



## Subject- History



### Threshold Concepts and Milestones

Threshold Concept	Foundation Stage 2	Content
<p><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.</p>	<p>Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class. (ELG)</p>	<p>Collection of toys old and new Start with the now: - What are the children's favourite toy?. Do a survey. Ask children to talk about their favourite toy to their partner. Give feedback to the class. Homework activity: Ask their parents and grandparents what their favourite toy was when they were a young child. Feedback to the class and discuss. Further investigation of the past:- How do we know children played with toys in the past? Visit:- Sudbury Hall - The National Trust Museum of Childhood, Newstead Abbey - Victorian Toys workshop Discuss the difference between rich children's toys and poor children's toys. Discuss the clear separation of toys for boys and toys for girls. Discuss how lots of children in the past did not have time to play they had to go to work.</p>

		<p>Investigate similarities and differences between toys now and in the past.</p> <p>Observe and investigate the materials toys from the past are made from and the materials toys are now made from and discuss how this gives us clues to how old they are.</p>
<p><b>Build an overview of world history</b></p> <p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<p>Recall some important narratives, characters and figures from the past encountered in books read in class (ELG)</p>	<p>Find out about the inventors of the following toys.</p> <p>Popularity of Teddy Bears (USA) President Theodore Roosevelt</p> <p>Find out about famous Steiff Teddy Bears (Germany)</p> <p>Traditional Russian Toys (Russia)</p> <p>Hornby Train Set (Great Britain)</p> <p>Lego (Denmark)</p> <p>Rubiks (Cube Hungry)</p> <p>Pokemon and Tamagotchi Pets (Japan)</p>
<p><b>Understand chronology</b></p> <p>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>	<p>Sequence simple daily events using props and pictures.</p> <p>Sort objects/artefacts from the past and from the present.</p> <p>Order 3 objects/artefacts from the past to the present day.</p>	<p>Can the children sequence events in their daily life using props and pictures.</p> <p>Sort and classify photos of toys from now and in the past.</p> <p>Sort and classify actual toys from now and in the past.</p> <p>Place photos of toys from the past to the present day on a simple time line. E.G. spinning top, rocking horse, kite, Lego, yoyo, Barbie doll, etc.</p>

<p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>Create pictures/paintings and models about events in the past.</p> <p>Draw and paint characters and figures from the past.</p> <p>Write a caption for their picture/painting/model.</p> <p>Talk about the lives of people around them and their role in society.(ELG)</p>	<p>Create pictures of their favourite toys. Paint pictures of bears, Make a model of a dolls house. Write labels, phrases and sentences about these.</p> <p>Draw pictures and recount the event about Theodore Roosevelt hunting trip.</p> <p>Talk about their parents and grandparents favourite toys when they were a child.</p> <p>Talk about similarities and difference between toys now and in the past.</p>
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