



## Our Lady of Victories Primary School

### History Key Learning Milestones

Threshold Concepts	<b>MILESTONE 1</b> The expected standard for students by the end of Year 2
<b>To investigate and interpret the past</b> <i>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence</i>	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.
<b>To understand chronology</b> <i>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.</i>	Place events related to their topic and artefacts in order on a timeline. Label timelines with words or phrases such as past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate.
<b>To communicate historically</b> <i>This concept involves using historical vocabulary and techniques to convey information about the past</i>	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
<b>To build an overview of world history</b> <i>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</i>	Describe historical events Describe significant people from the past. Describe significant historical places Recognise that there are reasons why people in the past acted as they did.

Threshold Concepts	<h2 style="margin: 0;">MILESTONE 2</h2> <p style="margin: 0;">The expected standard for students by the end of Year 4</p>
<p><b>To investigate and interpret the past</b>  <i>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence</i></p>	<p>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 accounts may differ.            Suggest causes and consequences of some of the main events and changes in history.</p>
<p><b>To understand chronology</b>  <i>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.</i></p>	<p>Place events, artefacts and historical figures on a timeline using dates.            Understand the concept of change over time, representing this, along with evidence, on a timeline.            Use dates and terms to describe events.</p>
<p><b>To communicate historically</b>  <i>This concept involves using historical vocabulary and techniques to convey information about the past</i></p>	<p>Use appropriate historical vocabulary to communicate including: dates, time period, era, change and chronology            Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>
<p><b>To build an overview of world history</b>  <i>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</i></p>	<p>Describe changes that have happened in the locality of the school throughout history.            Give a broad overview of life in Britain: from ancient to medieval times.            Compare some of the times studied with those of 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</p>

Threshold Concepts	<h2 style="margin: 0;">MILESTONE 3</h2> <p style="margin: 0;">The expected standard for students by the end of Year 6</p>
<p><b>To investigate and interpret the past</b>  <i>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence</i></p>	<p>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.            Understand that all history is to some extent interpretations and see why some people might write different versions of the same event.            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.</p>

<p><b>To understand chronology</b>  <i>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.</i></p>	<p>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 timeline.  Use dates and terms accurately in describing events.</p>
<p><b>To communicate historically</b>  <i>This concept involves using historical vocabulary and techniques to convey information about the past</i></p>	<p>Use historical vocabulary to communicate including; 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.</p>
<p><b>To build an overview of world history</b>  <i>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</i></p>	<p>Identify continuity and change in the history of the locality of the school.  Give a broad overview of life in Britain and some major events from the rest of the world.  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.</p>