



## History Threshold Concepts and Progression

Milestone 1		Milestone 2		Milestone 3	
<b>Historical enquiry</b> Can make comparisons between their own lives and the lives of those in the past, including answering and developing their own questions.		<b>Historical enquiry</b> Can answer posed historical questions and use these as a model to ask and investigate their own.		<b>Historical enquiry</b> Can develop historically valid questions and responses using appropriate historical terms.	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b> Demonstrate an understanding of changes with living memories –  <b>Skills</b> Communicate understanding the past in a variety of ways	<b>Knowledge</b> Understand the difference between our lives and those of the past  Understand ways we learn about the past  <b>Skills</b> To be able to compare a range of sources  Ask and answer questions about a given event using appropriate historical	<b>Knowledge</b> Understand that knowledge of the past in constructed from a range of sources  <b>Skills</b> Ask and answer questions about the past, using appropriate historical vocabulary and considering a range of evidence e.g. internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	<b>Knowledge</b> Have an increasingly secure understanding of past events and historical figures  Understand the importance of questions to gain historical understanding  <b>Skills</b> Suggest where we might find answers to questions considering a range of sources  Construct and organise responses by selecting relevant historical date	<b>Knowledge</b> Understand a range of historical terms  <b>Skills</b> Chooses reliable sources of evidence to answer questions.  Realises that there is often not a single answer to historical questions.	<b>Knowledge</b> Understand history is constructed from sources that may differ in reliability  Understand the differences in uses of open and closed questions  <b>Skills</b> Devise, ask and answer more complex questions about the past  Use appropriate historical vocabulary in their questions  Select questions appropriate to the sources available  (historically valid questions = questions that will gather useful information for the topic)
<b>Chronology</b> Can demonstrate an understanding of chronology by ordering events, people and artefacts into a sequence.		<b>Chronology</b> Can demonstrate an understanding of chronology by ordering, and the appropriate dating of key events, people and artefact within the period studied.		<b>Chronology</b> Can demonstrate a more detailed understanding of chronology, including from BCE to CE and to be able to	



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				make links between key events, people and periods studied.	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Knowledge</b> Demonstrate an awareness of the past as a period of time</p> <p><b>Skills</b> Sequence some events or 2 related objects in order</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p>	<p><b>Knowledge</b> Have an understanding of the sense of time. E.g what happened when? How long?</p> <p>Understand that they chronology of the past cannot change</p> <p><b>Skills</b> Show how people and places fit in a time chronologically</p> <p>Sequence events or objects in chronological order</p>	<p><b>Knowledge</b> Understand terms related to the period and begin to date events</p> <p><b>Skills</b> Uses timelines to place events in order.</p> <p>Understands timeline can be divided into BCE and CE.</p> <p>Uses words and phrases: century, decade.</p>	<p><b>Knowledge</b> Understand more complex terms e.g. BCE</p> <p>Understand the importance of chronology in understanding the past</p> <p><b>Skills</b> Use terms relating to a given period</p> <p>Use knowledge to date people and artefacts within a period of time</p>	<p><b>Knowledge</b> Understand how historical timelines are constructed</p> <p><b>Skills</b> Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods. Describes events using words and phrases such as: century, decade, BCE, CE, after, before, during, Tudors, Stuarts, Victorians, era and period.</p>	<p><b>Knowledge</b> Understand dates and times relevant to chronology</p> <p>Understand the difference between times in history</p> <p><b>Skills</b> Know and sequence key events studied</p> <p>Use relevant dates and terms</p> <p>Make comparisons between different times in history</p> <p>Identifies changes within and across historical periods.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline.</p>
<p><b>Sources and evidence</b> Can demonstrate that a range of sources can inform their understanding of the past.</p>		<p><b>Sources and evidence</b> Can identify and explain the difference between primary and secondary sources.</p>		<p><b>Sources and Evidence</b> Can differentiate between primary and secondary sources and select evidence appropriately to inform their understanding of historical period/event.</p>	



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<p><b>Knowledge</b> Understand what a 'source' is</p> <p><b>Skills</b> To ask and answer questions related to a source and objects</p>	<p><b>Knowledge</b> Know that history is developed from a range of sources</p> <p>Understand that sources can give us information about the past we might not otherwise find out</p> <p><b>Skills</b> Choose and use given sources to show an understanding of events Share information gained from given sources</p>	<p><b>Knowledge</b> Understand the difference between primary and secondary sources</p> <p><b>Skills</b> Identify given sources as primary and secondary</p>	<p><b>Knowledge</b> Begin to understand that not all sources are factual (can be biased by opinion)</p> <p>Understand where and why sources were created</p> <p><b>Skills</b> Choose and use given sources to extract information</p> <p>Discuss the reliability of sources</p>	<p><b>Knowledge</b> Understand that sources can provide us with a range of information about a time period or event</p> <p><b>Skills</b> Identify and explain sources as being primary and secondary</p>	<p><b>Knowledge</b> Have an understanding that sources can contain bias</p> <p>Understand that sources can be created for a range of purposes (not all to provide accurate reports of an event)</p> <p><b>Skills</b> Select sources appropriate for purpose</p> <p>Identify the purpose for which a source was originally created</p>
<p><b>Validity</b> Can choose and use parts of stories and other non-fiction sources to show that they know and understand key historical events.</p>		<p><b>Validity</b> Can understand that we learn about the past from a range of sources which may have differing points of view.</p>		<p><b>Validity</b> Can understand that history is constructed from a range of sources of differing reliability and identify that these may have been created with a particular motive.</p>	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Knowledge</b> Understand the importance of historical stories</p> <p><b>Skills</b> Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p>	<p><b>Knowledge</b> Understand that history is created from a range of sources</p> <p>Understand the difference between information in fiction and non-fiction texts</p> <p><b>Skills</b> Identify facts about the past from given texts</p>	<p><b>Knowledge</b> Understand that different versions of the past may exist</p> <p><b>Skills</b> Looks at 2 versions of same event and identifies differences in the accounts.</p>	<p><b>Knowledge</b> Understand that our understanding of the past is created from a range of sources</p> <p>Understand that these sources may contain differing points of view. E.g. one event – two different recollections</p> <p><b>Skills</b></p>	<p><b>Knowledge</b> Understand that, although all sources are not reliable – they are useful in constructing our understanding of history</p> <p><b>Skills</b> Look at different versions of the same event and identifies differences in the accounts.</p>	<p><b>Knowledge</b> Understand that sources have differing reliability</p> <p>Understand that some sources have been created with a particular motive</p> <p><b>Skills</b> Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for</p>



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	<p>Recognise the difference between fiction and non-fiction texts</p> <p>Use given fiction and non-fiction texts to extract information about an event</p>		<p>Identify events that may contain differing viewpoints</p> <p>Explain why different sources may have different points of view</p> <p>Compare given sources for usefulness</p>	<p>Give clear reasons why there may be different accounts of history.</p> <p>Know that people (now and in past) can represent events or ideas in ways that persuade others</p>	<p>how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
<p><b>Continuity and changes</b> Can demonstrate an understanding of what is same and difference in their own experiences and the past.</p>		<p><b>Continuity and changes</b> Can describe how places and peoples have changed, or remained the same over time, with reasons.</p>		<p><b>Continuity and changes</b> Can make links, contrasts and identify trends between different time periods, study and understand their significance and how it may impact the future.</p>	
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p><b>Knowledge</b> Understand what is the same in their own lives and in those of the past</p> <p>List things that they have now and compare to what their parents grandparents used to have e.g. teddy bears, cars</p> <p><b>Skills</b> Tell the difference between past and present in own and other people's lives – record how their lives are different to their parents/grandparents</p>	<p><b>Knowledge</b> Understand what is different in their own lives and in those of the past</p> <p>Comparing their life to those in Victorian Britain and when their parents were young</p> <p>Understand that there are historical events in their own lifetime</p> <p><b>Skills</b> Discuss change and continuity in aspects of life e.g. holidays</p> <p>Make comparisons between their own lives</p>	<p><b>Knowledge</b> To know how relevant places and people have changed over time e.g.</p> <p><b>Skills</b> Uses evidence to describe past: <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>People's beliefs and attitudes</i> <i>Things of importance to people</i> <i>Differences between lives of rich and poor</i></p>	<p><b>Knowledge</b> To know how relevant places and people have remained the same over time</p> <p>To understand why things have remained the same over time</p> <p><b>Skills</b> Begin to make links between main events, situations and changes within and across time periods and societies</p> <p>Identify changes in people and places over a given time frames</p>	<p><b>Knowledge</b> Understand the importance of technological developments over time – space travel, Mars Rovers – link back to year 2 and historical events in their lifetime</p> <p><b>Skills</b> Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods</p>	<p><b>Knowledge</b> Understand that there are links between different time periods</p> <p>Understand the significance of events/actions and how these may impact the future</p> <p><b>Skills</b> Identify contrasts across different time periods How is life in America when Rosa Parks and Martin Luther King were around to now? How has London changed from the Victorians to WW2 to now?</p>



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<p>How planes used to be and how they are now</p>	<p>and the past – Victorians, Great Fire of London, when their grandparents were young</p> <p>Make comparisons between times in their own lives – comparing school now to how it was in reception to when they were completing learning at home</p>	<p>Uses evidence to find out how any of these may have changed during a time period. E.g. how did farming change between the stone age and the Romans? How have houses changed between the stone age, Victorian times and now?</p> <p>Describes similarities and differences between people, events and objects</p>	<p>Explain why certain people and places have changed and others remained the same</p>	<p>studied. – e.g. what caused the Vikings to leave Scandinavia and what were the consequences of that?</p> <p>Identifies changes and links within and across the time periods studied.- Vikings linked with Saxons, Romans and Normans</p>	<p>Identify trends over a range of time periods and how these may continue</p>
<p><b>Causes and consequences</b> Can identify why an event happened beyond living memory and the changes that happened as a result.</p>		<p><b>Causes and consequences</b> Can identify the causes of significant historical events, and describe and explain the consequences both at the time and subsequently.</p>		<p><b>Causes and consequences</b> Can identify and explain the significance of a range of causes of an historical event, and describe the consequences and impact of varying timescales.</p>	
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p><b>Knowledge</b> Understand why people do things</p> <p><b>Skills</b> Recognise why people did things</p>	<p><b>Knowledge</b> Understand why certain events took place – Great fire of London</p> <p>Understand the changes that took place as a result of an event or action e.g. Great Fire of London meant houses were made safer and further apart</p> <p><b>Skills</b> Recognise why some events happened</p> <p>Recognise what happened as a result of peoples actions or events</p>	<p><b>Knowledge</b> Know that events actions have consequences</p> <p><b>Skills</b> Identify and give reasons for historical events, situations and changes</p>	<p><b>Knowledge</b> Understand how events have an immediate impact -</p> <p>Understand how past events have impacted today</p> <p><b>Skills</b> Identify some of the results of historical events, situations and changes – link with the local history of the school and the Anglo Saxon invasion</p> <p>Because the Nile kept flooding, they built the</p>	<p><b>Knowledge</b> Understand that life today is a result of past actions and events</p> <p><b>Skills</b> Identify and give reasons for historical events, situations and changes using evidence to support ideas</p>	<p><b>Knowledge</b> Understand the range of causes that lead to historical events</p> <p>Understand the impact of history over time e.g. comparing time periods – how democracy, lives and education has changed over time</p> <p><b>Skills</b> Identify some of the results of historical events, situations and changes e.g. impact of WW2 and the Battle of Britain, impact of racism and slavery, impact of civil rights over time</p>



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			Aswan Dam, farming the irrigation system, underfloor heating		Begin to offer explanations about why people in the past acted as they did e.g. Rosa Parks, William Wilberforce, Doreen Lawrence
<b>Local History</b> Can have an awareness of significant historical events, people and places in their own locality.	<b>Local History</b> Can demonstrate how a local character, event or place has had an impact at a local, national or international level.	<b>Local history</b> Can demonstrate how a local character, event or place has had an impact at a local, national or international level.	<b>Local History</b> Can have an awareness of significant historical events, people and places in their own locality.	<b>Local History</b> Can demonstrate how a local character, event or place has had an impact at a local, national or international level.	<b>Local history</b> Can demonstrate how a local character, event or place has had an impact at a local, national or international level.
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p><b>Knowledge</b> Understand significant historical events in our own area – David Bowie playing at the bandstand, V2 rocket hitting the Crooked Billet Harvester</p> <p>Understand how local people have contributed to history - what have local people done to contribute to history (main focuses may need to be Darwin and Floella Benjamin)</p> <p><b>Skills</b> Discuss local historical events</p> <p>Identify places of historical significance –</p>		<p><b>Knowledge</b> Understand how people, places and events can have an impact locally, nationally or internationally – looking at the abolition of slavery 1833 William Wallace and William Pit - Keston</p> <p><b>Skills</b> Identify and give reasons for the impact of local events</p>		<p><b>Knowledge</b> Understand that events or actions will largely vary in the impact they have afterwards e.g. some will stay to the local area/some will affect the wider world – e.g. impact - the Battle of Britain had on London compared to other parts of the UK and other countries e.g. the far east</p> <p><b>Skills</b> Explain how local events or people have wider impact and how this can affect our lives today</p> <p>How the pilots who flew out of Biggin Hill had an impact on the Battle of Britain</p>



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	<p>Bromley heritage trail or visiting blue plaque houses</p> <p>Discuss people who have contributed to local history – local people e.g. Bowie and Darwin</p>				
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Need to think about how to plan in How the curriculum map can be linked in