



Threshold Concept

EYFS

Milestone 1

Milestone 2

Milestone 3

Years 1 and 2

Years 3 and 4

Years 5 and 6

Investigate and interpret the past

The most relevant statements for history are taken from the following areas of learning:

- Understanding the World
- ELG Past and Present

Three to Four Year Olds

- Begin to make sense of their own life-story and family's history.

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.

- 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.

- Describe different accounts of a historical event, explaining some of the reasons why the

- 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

	<p>Reception</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <p>ELG's</p> <ul style="list-style-type: none"> • Talk about the lives of 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. 	<ul style="list-style-type: none"> • Identify some of the different ways the past has been represented. 	<p>accounts may differ.</p> <ul style="list-style-type: none"> • Suggest causes and consequences of some of the main events and changes in history. 	<p>about the past.</p> <ul style="list-style-type: none"> • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
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	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. 			
<p>Build an overview of world history</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. 	<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. • Describe the social, ethnic, cultural or 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • 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.

			<p>religious diversity of past society.</p> <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.
Understand 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. • Use dates where appropriate. 	<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"> • 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	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> • Discussion • Drawing pictures • Drama/role play • Making models • Writing • Using ICT 	<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 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology

		<p>of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<ul style="list-style-type: none">• chronology.• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	<ul style="list-style-type: none">• 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.
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