

<p><u>EYFS</u></p>	<p><u>Nursery</u></p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. <p><u>Reception</u></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><u>ELG</u></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. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
<p><u>National Curriculum</u></p>	<p><u>Key Stage 1</u> <u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements. • Significant historical events, people and places in their own locality <p><u>Key Stage 2</u> <u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> • Pupils should be taught about: • Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain • Britain's settlement by Anglo– Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • The achievements of the earliest civilizations • Ancient Greece • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900;
<p><u>As a historian, I will explore the key concepts of...</u></p>	<p>ENQUIRY -As historians, we investigate changes and innovations in different time periods.</p> <p>CHRONOLOGY— As historians, we understand chronology and when events happened in relation to one another.</p> <p>EVENTS—As historians, we understand that events in one time period lead to others in a ripple effect</p> <p>LIFESTYLE - As historians, we understand that the lifestyles of people within that time period helped shaped history</p>

Airedale Infant and Junior School
Threshold Concepts Attainment Map in History

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Enquiry</u>	I can talk about some of my life experiences	I can discuss significant events within my own living memory that are in the past e.g. birthday or holiday.	<p>Talk about and share experiences from the past and the present using visual sources</p> <p>Talk about and describe my family and the way they live</p>	<p>Use simple sources of information such as artefacts to compare the past with present</p> <p>Give reasons for and describe changes that have taken place within living memory</p> <p>Talk about similarities and differences between my life and the life of others</p>	<p>Use simple sources of information such as artefacts, photos and books to answer simple questions about the past.</p> <p>Use key evidence to support judgements and reasoning made about aspects of the past.</p> <p>Talk about and describe events in the life of a well-known historical person.</p> <p>Describe key events in their life from a range of sources of information.</p>	<p>Use a range of information to ask and answer questions about the past.</p> <p>Use interpretations, pictures and written sources to build a picture about the past.</p> <p>Give reasons why peoples account of the same event may be different.</p> <p>Talk about sources of information that contain negative views and accounts.</p> <p>Use a range of sources of information to find out about a significant historical person from a historical period,</p> <p>Talk about and give reasons for the actions of, and events in the life of a well-known historical person.</p>	<p>Answer questions about the past selecting information from a wide range of sources.</p> <p>Identify different ways in which people have represented and interpreted the past.</p> <p>Talk about and give reasons for an event being interpreted in a range of different ways.</p> <p>Give reasons for negative views and accounts in written sources of information.</p> <p>Use a range of sources of information to find out about significant historical people from a key historical period,</p> <p>Compare and contrast a range of information about a significant historical person.</p>	<p>Select, combine and present Information from more than one source.</p> <p>Make a reasoned judgement about the validity of the different representations of the past.</p> <p>Talk about why some written sources may give a negative view or account.</p> <p>Use a wide range of evidence to compare and analyse the lives of significant historical people from the same historical period.</p>
<u>Threshold Concept</u>	<u>I can talk about some of my life experiences</u>	<u>I can discuss significant events within my own living memory that are in the past e.g. birthday or holiday.</u>	<p><u>Talk about and share experiences from the past and the present using visual sources</u></p> <p><u>Talk about and describe my family and the way they live</u></p>	<p><u>Use simple sources of information such as artefacts to compare the past with present</u></p> <p><u>Talk about similarities and differences between my life and the life of others</u></p>	<p><u>Use simple sources of information such as artefacts, photos and books to answer simple questions about the past.</u></p> <p><u>Describe key events in their life from a range of sources of information.</u></p>	<p><u>Give reasons why peoples account of the same event may be different</u></p> <p><u>Talk about and give reasons for the actions of, and events in the life of a well-known historical person.</u></p>	<p><u>Identify different ways in which people have represented and interpreted the past.</u></p> <p><u>Use a range of sources of information to find out about significant historical people from a key historical period,</u></p>	<p><u>Make a reasoned judgement about the validity of the different representations of the past.</u></p> <p><u>Use a wide range of evidence to compare and analyse the lives of significant historical people from the same historical period.</u></p>

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Threshold Concepts Attainment Map in History

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>I can explain how I have changed over time</p> <p>I can order events (first and last)</p>	<p>I can talk about the differences in past and present objects</p> <p>I can talk the similarities and differences of images from the past and present</p>	<p>Use simple everyday terms to describe the passing of time e.g. now, then, old</p> <p>Place objects and events within experience in time order</p>	<p>Use historical terms to describe the passage of time e.g. modern, recent, long ago</p> <p>Place objects and events in time order beyond own experience</p>	<p>Talk with increasing accuracy and detail about events, places and people beyond living memory being able to describe the passage of time</p> <p>Place a range of objects, people and events beyond own experiences in time order.</p>	<p>Use dates and historical terms to describe historical periods.</p> <p>Describe how the past has been divided into different periods of time.</p> <p>Use the terms BC and AD to locate dates of invasion and occupation.</p> <p>Explain reasons for placing objects, people and events in a particular order.</p>	<p>Describe the key characteristics and features of a range of different periods of history.</p> <p>Describe changes that have taken place within and across historical periods.</p> <p>Use historical terms effectively to describe periods within history.</p> <p>Place civilisations and events on a timeline showing an understanding of the terms BC and AD.</p>	<p>Compare and contrast features of historical periods identifying similarities and differences.</p> <p>Describe and analyse the impact of change within and between periods in the past.</p> <p>Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods.</p>
Threshold Concept	<u>I can order events (first and last)</u>	<u>I can talk the similarities and differences of images from the past and present</u>	<u>Use simple everyday terms to describe the passing of time e.g. now, then, old</u> <u>Place objects and events within experience in time order</u>	<u>Use historical terms to describe the passage of time e.g. modern, recent, long ago</u> <u>Place objects and events in time order beyond own experience</u>	<u>Place a range of objects, people and events beyond own experiences in time order.</u>	<u>Explain reasons for placing objects, people and events in a particular order.</u>	<u>Describe changes that have taken place within and across historical periods.</u>	<u>Analyse the impact of change within and between periods in the past.</u>

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Events</u>	<p>I can talk about some of my life experiences</p> <p>I can talk about something that has happened in the past</p>	<p>I can talk about a historical person from the past e.g. Guy Fawkes</p> <p>I can recall facts about a historical event</p>	<p>Talk about and record events in my life and the lives of people I know</p> <p>I can talk about and recall facts about historical people (E.g. The Queen)</p>	<p>Talk about events and the lives of people beyond living memory</p>	<p>Talk about and describe, in simple terms features of key events and people in the past.</p> <p>Compare similar events from the present and past.</p> <p>Talk about the impact of events on the lives of the people of the time.</p>	<p>Describe features of historical events beyond living memory.</p> <p>Identify common themes and features of historical events .</p> <p>Explain and give reasons for events in the present and past</p>	<p>Describe a range of different features of key historical events.</p> <p>Compare and contrast events from different historical periods,</p> <p>Talk about the impact of events on different groups within society at that time.</p>	<p>Describe features of past events and make links between them.</p> <p>Interpret and evaluate a key historical event from more than one perspective or view point. evaluations with a range of evidence from a range of sources.</p> <p>Support evaluations with a range of evidence from a range of sources</p>
<u>Threshold Concept</u>	<u>I can talk about some of my life experiences</u>	<u>I can recall facts about a historical event</u>	<u>Talk about and record events in my life and the lives of people I know</u>	<u>Talk about and record events and the lives of people beyond living memory</u>	<u>Talk about and describe, in simple terms features of key events and people in the past.</u>	<u>Explain and give reasons for events in the present and past</u>	<u>Talk about the impact of events on different groups within society at that time.</u>	<u>Support evaluations with a range of evidence from a range of sources.</u>
<u>Lifestyles</u>	<p>I can name members of my own family</p> <p>I can talk about myself and my family</p> <p>I can identify how my family is the same or different to others</p>	<p>I can name and describe people who are familiar to me</p> <p>I can compare and contrast characters from different stories</p>	<p>Talk about my home and the way I live</p>	<p>Talk about similarities and differences between my life and that of others</p>	<p>Talk about and describe the home and the way people lived, e.g. day to day life, things they did, their house, their family etc.</p> <p>Describe the changes and differences in lifestyle in the past and present.</p>	<p>Compare and contrast the ways of life of people from different historical periods.</p> <p>Compare and describe features of life now and in the past beyond living memory.</p> <p>Describe and give reasons for the changes and differences in lifestyle in the past and present.</p>	<p>Identify and describe features and characteristics of past societies</p> <p>Compare and describe the characteristics of a range of significant groups from the past</p> <p>Compare and analyse the factors that caused change in the past.</p> <p>Talk about the impact of change on past societies,</p>	<p>Describe and make links between a range of past societies.</p> <p>Analyse and give reasons for the characteristics of a range of significant groups from the past,</p> <p>Describe and give reasons for the beliefs held by different societies in the past.</p> <p>Compare and contrast the distinctive features of past societies.</p>
<u>Threshold Concept</u>	<u>I can talk about myself and my family</u>	<u>I can name and describe people who are familiar to me</u>	<u>Talk about my home and the way I live</u>	<u>Talk about similarities and differences between my life and that of others</u>	<u>Describe the changes and differences in lifestyle in the past and present</u>	<u>Describe and give reasons for the changes and differences in lifestyle in the past and present.</u>	<u>Identify and describe features and characteristics of past societies</u>	<u>Compare and contrast the distinctive features of past societies.</u>

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	<u>Nursery</u>	<u>Reception</u>	<u>Year 1 - All About Me!</u>	<u>Year 1—Royals</u>	<u>Year 2 - Great Fire of London</u>
Key Vocabulary	Mum, dad, brother, sister, grandma, grandad, auntie, uncle, family, baby, toddler, child, adult, time, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, week, days, holiday, birthday, wedding, Christening, Christmas, Bonfire night, yesterday, tomorrow, today, first, last, old, new, remember, event	Mum, dad, brother, sister, grandma, grandad, auntie, uncle, cousins, family, baby, toddler, child, adult, time, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, week, days, month, January, February, March, April, May, June, July, August, September, October, November, December, weekend, holiday, birthday, wedding, Christening, Christmas, Bonfire night, yesterday, tomorrow, today, long ago, old, new, remember, event, past, present, similar, different	Mum, dad, brother, sister, grandma, grandad, auntie, uncle, cousins, family, baby, toddler, child, adult, great—grandad, great—grandma, niece, nephew, family, family tree, events, baby, child, toddler, adult, sources, primary, secondary	Queen, Queen Elizabeth, Queen Victoria, Victorians, Reign, Monarch, Royal, United Kingdom, Victorian times, Achievements, Changes, Contributions, Succeed/succession, King, King Charles, Prince William, Prince Harry, Prince, Princess sources, primary, secondary	Describe, compare, similarities, differences, changes, reasons, explain, timeline, key events, order, chronologically, map, table, sort, organise, Thomas Farriner, bakery, Pudding Lane, diary, Samuel Pepys, eye witness, landmarks, London, St Paul's Cathedral, London Bridge, Tower of London, River Thames, leather buckets, water squirt, wind, direction, fire, spread, wooden buildings, crowded, close together, homeless, firebreak, embers, oven, flammable, fire hooks, King Charles II, rebuilt, metal hooks, fire safety, Lord Mayor sources, primary, secondary
			<u>Year 1—Toys</u>	<u>Year 2—Locality</u>	<u>Year 2—History of Nursing</u>
			A long time ago, modern, years, before, after, old, new, past, timeline, memory, changes, ideas, compare, similarities, differences, sort, classify, table, primary sources, secondary sources, created, clockwork, porcelain, mechanical, wind up, batteries, rich, poor, Victorians, safer, electricity, entertainment, computers, consoles, whip and top, skipping rope, peg doll, marbles, rocking horse,	Describe, compare, similarities, differences, changes, reasons, explain, timeline, key events, chronologically, present, past, living memory, century, significant, events, changes, classify, table, venn diagram, order, parent, grandparent, local, now, unusual, continuity, investigate, lessons, school, locality, lives, life, live, subjects, building, yard, sources, primary, secondary	Describe, compare, similarities, differences, changes, reasons, explain, timeline, key events, chronologically, present, past, living memory, century, significant, events, changes, classify, table, venn diagram, order, 19th Century, Florence Nightingale, Lady with the lamp, nurse, Crimean War, Turkey, Scutari, battle, patient, Red Cross, injured, wounded, compassion, conditions, determined, role model, passionate, conditions, filthy, overcrowded, medical supplies, resources, equipment, disease, death, infection, comfortable, suffering, caring, hospitals, profession, Mary Secole, sources, primary, secondary

	Year 3 - Coal Mining	Year 4—Egyptians	Year 5—Romans	Year 5—Saxons	Year 6— WWII
Key Vocabulary	<p>million years, squashed, pressed, buried, layers, harder, blacker, coal, imprint, fossils, heat, energy, fossil fuel, renewable energy sources, non-renewable energy sources, Victorian times, Britain, Countries, industry, factories, steam trains, powered, engines, burning, stoking (filling), boilers, shovels, horses, horseshoes, metal, melted, blacksmith, rich, poor, ranges, central heating, power station, charging, gadgets, leftovers, tarmac, atlas, coalfields, Bell mine, pulley system, horse, steam engine, main shaft, Caphouse Colliery, winding gear, cage, tunnels, pit head rooms, winding engine room, seam, air shaft, coal face, pit bottom, government, hewer/miner, getter/putter, hurrier, thruster, trapper, basket/corve (kind of truck), chain, Sources, primary, secondary, accuracy, bias, information, dates, inquest, eye witness, article, letter, argue, recommend, changes, improvements, working conditions, children, workers, jobs, generations, local area, mining community, Wheldale colliery, Fryston Colliery, Allerton Bywater Colliery, Ledston Luck Colliery, Glasshoughton colliery,</p>	<p>chronology, ancient, modern, BC, AD, civilisation, command, hierarchy, society, Nile, landscape, gods, goddess, worship, sarcophagus, mummification, Ibu tent, scarab beetle, Eye of Horus, worship, primary sources, secondary sources, artefacts, archaeological evidence, strengths, limitations, questions, conclusions, justifications, history, wealthy, ordinary, demise, language, religion, Social Structure, Pharaoh, Vizier, Scribes, Nobles, Craftsmen, Slaves, papyrus, afterlife, weighing of the heart ceremony, amulet, shabit, empire, irrigation, shaduf, cartouche, hieroglyphics, Rosetta Stone, Canopic Jars, Giza, Tutunkhamun, Cleopatra, Howard Carter, Valley of the Kings</p>	<p>timeline, chronology, period, Romans, time, past, present, Romulus, Remus, Rome, legend, fiction, non-fiction, story, Latin, society, citizen, patricians, plebeians, slaves, senators, equestrians, legionaries, gladiators, hierarchy, Julius Caesar, primary source, Roman, Roman Emperor, invasions, leadership, Rome, Roman, Empire, daily life, food, entertainment, games, learning, building, racing, Stadium, Amphitheatre, Chariot, Thermae, Pompeii, disaster, Mount Vesuvius, earthquake, eruption, Invasion, Rome, Celts, Empire, Map, battle, resistance, invasion, Norfolk, Boudica, Warrior Queen, Celts, Watling street, Colchester, London, St Albans, Artefacts, Castleford, Map, Road, Lagentium, Archaeologist, Basilica, toga, slave, Aqueduct, Barbarian, Censor, Citizen, Consul, Dictator, Dynasty, Emperor, Forum, Gaul, Gladiator, Gladius, Mosaic, Orator, Paterfamilias, Patrician, Plebeian, Praetor, Province, Quaestor, Republic, Rhetoric, Senate, Tribune, Toga</p>	<p>Timeline, chronological order, Anglo Saxons, Vikings, kingdom, capture, invasion, permanently, defeats, AD, settle, war, battle, similarities, differences, Scandinavia, exploration, War chief, cyning – King, kingdom, ruled, Northumbria, Mercia, Wessex, Kent, East Anglia, Saxon heritage, geological location, longboat, travel, journey, strong, compass, sun, Vikings, builders, features, stern, oar, bow, keel, mast, prow, strake, sail, King, kingdom, Alfred the Great, King Athelstan, leader, invaded, settled, ruled, ruler, control, Danelaw, relationships, Long House, rectangle, 30 meters long, decorated, carved dragon, roof, wood, thatched, Straw/reeds, one room, turf slabs, stone base, wattle and daub, posts, woven, draughts, chimney, smoke, open fire, drifted, oil lamps, benches, Furs or skins, warmth, wooden chests, heather bedding, rugs, animals, enclosure, barns/stables, evidence, archaeologist, archaeology, archaeological dig, prediction, remnant, artefact, Pagan, Lindisfarne, runes, monastery, Baltic, Barbarian, Battlefield, Brutality, Cause, Century, Civilization, Clad, Conquest, Culture, Descendants, Era, Medieval, Norsemen</p>	<p>Allies, Axis Powers, Hitler, Lebensraum, Poland, Invade, Treaty, WW1, Reparations, Chronology, Europe, invade, Nazi, Jew, Aryan, propaganda, anti-semitic, Kristallnacht, persecution, Pearl Harbour, Hiroshima, Nagasaki, atomic bomb, invasion, Dunkirk, D- Day, operation overlord, allied troops, resisted, war, troops, Blitz, blitzkrieg, bomb, Anderson shelter, Morrison shelter, source, reliable, evacuation, evacuee, billeting, gas mask, luggage, Ration, ration book, tokens, imported, 'Dig for Victory', 'Make do and mend', Women, change, skills, jobs, work, encouragement, supplies, surrender, merchant ships, U-boats, decipher, VE Day, gas attack, land girls, conscription, battlefield, surrender, carrier pigeon, rifle, strategy, latrines, trench, Allied Powers, Armistice, No Man's Land, Outflank, Propaganda</p>
	Year 3—Stone Age leading to Iron Age	Year 4—Greeks	Year 5—Vikings	Year 6—Victorians	Year 6 Benin
	<p>Chronological Order, Evolution, Stone Age, Neolithic, Palaeolithic, archaeology, archaeologist, dig, findings, Skara Brae, berries, wood, stones, rocks, bones Stone-henge, measurements, perimeter, sacred, stone: houses, teepees, roundhouses, cave, daub hammerstone, hand axe, axe, scraper, knife, knapping, flint, flake, Hunter gatherer, wild animals, animal skin, fruit, berries, nuts, cooking evaluate, compare, similarities, differences, modern, past, present, debate, Venn diagram, Bronze Age, Iron Age, Palaeolithic, Mesolithic, Neolithic, pre-history, artefacts, Neanderthal, Ice Age, Primary Source, Secondary Source, Cave Paintings</p>	<p>Ancient, modern, Greece, Greek, Europe, Alexander the Great, Athens, democracy, Ekklesia, Boule, Dikasteria, democratic system, religion, gods, goddesses, Zeus, Hera, Ares, Apollo, Athena, Hades, Hermes, Athens, Sparta, City state, oligarchies, Persia, King Darius, Datis, Pheidippides, Miltiades, Marathon, Athens, Sparta, ancient Greek life, democracy, language, governance, positives, city states, Sparta, Athens, Olympic Games, Hoplite, Trojan Horse, labyrinth, amphitheater, Parthenon, empire, army, Gods and Goddesses, Acropolis, Agora, Archaic Period, Aristotle, Assembly, Chiton, Classical Period, Cuirass, Delian League, Ephors, Helots, Hellenistic Period, Titans, Trireme, Tyrant</p>	<p>Timeline, chronological order, Anglo Saxons, Vikings, kingdom, capture, invasion, permanently, defeats, AD, settle, war, battle, similarities, differences, Scandinavia, exploration, War chief, cyning – King, kingdom, ruled, Northumbria, Mercia, Wessex, Kent, East Anglia, Saxon heritage, geological location, longboat, travel, journey, strong, compass, sun, Vikings, builders, features, stern, oar, bow, keel, mast, prow, strake, sail, King, kingdom, Alfred the Great, King Athelstan, leader, invaded, settled, ruled, ruler, control, Danelaw, relationships, Long House, rectangle, 30 meters long, decorated, carved dragon, roof, wood, thatched, Straw/reeds, one room, turf slabs, stone base, wattle and daub, posts, woven, draughts, chimney, smoke, open fire, drifted, oil lamps, benches, Furs or skins, warmth, wooden chests, heather bedding, rugs, animals, enclosure, barns/stables, evidence, archaeologist, archaeology, archaeological dig, prediction, remnant, artefact, Pagan, Lindisfarne, runes, monastery, Baltic, Barbarian, Battlefield, Brutality, Cause, Century, Civilization, Clad, Conquest, Culture, Descendants, Era, Medieval, Norsemen</p>	<p>Chronological order, Victorian, Queen Elizabeth, Orphan, poverty, overcrowded, laundry, stone breaking, dormitories, Victorian, poverty, education, industrial revolution, deprived, orphanage, Thomas Barnardo, Victorian, Industrial Revolution, modern, education, typical, reform, Parliament, debate, child labour, working conditions, workhouse, laws, source</p>	<p>Kingdom of Benin, empire, timeline, chronology, dynasty, Ogiso, Oba, foreign, traders, craftsmanship, Golden Age, empire, decline, slavery, abolition</p>