

Threshold Progression - History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> Observe evidence to ask simple questions and begin to find answers to questions about the past. Retell their own account of a significant event. Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> Observe evidence to ask simple questions and begin to find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? 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 a range of sources including artefacts to begin to ask relevant questions about the past. Collect evidence from a range of reliable sources provided to answer these questions. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Understand the difference between a primary and a secondary source. 	<ul style="list-style-type: none"> Suggest suitable sources of evidence for historical enquiries. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. 	<ul style="list-style-type: none"> Use sources of information to form testable hypotheses about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Seek out and analyse a wide range of evidence in order to justify claims about the past. Refine lines of enquiry as appropriate.
<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 sections of society.</p>	<p>Describe changes within their living memory as well as changes in their families lives.</p> <p>Where appropriate, these will be used to reveal aspects of change in national life.</p> <p>Begin to understand changes in the past within the local area.</p> <p>Begin to recognise significant people from the past.</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. Describe changes that have happened in the locality of the school throughout history. 	<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 medieval times. Identify the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<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 medieval times. Compare some of the times studied with those of other areas of interest around the world. Identify the social, ethnic, cultural or religious diversity of past society. 	<ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school. 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. 	<ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school. Compare some of the times studied with those of the other areas of interest around the world. 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 studied were happening at similar times in different places.</p>	<ul style="list-style-type: none"> Place familiar events in order on a time line. Recount changes that have occurred in their own lives. Describe and begin to label times lines with words or phrases: older and newer. 	<ul style="list-style-type: none"> Place key events and artefacts in order on a time line. Describe key events and label times lines with words or phrases: past, present. Use dates where appropriate. 	<ul style="list-style-type: none"> Use dates and terms (AD, BC) to describe events. Understand the concept of change over time. Place events, artefacts and historical figures on a time line using dates. 	<ul style="list-style-type: none"> Understand and demonstrate the concept of change over time representing this, along with evidence, on a time line. Place events, artefacts and historical figures on a time line using dates and evidence. 	<ul style="list-style-type: none"> Understand the concepts of continuity and change over time, representing them, along with evidence and dates, on a time line. 	<ul style="list-style-type: none"> Describe the main changes in history (social, religious, political, technological and cultural)
<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: before, after, in the past, now, yesterday, last week, a long time ago, recently, when my parents/carers were children, years, to describe the passing of time. 	<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"> Know different ways of presenting information for different purposes. Display their findings in a variety of ways and begin to have an awareness of the audience. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. 	<p>Begin to construct informed responses that involve thoughtful selection of relevant historical information.</p> <p>Begin to choose the most appropriate way to present information to an audience.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> dates time period era change chronology. 	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Choose the most appropriate way to present information to an audience.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> dates time period era chronology continuity change century decade legacy. 	<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Provide an account of a historical event based on more than one source, including written narratives and analyses. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era chronology continuity change century decade legacy.