

Threshold Concepts:		Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	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.	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.	Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.
		Unit 1	Unit 2	Unit 3	
Reception	Historical development	<ul style="list-style-type: none"> • Communication – talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past. • Observe – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. • Describe – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different. • Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. • Recall – talk to others about what they know about a key person, character, event from the past. • Chronology – order simple experiences in relation to themselves, and others including stories, events, and experiences. • Vocabulary – use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. 			
	Early Learning Goal – Past and Present				<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling.
Year 1	History	Our Family History	The Greatest Explorers	Toys of the Past	
	Investigate and interpret the past	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and 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. • Build an overview of world history • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and 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. • Build an overview of world history • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and 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. • Build an overview of world history • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	
	Understanding Chronology	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. 	
Communicate Historically	<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. 	<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"> • 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. 		
Year 2	History	Great Fire of London	Local heroes	Our School	
	Investigate and interpret the past	<ul style="list-style-type: none"> • 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"> • Investigating and interpreting 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"> • 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. 	

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		Unit 1	Unit 2	Unit 3	
	Build an overview of world history	<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. 	<ul style="list-style-type: none"> Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 		
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Year 3	History	<ul style="list-style-type: none"> <u>The Stone Age: What was new about the Stone Age?</u> 	<ul style="list-style-type: none"> <u>The Bronze Age and the Iron Age: Which was more impressive?</u> 		<ul style="list-style-type: none"> <u>Our Local Area: Cotton Mills</u>
	Investigate and interpret the past	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 	<ul style="list-style-type: none"> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 		<ul style="list-style-type: none"> Suggest causes and consequences of some of the main events and changes in history.
	Build an overview of world history	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 		
	Understanding Chronology	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. 	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Use dates and terms to describe events. 		
	Communicate Historically				<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology
Year 4	History	Crime and Punishment - How has crime and punishment changed over time?	Ancient Egyptians - How much did the ancient Egyptians achieve?	Roman Britain - Was the Roman invasion good or bad for Britain?	
	Investigate and interpret the past	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 			<ul style="list-style-type: none"> 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.

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	Unit 1		Unit 2		Unit 3
	Build an overview of world history	<ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 		
	Understanding Chronology		<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. 		
	Communicate Historically				
Year 5	History	The Anglo-Saxons Was the Anglo-Saxon period really a Dark Age?	Vikings	Journeys Transatlantic slave trade	
	Investigate and interpret the past	<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. Use sources of information to form testable hypotheses about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. 	<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. Use sources of information to form testable hypotheses about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era chronology continuity change century decade legacy. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas. 	<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 Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. 	
	Build an overview of world history	<ul style="list-style-type: none"> Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world 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"> Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. 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. 		
	Understanding Chronology	<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 	
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	Unit 1	<ul style="list-style-type: none"> • century • decade • legacy. <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	Unit 2	<ul style="list-style-type: none"> • century • decade • legacy. <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	Unit 3	<ul style="list-style-type: none"> • century • decade • legacy. <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
Year 6	History	The Maya Civilisation	The Partition of India and Pakistan	The Ancient Greeks		
	Investigate and interpret the past	<ul style="list-style-type: none"> • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 	<ul style="list-style-type: none"> • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. 	<ul style="list-style-type: none"> • Refine lines of enquiry as appropriate. • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. 		
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	Understanding Chronology	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events. 		<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. 		
Communicate Historically	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy 				