

Key: O = Oracy skills. LT = Learning Technologies. PSE = Personal, social and emotional skills. MC = Metacognitive skills

# HISTORY End Points

| Asepect                               | Nursery   | Reception  | Year 1   | Year 2  | Year 3  | Year 4   | Year 5  | Year 6   |
|---------------------------------------|---|--|--|---|---|--|---|--|
| <b>1) CHRONOLOGICAL UNDERSTANDING</b> |   |  |  |   |   |  |   |  |
| <b>a) Events, People and places</b>   | To enjoy joining in with family customs and routines. PSE | To talk about past and present events in their own lives and the lives of family. PSE, O | <p><b>Local History study - Stockbridge Village "Where does my Home End"? and Guy Fawkes discrete unit</b> To place events and objects in chronological order in a given geographical area. Sequence some events or 2 related objects in order of time – up to 100 years (intervals of 10)</p> <p>Uses words and phrases: old, new, young, days, and months.</p> | <p>To place a range of global events and objects in chronological order. Recount changes in own life over time and compare that to relatives from different eras. <b>Study of Homes and Houses "How important is a Home?"</b></p> <p>Puts 3 or more people, events or objects in order using a given scale- beyond 100 years. <b>Jacques Cousteau, Sir David Attenborough William What a Wonderful World - exploration MC &amp; O Lord Egerton (local history), Wright Bothers and Emeila Earhart - What does it mean</b></p> | <p>To place events, significant people and changes into correct periods of time and in relation to other events/periods of world history. Uses timelines to place events in order (intervals of 10/100)</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade. <b>Stone Age to Iron Age; late Neolithic hunter-gatherers and early farmers (Skara Brae); Bronze Age technology and travel (Stonehenge); Iron Age, Farming, tribal kingdoms and art/culture. Ancient Egypt</b></p> | <p>To place events, significant people and changes into correct periods and understand how periods prior to these affected them and those following were affected. Uses timelines with intervals of 10/100/1000 years. Begins to appreciate length of time for different periods. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. <b>The Roman Empire and its impact on Bristain via 'Romanisation' of Britain and Chester. Vesuvius Pliny the Younger - AD79</b></p> <p><b>Herculeaneum Romans in Chester - AD70's to 80's</b></p> | <p>To use research to form and substantiate hypothetical reasons for events taking place.</p> <p>To build historical vocabulary in line with specific vocabulary list. Uses timelines to place and sequence local, national and international events (5 or more events) Begins to design own timeline to sequence events learned. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, and period. <b>A non-Eurpoean study that provides contrast</b></p> | <p>Creates own timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate periods of time and passing of time.</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, "Chnagne Agenst'Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline. O &amp; LT. <b>Overarching</b></p> |

|  |  |  |   |  |   |  |  |   |
|--|--|--|---|--|---|--|--|---|
| <b>b) Research</b>                     | To talk about family customs and routines. PSE   | To understand that different people have different customs and traditions. PSE, O  | To begin to name significant people and events from the past and the present.   | Find out about the lives of significant people and events from the past and the present. <b>William Rathbone (Liverpool) Mary Seacole, Florence Nightingale MC</b>                           | To find out about the lives of significant people and events from the past and the present and how they affected the period they live(d) in. MC                                     | To build historical vocabulary in line with specific vocabulary list. <b>Britains settlement by Anglos-Saxons and Scots (overview study) and The Vikings (depth study) struggle for the Kingdom of England to the time of Edward the Confessor</b> | Study of an aspect extending chronological knowledge beyond 1066 - <b>Ancient Greeks and their influence on the Western world , Democarcy, Architecture, Olympics, Literature and art</b>        | <b>Local History Study Slave Traingle in Liverpool, William Roscoe MP &amp; John Archer (race equality and 1st black mayor of London)</b> |
| <b>a) Reasons for Events</b>           | To know that there is a difference between past and present events in their own life. O & MC | Children talk about past and present events in their own lives and in the lives of family members. PSE, O                          | To talk about past and present events in their own lives and discuss why these happened. Tell the difference between past and present in own and other people's lives PSE & O | Uses information to describe differences between then and now. Recounts main events from a significant in history. Uses evidence to explain reasons why people in past acted as they did. MC | To identify and describe reasons for key events and changes in the historical periods studied. O, PSE   |  | To research and cross reference reasons for key events and changes in the historical periods studied understanding that source material may be biased, contradictory, incomplete or incorrect. O | <b>A Local Histroy study - WW2 Acts of of Courage -</b>   |
| <b>b) Characteristics of societies</b> | To begin to see the differences and similarities between themselves and friends. PSE         | They know about similarities and differences between themselves and others, and among families, communities and traditions. PSE, O | To identify differences between ways of life at different times. Shows changes on a timeline. PSE   |  | To know about the characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past. PSE | To research the characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past. PSE  | To offer hypotheses for reasons for key events and changes in the historical periods studied. O To know about the social, cultural, religious and ethnic diversity of the societies studied. PSE | To relate periods and societies to other periods and cultures globally – similarities and differences. PSE                                |

|                       |  |  |  |  |   |  |   |
|-----------------------|--|--|--|--|---|--|---|
| c) Changes in society |  |  |  | <p>Uses evidence to describe past:<br/>Houses and settlements<br/>Culture and leisure activities<br/>Clothes, way of life and actions of people<br/>Buildings and their uses<br/>People's beliefs and attitudes<br/>Things of importance to people</p> | <p>To know how societies have been organised and governed in different ways and different times, including the present. PSE</p> | <p>To understand some of the effects of economic, technological and scientific developments on the UK and the wider world over time. Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.<br/>Gives some causes and consequences of the main events, situations and changes in the periods studied. PSE</p> | <p>Gives own reasons why changes may have occurred, backed up with evidence.<br/>Shows identified changes on a timeline.<br/>Describes similarities and differences between some people, events and objects studied.<br/>Describes how some changes affect life today.<br/>Makes links between some features of past societies.</p> |
|-----------------------|--|--|--|--|---|--|---|

### 3) HISTORICAL INTERPRETATION

|                           |  |   |  |  |  |  |  |
|---------------------------|--|---|--|--|--|--|--|
| Representation of Sources | <p>To identify ways in which the past is represented. O &amp; MC</p> | <p>To identify different ways in which the past is represented using a variety of source material. O &amp; MC</p> | <p>To recognise that the past is represented and interpreted in different ways, and begin to give reasons for this. O &amp; MC</p> | <p>To begin to give opinion on why the past is represented and interpreted in different ways. O &amp; MC</p> | <p>To use historical examples/sources to substantiate opinion on representation and interpretation of historical events and periods. O</p> <p>To understand that interpretation can be politically motivated. MC &amp; O</p> |  | <p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> |
|---------------------------|--|---|--|--|--|--|--|

### 4) HISTORICAL ENQUIRY

|                            |  |   |  |  |   |   |   |  |
|----------------------------|--|---|--|--|---|---|---|--|
| <b>a) Use of Sources</b>   | To understand that some source material is older than others. TS         | To begin to explore a range of sources of information to find out about the past. E.g using pictures and objects MC | Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?' Estimates the ages of people by studying and describing their features. | To begin to be selective in the range of sources of information used to find out about the past. Suggest sources of evidence to answer questions MC  | To explore the different ways we can find out about the past and how to understand evidence. To begin to understand the difference between primary and secondary source material. LT, MC To ask and respond to historical questions using evidence to support answers. Ask questions such as 'What was it like for ...during ...? O | To understand the difference between primary and secondary source material and select appropriately for the period/event studied. LT, MC  | Chooses reliable sources of evidence to answer questions.   | Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.  |
| <b>b) Questioning</b>      | To show interest in the lives of people who are familiar to them. C, PSE | To comment and asks questions about an event or period of time. O & MC  | To ask simple historical questions. MC, PSE  | To ask and respond to historical questions. E.g. what was it like..? When did that happen? MC & O  | To suggest questions that could be investigated using evidence from historical sources. O & MC  | To make a hypothesis and test it. O & MC To distinguish between fact and opinion and make choices about sources of online information. Look at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. | To distinguish between fact and opinion. Realises there is often not a single answer to historical questions. Gives reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others. | Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. |
| <b>c) Fact and Opinion</b> | To know that something makes them unique. PSE                            | To talk about the similarities and differences in relationships between friends and family. PSE, O                  | Begins to identify and recount some details from the past from sources (e.g. pictures, stories) O  | Look at books and pictures (and eye witness accounts, photos, artefacts, building, field trips). Understands why some people did things in the past. | Looks at two versions of same event and identifies differences in the accounts.MC   | To distinguish between fact and opinion. Realises there is often not a single answer to historical questions. Gives reasons why there may be different accounts of history.   |   |  |

|                                 |  |  |  |   |  |  |  |   |
|---------------------------------|--|--|--|---|--|--|--|---|
| <b>Organise and Communicate</b> | To remember and talk about significant events in their own experiences. O, PSE | To remember and talk about events that have happened in their lives in the past. O | Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking) LT, O | To use their historical knowledge to communicate in different ways. Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past. | Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy. Discusses different ways of presenting information for different purposes. O | Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invade. O | Presents structured and organised findings about the past using oracy, writing, IT, drama, art and design. Uses dates accurately and chooses most appropriate way to communicate & present information to an audience. | Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms. |
|                                 |  |  |  |   |  |  |  |   |

## 6) EVALUATE

|                                  |  |   |   |   |   |   |   |
|----------------------------------|--|---|---|---|---|---|---|
| <b>b) Self and peer critique</b> | To express feelings and or preferences about their own work or that of a peer. O | To look closely at their final product or performance with a teacher and say what they like and/or don't like about it. | To identify strengths and weakness/errors in their final product/performance with some teacher support and give simple reasons. | To describe their final product/performance or the process and identify strengths and weakness/errors using rubrics. To say whether it was different to expected. | To describe their final product/performance in relation to the context/purpose/design brief. To keep a tracker / rubric to identify successes and areas of weakness throughout the process. | To prepare and use criteria in a rubric to evaluate their own final product/performance or that of a peer. To use given criteria to evaluate the process or journey to arrive at final product/performance. | To generate success criteria to evaluate their steps in a process to arrive at a final product/performance. |
|                                  | <b>c) Making improvements</b>  |   | To explore different ways to do something and identify differences.   | To make simple suggestions to improve the quality of their final product/performance based on evaluation with teacher support or a simple rubric.                 | To compare improved work with initial work and/or plan and express preference. - To ask where and how do I get help?  | To use information gathered throughout the process to improve and adapt work. To test products and record findings. LT  | To identify where changes were made during the process which led to improvements with a rubric .            |

## KEY VOCABULARY

|                 |                 |                 |           |                  |           |         |                  |
|-----------------|-----------------|-----------------|-----------|------------------|-----------|---------|------------------|
| A long time ago | A long time ago | A long time ago | Decades   | Artifact         | Millennia | Tribal  | Primary source   |
| Now             | Now             | Decades         | Centuries | After common era | Eras      | Treason | Secondary source |

|           |                     |                     |             |                    |                 |                 |              |
|-----------|---------------------|---------------------|-------------|--------------------|-----------------|-----------------|--------------|
| Last week | Last week           | Hours               | Timeline    | AD / BC            | Period          | Trade route     | Nation       |
| Yesterday | Last year           | Last year           | X years ago | Centures           | Pre- post       | Significance    | Significance |
| Years     | Then                | Timeline            | Change      | 19th C = 1845      | Empire          | Indus valley    | Traitor      |
| Change    | Yesterday           | Weeks               | Artefact    | Chronological      | Emigration      | Ancient Mayan   | Justice      |
|           | Timeline            | X years ago         | Evidence    | Decades            | Execution       | Ancient Baghdad | Invasion     |
|           | Change              | Years               | Explorer    | Sequence           | Evidence        | War             | Legacy       |
|           | Calendar            | Artefact            | Global      | Ancient            | Legacy          | Parliament      | Emigration   |
|           | Similar / Different | Calendar            | Invention   | Consequence        | Justice         | Settler         | Immigration  |
|           |                     | Evidence            | Museum      | Colony             | Law             | pre - post      | Democracy    |
|           |                     | Similar / Different | Parliament  | Coninuity / change | Monarchy        | Conquest        | Despot       |
|           |                     | King                | Signifcant  | Democracy          | Political party | Interpretation  | Persecution  |
|           |                     | Monarch             | Voyage      | Legacy             | Rebellion       | Archeology      | genocide     |
|           |                     | Queen               | Coronation  | Freedom            | Prime Minister  | Sacrifice       | Peace        |
|           |                     |                     | Nation      | Invasion           | Primary source  |                 | Dictator     |
|           |                     |                     | sequence    | Monastery          | Resistance      |                 | Battle       |
|           |                     |                     |             | Empire             | Revolt          |                 |              |
|           |                     |                     |             | Nation             | Rights          |                 |              |
|           |                     |                     |             | Non-European       | britain         |                 |              |
|           |                     |                     |             | Peace              | Ruler           |                 |              |
|           |                     |                     |             | Ruler              | Settlemant      |                 |              |
|           |                     |                     |             | Settlement         | Slave           |                 |              |
|           |                     |                     |             | Ancient Egypt      | War             |                 |              |
|           |                     |                     |             | Anglo-saxons       | Roman Empire    |                 |              |
|           |                     |                     |             | Iron Age           | Democracy       |                 |              |
|           |                     |                     |             | Stone age          | Aristocracy     |                 |              |
|           |                     |                     |             | Bronze age         | Archeologist    |                 |              |
|           |                     |                     |             | War                | Colony          |                 |              |
|           |                     |                     |             | Vikings            | Colonialsim     |                 |              |
|           |                     |                     |             | Invader            |                 |                 |              |
|           |                     |                     |             | Archeologist       |                 |                 |              |
|           |                     |                     |             | Battle             |                 |                 |              |

## Concepts

|                  |                 |     |
|------------------|-----------------|-----|
| Ancient          | Nation          | war |
| Cause and conseq | Non-european    |     |
| Civilisation     | Peace           |     |
| Colony           | Political party |     |
| Conflict         | Power           |     |

## Key Stage One Historical Vocabulary

### Pupils should...

...develop an awareness of the past, using common words and phrases relating to the passing of time.  
 ...use a wide vocabulary of everyday historical terms.

|                 |                  |
|-----------------|------------------|
| Democracy       | Primary source   |
| Diversity       | Prime minister   |
| Emigration*     | Rebellion        |
| Empire          | Republic         |
| Enemy           | Resistance       |
| Evidence        | Revolt           |
| Execution       | Rights           |
| Famine          | Romanisation (of |
| Freedom         | Britain)         |
|                 | Ruler            |
|                 | Secondary        |
| Immigration*    | source           |
| Interpretation* | Ruler            |
| Invasion        | Settlement       |
| Justice         | Significance*    |
| Law             | difference       |
| Legacy          | Slave            |
| Migration*      | Slavery          |
| Monarchy        | Trade            |
| Monastery       | Trade route      |
|                 | Traitor          |
|                 | Treason          |
|                 | Tribal kingdom*  |
|                 | difference       |
|                 | Slave            |
|                 | Slavery          |
|                 | Trade            |
|                 | Trade route      |
|                 | Traitor          |
|                 | Treason          |
|                 | Tribal kingdom*  |

**...ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.**

## Key Stage Two

### Historical Vocabulary

**Pupils should...**

**...they should note connections, contrasts and trends over time and develop the appropriate use of historical terms**

**...they should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.**

**...they should construct informed responses that involve thoughtful selection and organisation of relevant historical information.**