



Subject- History



Threshold Concepts and Milestones

Threshold Concept	Year 1	Content
<p>Investigate and interpret the past</p> <p>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Ask questions such as: <ul style="list-style-type: none"> What was it like for people? What happened? How long ago? <p>Use artefacts and pictures to find out about the past.</p>	<p>Fossils - Primary and secondary sources of evidence</p> <p>Where possible children handle and observe fossils.</p> <p><i>What has made the marks in the rocks?</i></p> <p><i>How have the marks been made?</i></p> <p><i>What does it tell us about creatures from long ago?</i></p> <p><i>Why are these creatures no longer around?</i></p> <p>Look at photographs of Mary Anning's fossils - <i>what can they tell us about the creatures she discovered?</i></p> <p>Mary Anning - Primary and secondary sources of evidence</p> <p>Read stories about Mary Anning and talk about her life. <i>What happened to her which shaped her attitudes? How did she overcome discrimination?</i></p> <p>Look at portraits of Mary Anning - <i>what can we tell about her from these?</i></p> <p>Visit to Wollaton Hall to investigate sources about Mary Anning, her discoveries and her life. <i>What can we discover about her?</i></p>

		<p><i>Where does the information come from? What kind of person was she?</i></p> <p><i>What can we learn about the life of dinosaurs from her drawings? How did Mary Anning contribute to palaeontology?</i></p>
<p>Build an overview of world history</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>Describe significant people from the past.</p>	<p>Mary Anning</p> <p>Learn about the life of Mary Anning and recognise the importance of the work she did.</p> <p><i>What did Mary's discoveries tell us about curious creatures that lived long ago?</i></p> <p><i>Why didn't Mary get the credit for her discoveries?</i></p> <p><i>Is it fair to treat people differently?</i></p>
<p>Understand chronology</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>Place artefacts in time order using simple language.</p> <p>Sequence simple daily events.</p>	<p>Artefacts</p> <p>Take part in the Mary Anning workshop at Wollaton Hall and visit the natural history museum at Wollaton.</p> <p>Sequence daily events for Mary Anning.</p> <p>Label a time line for the life of Mary Anning with relevant phrases: past, present, older, newer.</p>

	<p>Label time lines with words or phrases such as: past, present, older and newer.</p>	
<p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>Use words and phrases such as: a long time ago, recently to describe the passing of time.</p> <p>Introduce the concept of a nation.</p>	<p>Dr Susie Maidment Learn about the life of Dr Susie Maidment, contemporary Palaeontologist, and compare her life with that of Mary Anning.</p> <p>Compare the tools used by Mary Anning with those of a modern Palaeontologist.</p> <p>Sequence daily events for Dr Susie Maidment.</p> <p>Create a presentation about the life and discoveries of Mary Anning, using appropriate vocabulary. Share with an audience.</p>