



## Subject- History



### Threshold Concepts and Milestones

Threshold Concept	Year 2	Content
<p><b>Investigate and interpret the past</b></p> <p>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>Greater level of questioning, such as why events happened, in what order and what have we learnt from it?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Use of drawings, pottery and historical texts to investigate the Ancient Games.</p> <p>Paintings of the early Modern Olympics up to modern photography and video.</p> <p>The use of pictograms to show different sports.</p> <p>Introduction of first televised games in 1960 and the IOC online archive, as well as BBC and Eurosport coverage on Youtube.</p> <p>Promotional material, such as posters, advertisements, programmes.</p> <p>What can we learn about the games and how they have changed from all of these sources?</p>

<p><b>Build an overview of world history</b> 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 historical events and people.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Similarities and differences between the Ancient and Modern Olympics. What has been kept the same? What has changed and why?</p> <p>Through the chronology of the Olympics, how have things changed and what impact has it had on the places it has been?</p> <p>The use of posters, advertising and ceremonies to reflect the national identity. How have these shown those countries, what is the perception of them?</p> <p>How have the games changed and who have been the key people involved in the Olympic movement?</p> <p>Why did key people act in the way they did? How has the search for success changed and has everyone competed fairly?</p> <p>CoJo Character and investigation into a great Olympian. What challenges did they have to overcome?</p>
<p><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</p>	<p>Place events and artefacts in order on a time line.</p> <p>Recount changes that have occurred in their own lives.</p>	<p>Using a timeline in the classroom, can the children physically place events on the timeline? From what they have learnt, can they place artefacts and information into chronological order?</p> <p>Key Dates: 776 BC First Ancient Greece Olympics 393 AD End of the Ancient Games</p>

<p>happening at similar times in different places</p>	<p>Use dates where appropriate.</p>	<p>27AD - 1493 Roman Empire - Evolution of Gladiatorial games          1600's Cotswold Games and Cromwell Games ban          1700's Revolutionary French Games          1898 1<sup>st</sup> Modern Olympics and Pierre De Coubertin          1900 First female athletes          1920 Olympic Rings Flag introduced          1924 1<sup>st</sup> Winter Olympics          1928 Olympic Flame introduced          1936 Berlin Olympics, Hitler and Jesse Owens          1948 1<sup>st</sup> Paralympics held at Stoke Mandeville          1956 - 1988 Multiple countries boycott Olympics for political and ideological reasons.          1960 First televised Olympics          1992 Professional athletes allowed to compete          1908, 1948 and 2012 London Olympics</p>
<p><b>Communicate historically</b>          This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>Use words and phrases such as: when my parents/carers were children, years, decades and centuries to describe the passing of time.          Show an understanding of the concept of nation and a nation's history.</p>	<p>Understanding about the present day Olympics, how many Olympics there have been in their lifetimes and predict what will happen in the future based on their findings e.g. introduction of e-sports and different events.</p> <p>Asking family and adults what they remember about Olympic Games, can they remember London 2012 and the impact it had.</p>

	<ul style="list-style-type: none"><li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li></ul>	<p>The impact of Opening and Closing Ceremonies and how they have reflected the time period and they have showcased national identity.</p> <p>A presentation at the end of aspects of the learning undertaken.</p> <p>Political discussions involving:</p> <p>The Greek and Roman civilisations and how the Olympics were important to them.</p> <p>How the games evolved from Ancient Greece to gladiatorial games in Ancient Rome.</p> <p>The disappearance of the Olympics, the reasons why and how they were revived.</p> <p>The Olympic motto of Faster, Higher, Stronger.</p> <p>The outbreak of the 1<sup>st</sup> and 2<sup>nd</sup> World Wars.</p> <p>Jesse Owen and the 1936 Berlin Olympics.</p> <p>Boycotting the Olympics due to political and ideological reasons.</p> <p>Segregation and Apartheid</p> <p>Drugs and cheating - is it worth cheating for a gold medal?</p> <p>The introduction of professional athletes and their place in sport</p> <p>Events that nations excel at and the reasons why.</p> <p>The future of the Olympics and what could be changed based on our learning of the past.</p>
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