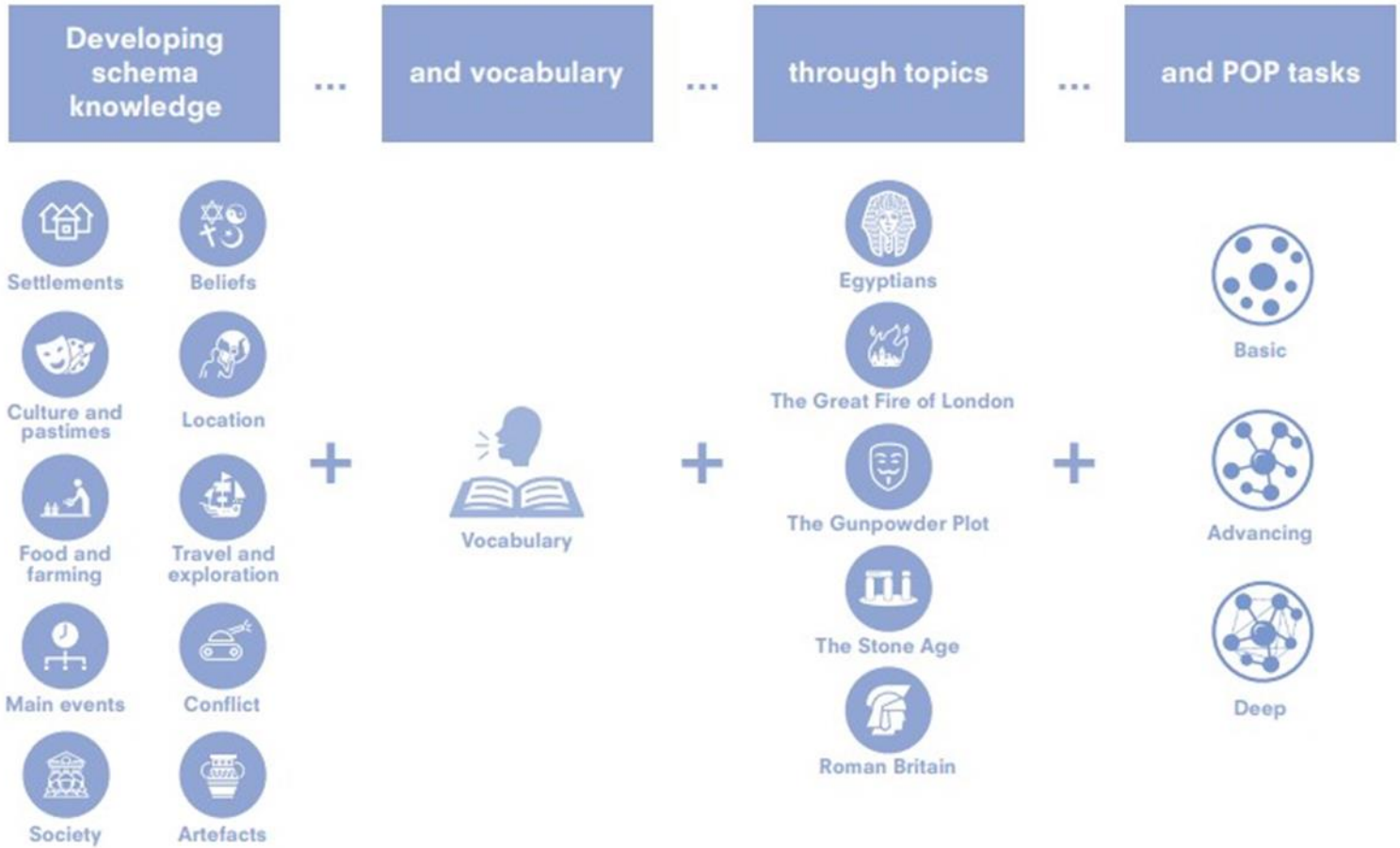
Threshold concepts	Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
Milestones	Milestones 1–3 A description of the end goals	Milestones 1–3 A description of the end goals	Milestones 1–3 A description of the end goals	Milestones 1–3 A description of the end goals
Knowledge categories	Artefacts	Location Beliefs Settlements Culture and pastimes Food and farming Travel and exploration Society Conflict	Main events	Vocabulary

The route to a schema



Milestone 1

Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
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? Identify some of the different ways the past has been represented. Use artefacts, pictures, stories, online sources and databases to find out about the past.	Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.	Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Recount changes that have occurred in their own lives.	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 concepts such as: • nation and a nation's history • civilisation • monarchy • parliament • democracy • war and peace.

Milestone 2

Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
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.	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.	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.	Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Milestone 3

Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
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.	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.	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.	Use appropriate 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.

Milestone 1 vocabulary



Vocabulary	Definition
observe	To look carefully at something in order to learn about it
artefact	An ornament, tool or other object that is made by a human being, such as tools, coins, clothing, pottery and jewellery
represent	To describe something in a certain way, e.g. one might represent things in pictures, writing, diagrams or tables
past	Any time before the present (now)
present	The period of time we are in now
future	The period of time that will come after the present
recount	To tell or describe a story or event to people
appropriate	Suitable, right or acceptable for a purpose

Vocabulary	Definition
recent	Having happened a short time ago
year	The time it takes the Earth to orbit (travel around) the Sun – a year lasts 365 days but every four years it lasts 366 days (called a leap year)
decade	A period of time that lasts ten years
century	A period of time that lasts one hundred years
nation	An individual country or group of countries that share a government
civilisation	An organised group of humans with its own culture
monarchy	The king or queen and royal family of a country
parliament	A group of people who make or change laws
law	A set of rules in a county that one must follow otherwise there will be a punishment
democracy	A system of government in which the people choose who is in charge or the rules they follow by voting in elections

Milestone 2 vocabulary



Vocabulary	Definition
Primary and secondary sources	
source	The person, place or thing that you get something from
evidence	Anything that you see, experience, hear or are told which causes you to believe something is true or has really happened
historical source	An item that gives information about the past
primary source	First-hand evidence (primary describes something that comes first) about an event. Primary sources of evidence include: autobiographies, memoirs, diaries, personal letters, correspondence, interviews, photographs, drawings, posters, works of art, literature, speeches, original documents (e.g. birth certificates, deeds, census returns), artefacts (e.g. tools, coins, clothing, furniture, cups, newspapers)
account	A report or description of an event or an experience (primary and secondary)

Vocabulary	Definition
secondary source	Secondary means something that comes after the first (primary) thing. Secondary sources of evidence are created after the event has taken place. They include: bibliographies, biographical works, reference books, dictionaries, encyclopedias, atlases, articles – after the event, history books, textbooks.

Milestone 2 vocabulary (continued)



Vocabulary	Definition
enquiry	A question asked in order to get information
historical enquiry	A series of questions asked to find out information about the past
cause	The thing that makes something happen (Every event has a cause and is itself a cause of a future event – an effect or consequence.)
consequence	Something that occurs because of an event (e.g. the impact on people, society and beliefs)
locality	A small area of a country or city (neighbourhood, area, district, environment, zone, territory, community)
overview	A short description, general review or summary of a subject with no detail
ancient	Of or from a long time ago (very old), belonging to the distant past (before the end of the Roman Empire)
medieval	Relates to, or made in the period of, European history 476 CE–1500 CE
culture	The ideas, customs and social behaviour of a society

Vocabulary	Definition
BCE	Before Common Era (formerly BC)
CE	Common Era (formerly AD)
social	Relating to society and its organisation
ethnic	Relating to a particular racial or cultural group of people
society	People living together in an organised group
change	To make or become different
concept	An idea
represent	To portray something in a particular way

Milestone 3 vocabulary



Vocabulary	Definition
suitable	Right or acceptable for a particular person, purpose or event
hypothesis	An idea that may explain a situation that has not yet been proven to be correct – an idea to try something out
testable	Able to be tested or tried (by a procedure intended to establish quality and reliability)
reliable	Likely to be correct
culture	The ideas, customs and social behaviour of a society
racial	Relating to race
diverse	Containing many different elements (this may refer to: * gender * race * ethnicity * abilities * sexual orientation * beliefs * culture – food, music, art)

Vocabulary	Definition
characteristic features	The particular qualities or aspects that make something recognisable
analyse	To consider something carefully in order to understand it or reveal something or find something out
justify	To show or prove to be right or to be reasonable or necessary
propaganda	Often inaccurate information, published or broadcast by a political organisation in order to influence people
bias	A tendency to prefer and favour one person or thing
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Milestone 3 vocabulary



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