

### Key Stage 1 Phase and Year Groups

	Year 1	Year 2	End of KS1 (NC)
<b>Threshold Concepts</b>	<p>Sequence events in their own lives and that of their family.</p> <p>Understand and discuss the differences between old and new.</p> <p>Describe main events and changes.</p> <p>To describe the events of the Great Fire of London and the impact that it has on life today.</p>	<p>Describe a timeline of events beyond living memory.</p> <p>Identify and discuss differences in the way people lived in the past.</p> <p>To understand the events surrounding the Titanic and explain why it happened and who was affected.</p> <p>Explain and describe achievements of some significant people from the past.</p>	
<b>To investigate and interpret the past</b>	<p>Observe or handle evidence to ask questions and find answers to questions about the past</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Discuss some of the different ways the past has been represented.</p>	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Report some of the different ways the past has been represented.</p> <p>Compare two versions of past events.</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
<b>To build an overview of world history</b>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Begin to recognise that there are reasons why people in the past acted as they did.</p>	<p>Describe historical events.</p> <p>Identify and describe significant people from the past.</p> <p>Recognise and discuss that there are reasons why people in the past acted as they did.</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>Significant historical events, people and places in their own locality</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>

			Some should be used to compare aspects of life in different periods.
<b>To understand chronology</b>	<p>Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Recount changes that have occurred in their own lives.</p> <p>Use dates where appropriate.</p>	<p>Place events and artefacts in order on a timeline.</p> <p>Label timelines</p> <p>Use dates</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>
<b>To communicate historically</b>	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, to describe the passing of time.</p> <p>Show an understanding of concepts such as monarchy and war and peace.</p>	<p>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.</p> <p>Show an understanding of the concept of nation and a nation's history.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>

### Key Stage 2 Phase and Year Groups

	Year 3	Year 4	Year 5	Year 6	End of KS2 (NC)
<b>Threshold Concepts</b>	<p>Understand what the Victorian era is and when it is.</p> <p>Understand that their locality has changed since Victorian times and can give examples.</p> <p>Understand the importance of the Victorian era and how it has influenced our lives.</p> <p>Identify a time period on a timeline.</p> <p>To identify how aspects of Henry VIII's reign has impacted our lives today.</p> <p>Identify a time period on a timeline.</p> <p>Describe the main events and changes in Britain during the Tudor time.</p> <p>Understand how the transfer of power during the Tudor time affected lives.</p>	<p>To identify the impact of Stone Age Bronze Age and Iron age on early Britain.</p> <p>To describe and compare what life was like during Stone Age Bronze Age and Iron age on early Britain.</p> <p>Identify connections and contrasts between the Anglo Saxons and the Vikings.</p> <p>To understand change over time.</p>	<p>Identify how aspects of Ancient Greek life impact on our lives today.</p> <p>Describe main events and changes in Ancient Greece.</p> <p>Describe the main events and changes in Britain during the Roman occupation.</p> <p>Identify how aspects of Roman Britain impact on our lives today.</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.</p> <p>To compare similarities and differences between the Ancient Egyptians and Mayans.</p>	

<p><b>To investigate and interpret the past</b></p>	<p>Use evidence to ask questions and find answers to questions 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 and changes in history</p>	<p>Suggest suitable sources of evidence for historical enquiries.</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>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past</p>	<p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</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>	<p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p>
<p><b>To build an overview of world history</b></p>	<p><b>A local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Victorians).</b></p> <p><b>The changing power of monarchs (Tudors).</b></p> <p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Compare some of the times</p>	<p><b>Changes in Britain from the Stone Age to the Iron Age.</b></p> <p><b>Britain's settlement by Anglo-Saxons and Scots.</b></p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b></p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Compare some of the times studied with those of other</p>	<p><b>The Roman Empire and its impact on Britain.</b></p> <p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</b></p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic,</p>	<p><b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</b></p> <p><b>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900.</b></p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic,</p>	<p><b>See all areas in bold.</b></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p>

	<p>studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p>	<p>areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	
<b>To understand chronology</b>	<p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Use dates and terms to describe events.</p>	<p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Use dates and terms to describe events.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p>	<p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Use dates and terms accurately in describing events.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</p>	<p><i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</i></p>
<b>To communicate historically</b>	<p>Use appropriate historical vocabulary to communicate, including:</p>	<p>Use appropriate historical vocabulary to communicate, including:</p>	<p>Use appropriate historical vocabulary to communicate, including:</p>	<p>Use appropriate historical vocabulary to communicate, including:</p>	<p><i>They should note connections, contrasts and trends over time and</i></p>

	<ul style="list-style-type: none"> <li>- dates</li> <li>- time period</li> <li>- change</li> <li>- chronology.</li> </ul> <p>Begin to use literacy, numeracy and computing skills to communicate information about the past.</p>	<ul style="list-style-type: none"> <li>- dates</li> <li>- time period</li> <li>- era</li> <li>- change</li> <li>- chronology.</li> </ul> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<ul style="list-style-type: none"> <li>- dates</li> <li>- time period</li> <li>- era</li> <li>- chronology</li> <li>- continuity</li> <li>- change</li> <li>- century</li> <li>- decade</li> <li>- legacy.</li> </ul> <p>Begin to use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p>	<ul style="list-style-type: none"> <li>- dates</li> <li>- time period</li> <li>- era</li> <li>- chronology</li> <li>- continuity</li> <li>- change</li> <li>- century</li> <li>- decade</li> <li>- legacy.</li> </ul> <p>Begin to 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.</p>	<p><i>develop the appropriate use of historical terms.</i></p>
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