History End Points

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|  | **Chronology** | | **Events, People and Changes** | | **Interpretation, Enquiry and Using Sources** | | **Communication** | |
| Nursery | • Communication – Talk about own immediate family and relations and pets. • Observe - In pretend play, imitates everyday actions and events from own family and cultural background. • Describe – Events in their own life. • Research – Can ask questions to develop their own understanding. • Vocabulary – Beginning to understand some talk about immediate past and future. | | | | | | |
| Reception | • Communication – talk about key events, in own lives, about family, friends, other people including significant people. • Observe – show an interest in significant events and experiences in the lives of others, including friends and family members. • Describe – features of objects, people, places at different times, make comparisons. • Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers. • Chronology – order simple experiences in relation to themselves, and others including stories, events, experiences. • Vocabulary – language of time when talking about past/present events in their own lives. | | | | | | |
| Year 1 | * Recognise the distinction between past and present. * Order and sequence some familiar events and objects. * Identify some similarities and differences between ways of life at different times. * Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. | * Retell some events from beyond their living memory which are significant nationally or globally. * Describe some changes within their living memory (including aspects of national life where appropriate). | | * Make simple observations about different people, events, beliefs and communities. * Use sources to answer simple questions about the past. * Identify some of the basic ways in which the past can be represented. * Choose parts of stories and other sources to show what they know about the past. | | * Describe special or significant events. * Retell simple stories or events from the past. * Use simple historical terms. | |
| Year 2 | * Order and sequence events and objects. * Recognise that their own lives are similar and / or different from the lives of people in the past. * Use common words and phrases concerned with the passing of time. | * Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. * Develop awareness of significant historical events, people and places in their own locality. | | * Ask and answer simple questions about the past through observing and handling a range of sources. * Consider why things may change over time. * Recognise some basic reasons why people in the past acted as they did. * Choose parts of stories and other sources to show what they know about significant people and events. | | * Talk about what / who was significant in simple historical accounts. * Demonstrate simple historical concepts and events through role-play, drawing and writing. * Use a variety of simple historical terms and concepts. | |
| Year 3 | * Use some dates and historical terms when ordering events and objects. * Demonstrate awareness that the past can be divided into different periods of time. * Explore trends and changes over time. | * Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. * Describe some aspects of the Roman Empire and recognise its impact on Britain. * Demonstrate knowledge of aspects of history significant in their locality. | | * Use sources to address historically valid questions. * Recognise that our knowledge of the past is constructed from different sources of evidence. * Recognise that different versions of past events may exist. * Describe some of the ways the past can be represented. | | * Discuss some historical events, issues, connections and changes. * Select and organise historical information to present in a range of ways. * Use relevant historical terms and vocabulary linked to chronology. | |
| Year 4 | * Use dates and historical terms when ordering events and objects. * Identify where people and events fit into a chronological framework. * Explore links and contrasts within and across different periods of time. | * Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. * Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. * Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066. | | * Use sources to address historically valid questions and hypotheses. * Recognise how sources of evidence are used to make historical claims. * Recognise why some events happened and what happened as a result. * Identify historically significant people and events in different situations. | | * Discuss significant aspects of, and connections between, different historical events. * Select and organise relevant historical information to present in a range of ways. * Use relevant and appropriate historical terms and vocabulary linked to chronology. | |
| Year 5 | * Use dates and appropriate historical terms to sequence events and periods of time. * Identify where people, places and periods of time fit into a chronological framework. * Describe links and contrasts within and across different periods of time including short-term and long-term time scales. | * Describe some aspects of Britain’s settlement by Anglo-Saxons and Scots. * Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world. * Describe key aspects of a non-European society such as the early Islamic civilisation. | | * Use a wider range of sources as a basis for research to answer questions and to test hypotheses. * Recognise how our knowledge of the past is constructed from a range of sources. * Evaluate sources and make simple inferences. * Choose relevant sources of evidence to support particular lines of enquiry. | | * Discuss and debate historical issues. * Use appropriate vocabulary when discussing and describing historical events. * Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. * Choose relevant ways to communicate historical findings. | |
| Year 6 | * Use dates and a wide range of historical terms when sequencing events and periods of time. * Develop chronologically secure knowledge of the events and periods of time studied. * Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. | * Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. * Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. | | * Regularly address and sometimes devise historically valid questions and hypotheses. * Give some reasons for contrasting arguments and interpretations of the past. * Describe the impact of historical events and changes. * Recognise that some events, people and changes are judged as more significant than others. | | * Acknowledge contrasting evidence and opinions when discussing and debating historical issues. * Use appropriate vocabulary when discussing, describing and explaining historical events. * Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. * Choose the most appropriate way of communicating different historical findings. | |