

## History Framework - Milestone 1

Intent		
<ul style="list-style-type: none"> <li>• An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.</li> <li>• The ability to think critically about history and engage with problematic aspects e.g colonial history and its legacy</li> <li>• The ability to communicate ideas very confidently in styles appropriate to a range of audiences.</li> <li>• 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.</li> <li>• The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.</li> <li>• 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.</li> <li>• A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.</li> <li>• A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.</li> </ul>		
Threshold Concepts	Skills	
<b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.		<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>
<b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey		<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>

information about the past.		
<b>Understand chronology</b> 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		<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>
<b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.		<ul style="list-style-type: none"> <li>• 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.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>