



## Curriculum End Points EYFS and KS1

### By the end of Nursery

- Begin to understand the past through stories
- Begin to make sense of their own life story
- Talk about familiar situations in the past
- Use language associated with time - today, tomorrow
- Using pictures and artefacts begin to ask questions about life in the past

### By the end of Reception

- Begin to make sense of their own life story and family's history
- Order a sequence of familiar events
- Know some similarities and differences between things in the past and now
- Use language associated with time – today, tomorrow, yesterday, week, month, and year.
- Using pictures and artefacts begin to ask questions about life in the past and begin to say what they tell us about how life was different in the past

### By the end of Year 1

- Sequence pictures in chronological order
- Tell and re-tell a story
- Understand and use words relating to the passage of time (now, then, yesterday, week, month, year, nowadays, old, new, before, in the past.
- Recognise similarities and difference such as here/there and then/now involving people and events
- Ask questions about the different projects covered, including “Why do you think...?”

### By the end of Year 2

- Place events on a simple labelled timeline
- Recall events from the Great Fire of London and some of the achievements of Florence Nightingale, Mary Seacole and Edith Cavill
- Use words related to the passing of time: WW2, 17<sup>th</sup> Century,
- Identify similarities and differences between the time periods studied and today
- Identify simple causes of events and describe some of the consequences of events and actions
- Ask and answer simple questions about the past, suggesting how to answer them by using evidence.



## Curriculum End Points LKS2

### By the end of Year 3

- Sequence significant events from a time period on a timeline using some dates and terms
- Understand and use some historical vocabulary: Prehistoric, Neolithic, Palaeolithic, Mesolithic, AD/BC, archaeology, Celts, tribe, empire
- Identify similarities and differences between Britain before and after Roman rule
- Describe and evaluate events and changes which had a significant impact on Britain from the Stone Age through to the Romans
- Construct responses to questions, selecting the relevant evidence
- Use a range of sources of information to find answers to questions and begin to develop a critical eye when using them.

### By the end of Year 4

- Place time periods on a time line, relative to previously studied eras.
- Understand and use some more complex time terms and historical vocabulary: civilisation, ancient, modern, primary source, secondary source
- Describe and evaluate the legacy of the time periods studied (Anglo-Saxons, Vikings, Shang Dynasty)
- Describe and evaluate events and changes which had a significant impact on Britain from the Stone Age through to the Romans
- Describe the differences between primary and secondary sources
- Describe how different source materials can lead us to draw different conclusions about an event/person.
- Begin to link cause and effect

## Curriculum End Points UPKS2

### By the end of Year 5

- Demonstrate a secure chronological understanding of key events using a range of taught terminology
- Understand and use historical vocabulary: democracy, modern, legacy, civilisation
- Begin to use more independent research skills to find answers to historical questions
- Describe and evaluate the significance of Ordsall Hall
- Understand the concept of civilisation through understanding the life, achievements and legacy of Ancient Greece
- Understand that the history of the Benin and Tudor period overlap chronologically and therefore we can compare life in Benin to life in Tudor England



### By the end of Year 6

- To have a chronologically secure knowledge and understanding of British, local and world history and the significant events and people we have studied
- Place events into a chronological framework making simple links
- Explain how there can be different interpretations of the same historical event, referring to evidence
- Evaluate a range of primary and secondary sources
- Understand how knowledge of the past is constructed from a range of sources
- Identify and explore migration as a historical trend up to the present day
- Understand the “push” and “pull” factors of migration to Britain
- Construct informed responses to questions, involving thoughtful selection and organisation of evidence and correct historical terminology