



## Threshold Concepts Subject - History

	<b>Nursery (3-4 years)</b>	<b>Reception</b>	<b>Early Learning Goals</b>
<p><b>Threshold concepts</b> <i>The big ideas that pupils need to understand.</i></p>	<ul style="list-style-type: none"> <li>• Understanding the world involves guiding children to make sense of their physical world and their community.</li> <li>• The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.</li> <li>• In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.</li> <li>• Enriching and widening children’s vocabulary will support later reading comprehension.</li> </ul>		
<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family’s history.</li> <li>• Show interest in different occupations.</li> <li>• Continue developing positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p>UTW ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

	Year 1	Year 2	End of KS1 (NC)
<b>Threshold Concepts</b>	<p>Sequence events within their living memory and that of their family.</p> <p>Understand and discuss the differences between past and present.</p> <p>Describe significant people, places and events in their locality and beyond including changes over time.</p> <p>To describe the events of the Great Fire of London and the impact that it has on life today.</p> <p>Observe and handle evidence and artefacts to ask questions and find answers.</p> <p>To have an understanding of concepts such as monarchy.</p>	<p>Identify and discuss differences in the way people lived in the past.</p> <p>Explain and describe achievements of some significant people from the past.</p> <p>To understand the events surrounding the Titanic and explain why it happened and who was affected.</p> <p>To sequence the events of the Titanic on a timeline and explain the impact that it has on life today.</p> <p>Use sources of evidence to find out about the past.</p> <p>Show an understanding of the concept of a nation and a nation's history.</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>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]</li> <li>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]</li> <li>significant historical events, people and places in their own locality.</li> </ul>
<b>Substantive Knowledge</b>	<p><b><u>Historical Detectives I</u></b> Photographs can show what the past was like. We call this a source of evidence.</p> <p>Family trees demonstrate a family's relationships and the way the members of the family are linked.</p> <p>England has a Royal family and not every country does.</p> <p>Changes in technology means that toys have changed.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p><b><u>Historical Detectives II</u></b></p>	<p><b><u>Historical Detectives I</u></b> People who have had significant impact in the history of flight are: Amelia Earhart, Dr Mae Jemison, Neil Armstrong, The Wright Brothers, Elon Musk and Tim Peake.</p> <p>These people had significant roles and achievements.</p> <p>Their achievements and roles have influenced travel.</p> <p><b><u>Historical Detectives II</u></b> RMS Titanic was built by the White Star Line and was the world's largest passenger liner.</p> <p>Construction of the Titanic started on 31st March 1909. It took over 3 years to build.</p>	

	<p>The Great Fire of London happened between 2nd September- 5th September 1666.</p> <p>The fire began in Pudding Lane when Thomas Farriner failed to extinguish his bakery fire.</p> <p>The weather in London affected how the fire spread.</p> <p>Houses were built from wood and straw which is flammable and burnt easily.</p> <p>Samuel Pepys wrote a diary, this is how we know about what happened. There was no fire service, the public used buckets, water squirts and metal hooks. We now have the fire service.</p> <p>King Charles II was King in 1666, after the fire we made a decree that said houses must be made from stone and built further apart.</p> <p>Sir Christopher Wren redesigned London and St. Paul's Cathedral which was destroyed.</p>	<p>In 1911 Titanic was declared practically unsinkable and a marvel of British engineering.</p> <p>-The maiden voyage began on 10th April 1912 in Southampton. It was a legal requirement of British law that third class passengers could not mix with first and second class passengers on Titanic.</p> <p>The different classes of passengers had access to different amenities.</p> <p>1506 people died on board the Titanic. Titanic could carry 64 lifeboats but only carried 20 (which was the legal requirement) to maximise deck space for passengers.</p>	
<p><b>Disciplinary Knowledge</b></p>	<p>Ask questions such as: What was it like for people? What happened? How long ago did it happen?</p> <p>Recount changes that have occurred in their own lives.</p> <p>Discuss different ways that the past has been represented.</p> <p>To understand that knowledge of the Great Fire of London was established through events recorded in Samuel Pepys' diary.</p> <p>Recognise and identify how our lives have</p>	<p>Ask questions: Why are these people significant and what have they achieved? How have these people or events changed my life?</p> <p>Compare two versions of past events and comment on differences.</p> <p>Recognise and identify how our lives have been impacted.</p> <p>To understand that knowledge of the Titanic was established through first-hand recounts, newspaper articles and artistic drawings.</p>	

	been impacted.		
<b>Historical Vocabulary</b>	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, to describe the passing of time.	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.	



## Curriculum Milestones KS2 Phase and Year Groups Subject - History

	Year 3	Year 4	Year 5	Year 6	End of KS2 (NC)
<b>Threshold Concepts</b>	<p>Understand what the Victorian era is and where it fits into a historical timeline.</p> <p>Recognise the importance of the Victorian era and how it has influenced our lives including changes to their locality.</p> <p>Describe changes that have happened in the locality of the school throughout history.</p> <p>To identify how aspects of Henry VIII's reign has</p>	<p>To identify the impact of the Stone Age, Bronze Age and Iron age on early Britain.</p> <p>To describe and compare what life was like during the Stone Age, Bronze Age and Iron age in early Britain.</p> <p>Identify connections and contrasts between the Anglo Saxons and the Vikings.</p> <p>To understand change over time from ancient to medieval times.</p>	<p>Identify how aspects of Ancient Greek life impact on our lives today.</p> <p>Describe the main events and changes in Britain during the Roman occupation.</p> <p>Use dates and terms accurately in describing events.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of</p>	<p>Identify different sources that tell us what life was like in Ancient Egypt.</p> <p>To know where Ancient Egyptian civilisation fits in on a timeline amongst other civilisations.</p> <p>To compare similarities and differences between the Ancient Egyptians and Maya.</p> <p>To compare/contrast Maya history with British history.</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>● changes in Britain from the Stone Age to the Iron Age</li> <li>● the Roman Empire and its impact on Britain</li> <li>● Britain's settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>● a local history study</li> </ul>

	<p>impacted our lives today.</p> <p>Describe the main events and changes in Britain during the Tudor time.</p> <p>Describe how social and religious diversity impacted life.</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p>	men, women and children.	To understand who the Maya were, how they lived and what they developed.	<ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• 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</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> </ul>
<b>Substantive Knowledge</b>	<p><b><u>Historical Detectives I</u></b> Century means 100 years. The 19th Century came between the years 1800-1900.</p> <p>During the 19th Century The Industrial Revolution began and our locality had a key role in this.</p> <p>The Victorian era is called this because the Queen at the time was called Victoria. The Victorian era lasted between 1837-1901.</p> <p>Significant people from the Industrial revolution: Queen Victoria, Earl of Dudley, Thomas Newcommen, James Brindley, William Shenstone.</p> <p><b><u>Historical Detectives II</u></b> Tudor monarchs ruled in England, Wales and Ireland from 1485 until 1603, with five monarchs in that period.</p> <p>The Tudors became royalty after winning the Battle of</p>	<p><b><u>Historical Detectives I</u></b> BC means Before Christ and AD Anno Domini</p> <p>The Stone Age is split into three separate periods: Palaeolithic, Mesolithic and Neolithic.</p> <p>Cave paintings are important because they tell us more about life in the stone age</p> <p>Skara Brae is a preserved Neolithic settlement</p> <p>Stone axes, rocks and wooden spears were tools used in the Stone Age</p> <p>Stonehenge was used as a burial site</p> <p>The Bronze Age was marked by the use of copper and bronze to make tools and weapons Iron Age lived in large settlements known as Hill forts.</p> <p><b><u>Historical Detectives II</u></b></p>	<p><b><u>Historical Detectives I</u></b> The Olympics started in Ancient Greece and still take place today.</p> <p>Democracy began in Ancient Greece.</p> <p>The Greek Empire was made up of 1400 islands next to the sea, which meant that they were seafaring people. Each city-state was ruled by a powerful city, led by a ruler or government.</p> <p>Greece is a warm country but winds from the Mediterranean and rains from the north kept temperatures livable and created fertile farming conditions.</p> <p>Ancient Greek Myths are still read today. They often include monsters and heroes.</p> <p>Our alphabet was developed using some of the alphabet that the Ancient Greeks</p>	<p><b><u>Historical Detectives I</u></b> Egypt is situated in the northeast corner of Africa.</p> <p>Whilst some pyramids were tombs, not all pharaohs were buried in pyramids. Some pyramids can be visited by tourists today such as the Great Pyramid of Giza which stands 147 metres tall and took over twenty years to build.</p> <p>The Ancient Egyptians believed in an Afterlife, where the soul would meet the body again, so they mummified their Pharaohs.</p> <p>The Ancient Egyptian Civilization occurred around the same time that Stonehenge was built and the Stone Age - Iron age occurred.</p> <p>Egypt would not have thrived had it not been for the River Nile. The River Nile would flood to ensure crop growth.</p> <p>The Ancient Egyptians used small pictures to communicate ideas. This writing is known as hieroglyphs.</p> <p>The Ancient Egyptians have</p>	

	<p>Bosworth Field in 1485. It ended the War of the Roses.</p> <p>The Tudor rose is both red and white, symbolising that the two houses were joined together when Henry Tudor and Elizabeth of York married.</p>	<p>The Vikings came from Denmark, Sweden and Norway.</p> <p>Most Anglo-Saxons were Christians. The Vikings had Pagan beliefs.</p> <p>The Vikings invaded at Lindisfarne first which was seen as an attack on Christianity.</p> <p>Alfred the Great fought many battles against the Vikings and defeated King Guthrum at the Battle of Edington.</p> <p>King Alfred and King Guthrum agreed to the Treaty of Alfred and Guthrum, establishing territories and the creation of Danelaw.</p> <p>Many Vikings eventually converted to Christianity after settling in Britain.</p>	<p>used.</p> <p><b>Historical Detectives II</b>  Significant people: Julius Caesar, Augustus Caesar, Claudius Caesar, Hadrian Caesar, Septimus Severus, Boudicca.</p> <p>Roman Britain was a province of the Roman Empire from 43 to 409 AD.</p> <p>The Romans originated from Italy.</p> <p>They stayed in Britain from AD 43 to AD 410; almost four hundred years!</p>	<p>impacted our world significantly; they gave us things like paper, make up, toothpaste and much more.</p> <p><b>Historical Detectives II</b>  The Maya civilisation extended from what is now South East Mexico through Central America.</p> <p>The Maya people still exist today.</p> <p>The classic Maya period stretches from 250-950 AD.</p> <p>Advances were made in astronomy, maths, languages, architecture and agriculture.</p> <p>Maya settlements centred around a temple.</p> <p>The Maya lived in a series of independent city-states and shared a similar language and culture.</p> <p>The social classes for Maya were divided into the king, nobles, commoners, serfs, and slaves.</p> <p>The Maya traded extensively and established links throughout the Central American continent.</p> <p>The collapse of the classical Maya empire is thought to have been caused by droughts.</p>	
<p><b>Disciplinary Knowledge</b></p>	<p>Use evidence to ask questions and find answers to questions about the past.</p>	<p>Suggest suitable and reliable sources of evidence for historical enquiries.</p>	<p>Use sources of evidence to deduce information about the past and assess the</p>	<p>Use sources of information to form testable hypotheses about the past.</p>	

	<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Suggest causes and consequences of some of the main events in history</p>	<p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p>	<p>reliability of these.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Understand the changes in history by asking and answering questions about similarities and differences between life in Ancient Greece and life today.</p>	<p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Use dates and terms accurately in describing events.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Refine lines of enquiry as appropriate</p>	
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