

Threshold Concepts	History Progression of Skills – Disciplinary Knowledge								
	Year 1	Year 2	End Points	Year 3	Year 4	End Points	Year 5	Year 6	End Points
<p>Chronological understanding</p> <p>Key stage 1 1. Sequencing and constructing the past; knowing where people and events studied fit within a chronological framework.</p> <p>2. Developing an awareness of the past using common words and phrases relating to the passing of time.</p> <p>Key stage 2 1. Developing a chronologically secure knowledge and understanding of British, local and world history.</p> <p>2. Establish clear narratives within and across the periods studied.</p>	<p>Use words and phrases like old, new, now and then, a long time ago. (Relevant to all units)</p> <p>Order pictures and artefacts from different time periods. (Memory Box)</p> <p>Sequence events in own life. (Memory Box)</p>	<p>Use a wider range of words and phrases (e.g. past, present, before, after, nowadays, decade and century). (Relevant to all units)</p> <p>Sequence events in a period of history in chronological order and begin to record dates of important festivals or celebrations. (Relevant to all units)</p> <p>Develop an awareness of short-term and long-term time scales. (Relevant to all units)</p> <p>Label a timeline using pictures, words or phrases. (Relevant to all units)</p>	<p>Develop an awareness of the past.</p> <p>Place events and artefacts in order on a timeline.</p> <p>Use common words and phrases relating to the passing of time.</p> <p>Use dates where appropriate.</p>	<p>Use appropriate historical vocabulary to describe features of a time period such as AD, BC, civilisation and ancient. (Relevant to all units)</p> <p>Know that timelines over history can be separated into AD and BC. (Relevant to all units)</p> <p>Use a timeline within a specific period of history to sequence the order things may have happened. (Relevant to all units)</p> <p>Recall key dates of significant events. (Relevant to all units)</p>	<p>Use appropriate historical vocabulary to describe features of a time period such as era, millennia, chronology, and empire. (Relevant to all units)</p> <p>Accurately sequence different periods of time on a timeline using centuries (Relevant to all units)</p>	<p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Demonstrate understanding of the concept of change over time, representing this on a timeline with evidence.</p> <p>Use dates and historical terms to describe events: time period, era, change, chronology.</p> <p>Establish clear narratives within periods studied and summarise the connections and trends over time.</p>	<p>Draw a timeline with different historical periods showing key historical events or lives of significant people. (Relevant to all units)</p> <p>Place current study on a timeline in relation to other studies. (Relevant to all units)</p> <p>Give an overview of the most significant features of societies across different time periods. (Relevant to all units)</p>	<p>Place features of historical events and people from past societies/ periods in a chronological framework. (Relevant to all units)</p> <p>Summarise the main events from a period of history explaining the order of events and what happened. (Relevant to all units)</p>	<p>Summarise the main events from a period of history.</p> <p>Apply chronological understanding in constructing and narrating a timeline of periods of history studied.</p> <p>Establish clear narratives within and across periods studied and summarise the connections, contrasts and trends over time.</p>
<p>Significant people, events and places</p>	<p>Consider one reason why an event/person is significant. (History Makers)</p> <p>Describe significant events in my own life and</p>	<p>Recount the life of someone famous from Britain who lived in the past. (Relevant to all units)</p> <p>Give reasons why an</p>	<p>Know where people and events fit within a chronological framework.</p> <p>Describe significant historical</p>	<p>Explain why a historical leader is remembered in history. (Ancient Greeks)</p> <p>Recall details of a significant event in British history. (Titanic)</p>	<p>Explain how significant leaders/figures contributed to national and international achievements across a variety of eras. (e.g. recap on Greeks,</p>	<p>Identify significant leaders from different periods of history and explain why they are significant.</p>	<p>Critique the leadership qualities of a significant individual and make a reasoned judgement as to whether they were an</p>	<p>Evaluate the significance of a historical person/ event in British history. (Vikings and Peterloo Massacre)</p> <p>Apply knowledge to explain how</p>	<p>Critique and evaluate important historical leaders and their qualities.</p> <p>Evaluate the significance of</p>

	<p>lives of people I know. (Memory Box)</p> <p>Recall some interesting facts about a significant person, event or place in history. (Relevant to all units)</p>	<p>event/individual is significant. (Relevant to all units)</p> <p>Recall events beyond living memory that are significant nationally or globally. (Relevant to all units)</p>	<p>events, people and places studied from national and global history and give reasons why they are significant.</p>		<p>new learning on Romans/Anglo Saxons/Scots)</p> <p>Identify key events in local, national and global history and demonstrate understanding of themes, events and people. (Relevant to all units)</p>	<p>Identify and recall details of key events in British and international history.</p> <p>Demonstrate understanding of important themes in local, national and global history.</p>	<p>effective leader. (Crime and Punishment)</p> <p>their own lives have been influenced by a significant individual or movement. (Peterloo Massacre)</p> <p>Evaluate common traits and motives of leaders from different historical periods studied. (Relevant to all units)</p>	<p>historical events studied.</p>	
<p>Investigate and interpret the past</p> <p>Key stage 1</p> <p>1. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>2. Ask and answer relevant questions.</p> <p>Key stage 2</p> <p>1. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Ask and answer valid historical questions (e.g. about old and new objects). (Memory box)</p> <p>Describe what an object from the past might have been used for. (Memory Box)</p> <p>Recognise that evidence and artefacts can tell a story. (Relevant to all units)</p> <p>Collect information about the past by using simple sources (e.g. talking to an older person and looking at photographs).</p>	<p>Ask and answer questions to historical enquiries using appropriate historical vocabulary. (Relevant to all units)</p> <p>Recognise that evidence and artefacts give us information about the past. (Relevant to all units)</p> <p>Select information from several different types of sources to answer a question. (Relevant to all units)</p> <p>Begin to make some deductions and inferences</p>	<p>Observe and handle evidence to ask questions and find answers about the past.</p> <p>Use artefacts, picture, stories, and online sources to find out about the past.</p> <p>Identify different ways in which the past has been represented.</p>	<p>Recognise how sources can be used to answer questions about the past. (Relevant to all units)</p> <p>Devise historically valid questions about a significant individual or event and answer using a number of sources. (Relevant to all units)</p> <p>Research in order to find similarities and differences between two or more periods of history (e.g. Stone Age and Bronze Age).</p>	<p>Explore differences in a number of sources and speculate why there are differences for this (e.g. descriptions of Boudicca). (Relevant to all units)</p> <p>Research two versions of an event and see how they differ and explain why there are differences (e.g. eruption of Mount Vesuvius). (Romans)</p> <p>Demonstrate understanding of the difference between historical evidence and</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Select suitable sources of evidence for historical enquiry.</p> <p>Synthesise information from multiple sources for historical enquiry to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event,</p>	<p>Evaluate sources based on valid criteria when carrying out enquiries. (Relevant to all units)</p> <p>Select, organise and use relevant historical sources and artefacts to reach informed conclusions during a historical enquiry. (Relevant to all units)</p> <p>Conduct a local history study to investigate how an event affected a local town or village. (Industrial revolution)</p>	<p>Evaluate the usefulness and reliability of a range of sources for enquiries covered. (Relevant to all units)</p> <p>Independently plan a historical enquiry to answer a question of personal interest about the past. (Peterloo Massacre)</p> <p>Demonstrate understanding of the concept of propaganda and how historians must understand the social context of evidence studied (Relevant to all units).</p>	<p>Use sources of evidence to make reasoned judgements about the past.</p> <p>Use sources of information to hypothesise about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Independently devise a historical enquiry.</p>

<p>2. Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>(Relevant to all units)</p> <p>Observe a range of items (e.g. toys) and recognise which are from the past. (Memory Box)</p> <p>Compare sources to identify similarities and differences between time periods (e.g. toys from the past and present). (Memory Box)</p>	<p>from sources. (Relevant to all units)</p>		<p>(Relevant to all units)</p> <p>Begin to understand that different versions of the past may exist (e.g. Trojan War). (Ancient Greeks)</p> <p>Use historical evidence to describe key features of a past society and their lives (e.g. houses, clothes and art). (Relevant to all units)</p> <p>Begin to consider the reliability of different sources. (Relevant to all units)</p>	<p>legends and folklore (e.g. Boudicca). (Romans)</p> <p>Use a range of source materials to answer questions about the past which go beyond simple observations. (Relevant to all units)</p> <p>Identify ideas, beliefs, attitudes and experiences of men, women and children from the past based on historical evidence studied. (Relevant to all units)</p>	<p>explaining why accounts may differ.</p> <p>Demonstrate understanding that no single source of evidence gives a full answer to questions about the past.</p>			
<p>Cause and consequence</p>	<p>Recognise that there are reasons why people in the past acted as they did. (History Makers)</p> <p>Identify one consequence of an action by a significant individual from the past. (History Makers)</p>	<p>Describe the impact of a significant event/individual on our lives today. (Relevant to all units)</p>	<p>Identify and describe some relevant causes and effects for some of the main events studied.</p>	<p>Describe the impact of a significant event (e.g. discovery of a new metal alloy) on life in Britain. (Prehistoric Britain)</p> <p>Explain the various reasons why a significant event might have occurred (e.g.</p>	<p>Explain the causes and effects for some of the key events and developments within topics studied (e.g. the spread of the Black Death). (Relevant to all units)</p>	<p>Demonstrate understanding of some of the causes and consequences of some key events in history.</p>	<p>Explain the underlying and immediate reasons for a significant event in British history to have taken place. (Industrial Revolution)</p> <p>Explain the impact of a revolution locally, nationally and</p>	<p>Hypothesise the human impact of war/conflict on everyday life. (Vikings and Early Islam)</p> <p>Reach informed conclusions as to the importance of valid causes relating to events in history (e.g. list several causes and place them in an order of</p>	<p>Demonstrate understanding that some consequences can be immediate and some consequences are long term.</p> <p>Demonstrate understanding that events often have a wide range of causes; some</p>

				sinking of the Titanic). (Titanic)			globally, in the short and long term. (Industrial Revolution)	importance as to why the Vikings came to Britain). (Vikings)	are underlying and some are immediate.
							Explain what Britain may have learned from ancient civilisations. (Ancient Egyptians)	Describe the characteristics and evaluate the importance of a non-European society civilisation. (Early Islam)	Make reasoned judgements about the most significant causes and consequences of events.
								Empathise with a group of people from a past society, considering their motives for significant action. (Peterloo Massacre)	
Changes and continuity	Identify some similarities, differences and changes within a particular topic (e.g. toys from the past and present). (Relevant to all units) Describe changes since birth. (Memory Box)	Identify a range of similarities, differences and changes within a specific time period. (Relevant to all units) Describe how people, places and events in their own locality have changed over time. (First Aeroplane Flight)	Recall changes that have occurred over their own lives. Identify similarities and differences between ways of life in different periods.	Compare and contrast how their everyday lives are similar and different to living in past times. (Relevant to all units) Describe some of the main changes in Britain over a period of time. (Prehistoric Britain) Describe the achievements of an ancient civilisation and their impact on the western world. (Ancient Greece)	Compare two historical periods, explaining which things have changed and things which stayed the same. (Relevant to all units) Identify and describe the main similarities and differences occurring across topics. (Relevant to all units) Explain why changes in houses, culture, leisure, clothes, buildings and ways of life may	Give a broad overview of life in Britain in the past and describe ways in which life has changed. Describe the characteristic features of the past, including: ideas, beliefs, attitudes and experiences of men, women and children; and summarise important changes over time.	Explain changes to our locality during a specific period of history since 1066. (Industrial Revolution) Make reasoned judgements as to why some changes and developments were important. (Relevant to all units) Summarise the main events, similarities, differences and changes across different periods, using	Evaluate the varying importance of changes and developments in one or more periods of history; and make a reasoned judgement on which change was the most important. (Relevant to all units) Evaluate the significance of a historical discovery/invention on the wider world. (Early Islam)	Summarise the main changes in a period of history using more complex historical terms. Evaluate the importance of specific developments in history. Identify periods with rapid change and compare to times with relatively little change.

				<p>have occurred during a time period. (Relevant to all units)</p> <p>Describe and begin to evaluate the achievements of a society from the past and describe how these have impacted life in Britain today. (Romans)</p> <p>Explain how national changes and international events affected their locality. (Romans)</p>	<p>Demonstrate understanding of what an empire is and how the world was affected by the spread and decline of empires.</p>	<p>the terms: social, religious, political, technology and cultural. (Relevant to all units)</p> <p>Reach informed conclusions as to why some changes and developments were important within particular topics studied. (Relevant to all units)</p>	<p>Demonstrate understanding that rates of development and change differ between time periods (e.g. compare the rapid developments during the Industrial Revolution vs long periods of continuity during ancient civilisations). (Relevant to all units)</p>	
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