

History Framework - Milestone 2

Intent	
<ul style="list-style-type: none"> • An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes. • The ability to think critically about history and engage with problematic aspects e.g colonial history and its legacy • The ability to communicate ideas very confidently in styles appropriate to a range of audiences. • The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources. • The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. • A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. • A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments. • A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics. 	
Threshold Concepts	Skills
<p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> • 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. • 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>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>		<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. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
<p>Understand chronology 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</p>		<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.
<p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>		<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.

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| | | <ul style="list-style-type: none">• Use original ways to present information and ideas. |
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