened  Use a timeline within a specific time in history to set out the order things may have happened  Use mathematic  al knowledge to work out when events in recent and local history happened | Use mathematical knowledge to work out how long ago events would have happened  Use mathematical skills to round up time differences into centuries and decades  Begin to quantify the different time periods that exists between groups that invaded Britain  Plot recent history on a timeline using centuries  Place periods of history on a timeline showing periods of time | Use mathematical skills to work exact time scales and differences  Use dates and historical language in my work  Begin to build up a picture of main events in Britain/the world during different centuries  Place features of historical events and people from past societies and periods in a chronological framework  Create timelines which outline the development of specific features (medicine; weaponry; transport) | Create timelines which outline the development of specific features (medicine; weaponry; transport)  Show accurately where a period of history fits on a timeline (by decade, century)  Place features of historical events and people from past societies and periods in a chronological framework  Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them  Use dates and historical language in work |
| **Historical Interpretation** | Begin to identify the main differences between old and new objects  Identify objects from the past, such as old toys  Give examples of things that are different in my life from that of my grandparents when they were young | Recount some interesting facts from an historical event, such as where the fire of London started  Explain why someone in the past acted in the way they did | Appreciate that the early Brits would not have communicated or eaten as we do  Begin to picture what life would have been like for the early settlers  Suggest why certain events happened as they did in history  Suggest why certain people acted as they did in history  Begin to appreciate why Britain would have been an important country to have invaded and conquered. | Explain how events from the past have helped shape our lives  Begin to appreciate why Britain would have been an important country to invade and conquer  Appreciate that wars are often associated with invasion, conquering or religious differences  Explain how people who lived in the past cooked, travelled and used different weapons from ours  Recognise the difference between the lives of the wealthy and the poor. | Appreciate how items found belonging to the past help to build up an accurate picture of how people lived in the past  Begin to appreciate that how we make decisions has been through a Parliament for some time  Make comparisons between historical period; explaining things that have changed and things which have stayed the same  Explain the role that Britain has had in spreading Christian values across the world  Demonstrate a good understanding as to how crime and punishment has changed over the years | Summarise events from a specific period in history, explaining the order in which key events happened  Summarise how Brain has had a major influence on world history  Summarise what Brain may have learnt from other countries and civilizations in the past and more recently  Describe features of historical events and people from past societies and period they have studied  Recognise and describe differences and similarities/changes and continuity between period of history |
| **Historical Enquiry** | Ask and answer questions about old and new objects  Answer questions using an artefact/ photograph provided  Give a plausible explanation about what an object was used for in the past | Answer questions by using a specific source, such as an information book  Research the life of a famous Briton from the past using different resources to help them | Recognise the part that archaeologists have had in helping us understand more about the past  Use various sources of evidence to answer questions  Research a specific event from the past to then write about this  Research two versions of an event and say how they differ | Use various sources to piece together information about a period in history  Use my ‘information finding’ skills in writing to help to write about historical information  Identify similarities and differences between given periods in history  Give more than one reason support an historical argument | Test out a hypothesis in order to answer a question  Use various sources to piece together information about a period in history  Identify similarities and differences between given periods in history  Give more than one reason to support an historical argument  Identify and explain my understanding of bias and propaganda | Use various sources to piece together information about a period in history  Identify similarities and differences between given periods in history  Give more than one reason to support an historical argument  Communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out  Look at more than one version and say how and why the author may be attempting to persuade or give a specific viewpoint |