



Subject- History



Threshold Concepts and Milestones

Threshold Concept	Year 6	Content
<p>Investigate and interpret the past 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"> • Use sources of evidence to deduce information about the past and link to prior knowledge. • Select suitable sources of evidence, giving reasons for choices. • 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. • Refine lines of enquiry as appropriate and be able to explain their choices. 	<p>SOURCES:PRIMARY: Newspaper reports before and after the event, survivor accounts, pre-sailing advertisements, photographs, ship designs, passenger stories, passenger logs SOURCES: SECONDARY: Books, articles about the Titanic</p> <p>Understand the concept of the Titanic and the initial impact it created. How do the primary sources support the secondary sources?</p> <p>QUESTIONS: Who were the survivors and why did they survive? Passenger logs- who was on board the ship? Why were they travelling to America? Where were their cabins located on the ship? Why? What were their chances of survival, depending on this?</p> <p>Who received the news of the Titanic's demise? How did it change over time? How long did it take to become news? Did different groups of people receive the news in different ways?</p>

		<p>What are the reasons for this? How were families communicated with officially? Look at the news - was there any bias in the accounts reported? What are the possible reasons for this? Can we trust the evidence regarding the sinking? Why? Was there exaggeration in the information about the ship prior to sailing? Were the survivor accounts biased in any way? How? Why? Explore the idea of 'fake news' - is this a new thing?</p>
<p>Build an overview of world history 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>	<ul style="list-style-type: none"> • Give a broad overview of life in Britain and make connections to prior taught knowledge. • 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. 	<p>Through research, develop an understanding of English society in Edwardian times- attitudes and class, social and cultural diversity, attitudes and experiences of men, women and children. How did life on board the ship reflect this? Links to Victorians and current day. Compare and contrast. How did people know their place in society? How did they feel about this? Discuss other examples of this through history. What happened when people didn't believe their place in society was right?</p>
<p>Understand chronology 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>	<ul style="list-style-type: none"> • 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, 	<p>Put the Titanic and the Edwardian era in line with the historical knowledge the children already have. TRAVEL: Look at Titanic's place in travel over time- how people travelled before and after this. Discussions about transport changes during this time. How did it effect different groups of people? Work vs pleasure vs emigration vs business. How does this compare with the current day circumstances?</p>

	<p>along with evidence, on a time line.</p> <ul style="list-style-type: none"> • Use dates and terms accurately in describing events. 	<p>COMMUNICATION: Rapid changes of communications since Edwardian times- newspapers, TV. How would this news be transmitted now? Is this different for different groups of people and how has this changed over time?</p> <p>CLASS: How have attitudes to different groups within society changed over time? Why? How?</p>
<p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy • Use original ways to present information and ideas. 	<p>ORACY: Prepare an Enliven presentation to communicate a key aspect of this area of study. Communicate this live and through YouTube and podcast. The presentation must clearly place this period of study within history. e.g. Pupils understand and communicate historically: the century it happened in, the decade it happened in, what came before, what came after, why things were as they were etc</p>