










## Threshold Concepts and Milestones

### Subject- History



Threshold Concept	Year 3	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>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions.</li> <li>• Suggest sources of evidence for historical enquiries.</li> <li>• Use one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event.</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs of British archaeologist, Howard Carter, discovering the tomb of Pharaoh, Tutankhamun, in November 1922. </li> <li>• Photographs of artefacts found within the tomb statues, gold jewellery, chariots, model boats, Canopic jars, chairs, paintings and Tutankhamun's mummy. </li> <li>• Diary extracts and letters of Howard Carter - includes notes, lists and sketches of what he found.  </li> <li>• Newspaper articles about the discovery. </li> <li>• A range of books from the ELS.</li> <li>• Interactive research pages/games by museums. E.g. <a href="https://www.nms.ac.uk/explore-our-collections/games/discover-ancient-egypt/">https://www.nms.ac.uk/explore-our-collections/games/discover-ancient-egypt/</a></li> </ul>

		<ul style="list-style-type: none"> <li>• Video clips from National Geographic and History Channel. What is it that the children are actually going to learn?</li> </ul>
<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 the social or religious diversity of past society. Describe the characteristic features of the past, including ideas and beliefs.</p>	<p>Links to what Egyptians considered 'valuable' at that time (River Nile for fertilising their croplands, worshipping their Gods).</p> <p>Social hierarchy of Egypt at the time - slaves, peasants, craftsmen, merchants, scribes, soldiers, government officials and pharaoh. Look at their roles in society and how they were dealt with in death.</p>  <p>Look at what items were placed in Tutankhamun's tomb in The Valley Of The Kings. How would these items prepare for the afterlife - why did he believe these objects were 'valuable'?</p> <p>Mummification - how was his body prepared after he died? Death Mask.</p> <p>Curse of the pharaohs - in relation to his tomb - what spells and curses were placed on the walls of the tomb and why?</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 happening at similar times in different places</p>	<p>Place events, artefacts and historical figures on a time line using dates. Use dates and terms to describe events.</p>	<p>6000 BC - early settlers make clay and silt pottery in the Nile Valley. 2700 BC - first pyramid built 2600 BC - Pyramids of Giza and the Great Sphinx built. <i>Many reigning pharaohs between this time.</i> 1500 BC - many royal tombs built in The Valley of The Kings. 1346 BC - Tutankhamun born 1337 BC - Tutankhamun became pharaoh (aged 9-10). 1326 BC - Tutankhamun died (aged 19). 0 AD</p> 

		<p>1800 AD- travellers uncovered monuments of Ancient Egypt.</p> <p>1822 AD - hieroglyphics deciphered</p> <p>1922 AD - Howard Carter discovered Tutankhamun's tomb.</p> <p>1968 AD - <u>scientific advances</u> - Tutankhamun's body found with a hole in the back of the skull, some historians had concluded that the young king was assassinated.</p> <p>1995 AD CT showed that the king had an infected broken left leg, while DNA from his mummy revealed evidence of multiple malaria infections, all of which may have contributed to his early death.</p>
<p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> </ul> <p>Use literacy, numeracy and computing skills in order to communicate information about the past.</p>	<p>Children create timelines, label maps and make a list of Tutankhamun's treasure.</p> <p>Carry out research using the computers using the internet or Online Discovery. Create a timeline on the computer using Purple Mash.</p> <p>Create presentations, using the Enliven approach, about what they have discovered from the evidence and sources.</p> <p>Create museum exhibitions of their research</p> <p>Debate 'what is valuable' using P4C and discuss their argument/compare counter arguments.</p>