

EYFS

- Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Comment on images of familiar situation in the past.

Year 1

- Observe or handle evidence to start to ask questions and find answers to questions about the past.
- Begin to ask questions such as: What was it like for people? What happened? How long ago?
- Begin to use artefacts, pictures, stories and online sources to find out about the past.
- Begin to identify some of the different ways the past has been represented.
- Begin to describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.
- Place 4 events and artefacts in order on a time line.
- Recount changes that have occurred in their own lives.
- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

Year 2

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Continue to use artefacts, pictures, stories and online sources to find out about the past.
- Identify some of the different ways the past has been represented.
- Describe in more detail historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.
- Place 6 events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate.
- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries with increasing understanding, to describe the passing of time.
- Show an understanding of the concept of nation and a nation's history.
- Begin to use terms democracy, war and peace

Year 3

- Begin to use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.
- Give a broad overview of life in Britain in ancient times.
- 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.
- Place events, artefacts and historical figures on a time line using dates.
- Study the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Do everything in love



1 Corinthians 16:14

Learning to Love, Loving to Learn

**St Mary's CE Primary
School**

**History
End Points**

Year 4

- Use evidence securely to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history. .
- Give a broad overview of life in Britain in ancient times.
- 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.
- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Year 5

- Use sources of evidence to deduce information about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Show an awareness of cause and consequences of actions in history.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Identify continuity and change in the history of the locality of the school.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past and how society has changed over the years.
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history – using a timeline - and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy and empire.

Year 6

- Use a wider range of sources of evidence to deduce information about the past. .
- 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.
- Understand that no single source of evidence gives the full answer to questions about the past.
- 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 in ancient civilisations.
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- 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, using a variety of sources.
- Use dates and terms accurately in describing events.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy, bias, propaganda, values and point of view.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.