

History

To build a History schema, we work towards attaining a deep understanding of the following threshold concepts through the achievement learning milestones.

Skills & Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and interpret the past	<ul style="list-style-type: none"> - Start to answer simple questions about the past: What happened? How long ago? - Start to use artefacts, pictures, stories, etc. to find out about the past. 	<ul style="list-style-type: none"> - Start to use evidence to ask and answer questions about the past. - Start to consider different interpretations of past events. 	<ul style="list-style-type: none"> - Use evidence to ask questions and find answers about the past. - Start to use more than one source of evidence. - Start to suggest the causes and consequences of historical events. 	<ul style="list-style-type: none"> - Start to suggest suitable sources of evidence. - Describe different accounts of historical events and suggest potential reasons the accounts differ. 	<ul style="list-style-type: none"> - Use sources of evidence to deduce information about the past. - Start to use sources of evidence to form hypotheses. - Start to understand that no single source of evidence gives the full answer. 	<ul style="list-style-type: none"> - Start to select suitable sources of evidence and give reasons for choices. - Start to seek out and analyse a wide range of evidence to justify interpretations of the past. - Start to show an awareness of propaganda and how historians must be aware of social context.
Build an overview of world History	<ul style="list-style-type: none"> - Start to describe historical events. - Start to describe significant people from the past. 	<ul style="list-style-type: none"> - Start to recognise there are reasons why people in the past acted the way they did and why certain events happened when and in the way they did. 	<ul style="list-style-type: none"> - Start to give an overview of life in Britain: from ancient to medieval times. - Start to describe the social, ethnic, cultural and religious diversity of the past. 	<ul style="list-style-type: none"> - Start to describe changes that have occurred in the locality. - Start to describe characteristic features of the past: ideas, beliefs and attitudes, experiences of men, women and children. - Start to compare and contrast past events. 	<ul style="list-style-type: none"> - Start to identify continuity of change in the locality. - Compare and contrast past events. - Describe the social, ethnic, cultural and religious diversity of the past. 	<ul style="list-style-type: none"> - Give an overview of life in Britain and events in the rest of the world, up to and including modernity. - Describe characteristic features of the past: ideas, beliefs and attitudes, experiences of men, women and children.
Understand chronology	<ul style="list-style-type: none"> - Start to describe changes in own lifetime. - Start to place artefacts and events on timelines. 	<ul style="list-style-type: none"> - Start to label timelines with words and phrases, events and dates. 	<ul style="list-style-type: none"> - Use dates and terms to describe events. - Place events, artefacts and historical figures on timelines using dates. 	<ul style="list-style-type: none"> - Start to understand the concept of change over time and represent and evidence this on timelines. 	<ul style="list-style-type: none"> - Identify periods of rapid change in history and compare and contrast with times of relatively little change. - Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> - Describe changes in a period of history using terms such as: social, religious, political, technological and cultural. - Understand continuity of change over time and represent on timelines.
Communicate historically	<ul style="list-style-type: none"> - Start to use language such as: a long time ago, recently, when my parents/carers were children. - Start to show understanding of concepts such as: nations and a nation's history, monarchy, war and peace. 	<ul style="list-style-type: none"> - Start to use language such as: years, decades, centuries to describe the passing of time. - Start to show understanding of concepts such as: civilisation, parliament, democracy. 	<ul style="list-style-type: none"> - Start to use historical vocabulary to communicate: dates, years, decades, centuries, time period, change, chronology. - Start to use literacy, numeracy and computing skills to communicate information about the past. 	<ul style="list-style-type: none"> - Use historical vocabulary to communicate: dates, years, decades, centuries, time period, change, chronology. - Use literacy, numeracy and computing skills to communicate information about the past. 	<ul style="list-style-type: none"> - Use historical vocabulary to communicate: dates, years, decades, centuries, time period, change, chronology, era, continuity and legacy. - Use literacy, numeracy and computing skills to communicate information about the past. - Start to use original ways to present information and ideas. 	<ul style="list-style-type: none"> - Use historical vocabulary to communicate: dates, years, decades, centuries, time period, change, chronology, era, continuity and legacy. - Use literacy, numeracy and computing skills to communicate information about the past. - Use original ways to present information and ideas.