

End Points in Learning in the History Curriculum

EYFS

- Comment on images of familiar situations in the past
- Ask a question to find out about the past
- To know we can use books/photographs/internet to find out about the past
- Compare and contrast characters from stories, including figures from the past e.g. Guy Fawkes, Peter Heywood
- Develop an awareness of a significant historical event e.g. The great fire of London
- To begin to understand about time passing
- Place stages of their own life on a timeline and talk about the changes
- To have an understanding of the words associated with the passing of time, e.g. past, present, future, long ago, many years before

Year 1

- Pupils can develop an awareness of the past using appropriate vocabulary – *past, present, within living memory, beyond living memory*
- Pupils can explain where the people and events they study fit within a chronological framework (*referring to timeline in classroom*)
- Pupils can identify similarities and differences between ways of life in different periods of history – *Our school and toys*
- Pupils can ask and answer questions, choosing and using parts of stories and or sources to show that they know and understand key features of events – *project box*
- Pupils can understand some of the ways in which we find out about the past and identify different ways in which it is represented
- Pupils can talk about an historic local person – *Henry Tregrouse*

Year 2

- Pupils can develop an awareness of the past using appropriate vocabulary – *past, present, within living memory, beyond living memory*
- Pupils can explain where the people and events they study fit within a chronological framework (*referring to timeline in classroom*)
- Pupils can identify similarities and differences between ways of life in different periods of history – *Flight, seaside holidays, Florence Nightingale and Mary Seacole*
- Pupils can ask and answer questions, choosing and using parts of stories and or other sources to show that they know and understand key features of events - *project box*
- Pupils can begin to understand concepts of cause and consequence and make connections – *seaside holiday*
- Pupils can place their growing knowledge into different contexts

Year 3

- Pupils can place the events studied into a chronological framework, whilst using correct vocabulary – BC and AD
- Pupils can ask insightful questions and begin to think critically
- Pupils can identify substantive concepts such as continuity & change and cause & consequence and make some connections from last year's learning
- Pupils can
- Pupils can identify how life changed in Britain from Stone Age to Iron Age
- Pupils can identify how much the Ancient Egyptians achieved

Year 4

- Pupils can place the events studied into a chronological framework, whilst using correct vocabulary – BC and AD
- Pupils can ask perceptive questions, begin to think critically, weigh evidence and develop historical judgements
- Pupils can understand the complexity of people's lives, the processes of change and the diversity of societies as well as the challenges of their time
- Pupils can discuss the impact of the Roman Empire on Britain
- Pupils can explain how the Ancient Greeks influenced our World today
- Pupils can identify concepts such as continuity & change and cause & consequence and make connections
- Pupils can draw contrasts and being to answer the 'over-arching' question much more critically – thinking about different perspectives

Year 5

- Pupils can place the events studied into a chronological framework, whilst using correct vocabulary – BC/BCE and AD/CE
- Pupils can ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Pupils can discuss the impact of the Anglo Saxons on Britain
- Pupils can discuss and explain how the Maya were and why we should remember them
- Pupils can understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and use these to create their own structured accounts – *answering end of unit question*
- Pupils can understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and separate how and why contrasting arguments and interpretations of the past have been constructed
- Pupils can construct informed responses that involve thoughtful selection and organisation of relevant historical information

Year 6

- Pupils can place the events studied into a chronological framework, whilst using correct vocabulary – *BC/BCE and AD/CE*
- Pupils can ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Pupils can answer the debate, *Vicious Vikings – fact or fiction?*
- Pupils are able to explain *the impact of mining on the Village of Chacewater*
- Pupils can know and understand significant aspects of the history of both British history and the wider world: the nature of ancient civilisations; the expansion and dissolution of empires
- Pupils can understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts - *answering end of unit question*
- Pupils can understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and separate how and why contrasting arguments and interpretations of the past have been constructed
- Pupils can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- Pupils can construct informed responses that involve thoughtful selection and organisation of relevant historical information