**History**

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| **Threshold concept** | **End of phase expectation yr. 2** | **End of phase expectation yr. 4** | **End of phase expectation yr. 6** |
| **Historical enquiry.** | **Historical enquiry**  Can make comparisons between their own lives and the lives of those in the past, including answering and developing their own questions. | **Historical enquiry**  Can answer posed historical questions and use these as a model to ask and investigate their own. | **Historical enquiry**  Can develop historically valid questions and responses using appropriate historical terms. |
| **Evaluate evidence.** | **Sources and evidence**  Can demonstrate that a range of sources can inform their understanding of the past.  **Validity**  Can choose and use parts of stories and other non-fiction sources to show that they know and understand key historical events. | **Sources and evidence**  Can identify and explain the difference between primary and secondary sources.  **Validity**  Can understand that we learn about the past from a range of sources which may having differing points of view. | **Sources and Evidence**  Can differentiate between primary and secondary sources and select evidence appropriately to inform their understanding of historical period/event  **Validity**  Can understand that history is constructed from a range of sources of differing reliability and identify that these may have been created with a particular motive.  Can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. |
| **Relevance of history in our lives.** | **Continuity and changes**  Can demonstrate an understanding of what is same and difference in their own experiences and the past.  **Causes and consequences**  Can identify why an event happened beyond living memory and the changes that happened as a result  **Local History**  Can have an awareness of significant historical events, people and places in their own locality. | **Continuity and changes**  Can describe how places and peoples have changed, or remained the same over time, with reasons.  **Causes and consequences**  Can identify why an event happened beyond living memory and the changes that happened as a result. Causes and consequences Can identify the causes of significant historical events and describe and explain the consequences both at the time and subsequently.  **Local History**  Can demonstrate how a local character, event or place has had an impact at a local, national or international level | **Continuity and changes**  Can make links, contrasts and identify trends between different time periods, study and understand their significance and how it may impact the future.  Can describe the social, ethnic, cultural or religious diversity of past society.  Can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.'  **Causes and consequences**  Can identify and explain the significance of a range of causes of an historical event and describe the consequences and impact of varying timescales.  **Local history**  Can demonstrate how a local character, event or place has had an impact at a local, national or international level. |
| **Understand chronology** | **Chronology**  Can demonstrate an understanding of chronology by ordering events, people and artefacts into a sequence. | **Chronology**  Can demonstrate an understanding of chronology by ordering, and the appropriate dating of key events, people and artefact within the period studied. | **Chronology**  Can demonstrate a more detailed understanding of chronology, including from BCE to CE and to be able to make links between key events, people and periods studied. |