

End Points in History

Concepts	Early Years	Key Stage 1 (Years 1 & 2)	Lower Key Stage 2 (Years 3 & 4)	Upper Key Stage 2 (Years 5 & 6)
<p>Investigate and interpret the past</p>	<p>Begin to ask and answer simple questions about events that have happened in the past in their life</p> <p>Look at pictures, artefacts and books to begin to find out about the past</p> <p>Listen, attend and start to comment on a story set in the past</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<p>Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • 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. 	<p>Use sources of evidence to deduce information about the past.</p> <ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses 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

End Points in History

				<p>the full answer to questions about the past.</p> <ul style="list-style-type: none"> • Refine lines of enquiry as appropriate.
<p>Build an overview of world history</p>	<p>Talk about significant past and present events in their own lives and in the lives of family members</p> <p>Recall important figures from the past encountered in books and celebrations of historical events</p>	<p>Describe historical events.</p> <ul style="list-style-type: none"> • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<p>Describe changes that have happened in the locality of the school throughout history.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • 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>Identify continuity and change in the history of the locality of the school.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and

End Points in History

				experiences of men, women and children.
Understand chronology	<p>State different times in the school day</p> <p>Use the terms afternoon, morning, home time, playtime, lunchtime accurately</p> <p>Understand the passage of time in my own life and talk about key milestones</p> <p>Start to use the days of the week in context</p>	<p>Place events and artefacts in order on a time line.</p> <ul style="list-style-type: none"> • 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. 	<p>Place events, artefacts and historical figures on a time line using dates.</p> <ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</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, along with evidence, on a time line. • Use dates and terms accurately in describing events.

End Points in History

<p>Communicate historically</p>	<p>Use words and phrases such as: Before, after, today, yesterday, tomorrow, next, now</p> <p>Begin to know that our country has a Queen</p>	<p>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.</p> <ul style="list-style-type: none"> • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p>
--	--	--	--	--



End Points in History

				<ul style="list-style-type: none">• Use original ways to present information and ideas.
--	--	--	--	---