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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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