

History Curriculum End Points

	Autumn Term	Spring Term	Summer Term
EYFS	<p>Me and My Community Stories and Rhymes</p> <p>Uses the environment (visual timetables) to sequence and discuss the day's structure using vocabulary – now, next.</p> <p>Talks about their immediate family.</p> <p>Remembers and talks about significant events in their own experiences.</p> <p>Knows the names of the days of the week and their order.</p> <p>Understands their birthday celebrates the day that they were born.</p> <p>Knows when their birthday is (home project).</p> <p>Understands the generational relationships in a basic family tree including their siblings, mum, dad, and grandparents.</p> <p>Takes an interest in and comments on unknown objects, exploring their; textures, mass, moving parts etc. (Guided through hypothesising function.)</p> <p>Vocabulary: hard, soft, bumpy. spikey, cold, smooth, heavy, light, spins, winds (add precise when sourced objects and seen opportunities).</p> <p>Knows people in the school environment and their roles: Head Teacher, site manager, office manager, school cook.</p> <p>Takes an interest in the different roles of people who support their community and</p>	<p>Cold Places Growing</p> <p>Orders and sequences pictorial representations of their daily routines or tasks based on experience.</p> <p>Takes an interest in and comments on images of familiar situations from the past.</p> <p>Hypothesises about the function of artefacts, based on creative ideas or past experiences.</p>	<p>Minibeasts At the Seaside</p> <p>Shows an understanding of the passing of time through the life cycle of plants, animals and mini beasts.</p> <p>Sequences the basic stages of human life cycle. (Year 1)</p> <p>Begins to organise/sequence their own story ideas on a story map using story stems structure as support, including the vocabulary first, next, after that and finally.</p> <p>Justifies hypothesis regarding artefacts using existing knowledge or seeking more information; asking questions, building on the ideas of others, or using images and books.</p> <p>Compares and contrasts the different stages in the life cycle of plants, animals, and mini beasts.</p> <p>Compares and contrasts the basic stages of human life cycle.</p> <p>Talk about the lives around them and their roles in society.</p> <p>Know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

	<p>makes observations of their role, uniforms, transport.</p> <p>Understands that not everyone celebrates the same celebrations, but what how we celebrate are similar.</p>		
Year 1	<p><u>Dangerous Dinosaurs</u></p> <p>I can use stories to talk about things that have happened in the past.</p> <p>I can use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after).</p> <p>I can begin to order artefacts and pictures from significantly different time periods.</p> <p>I can use simple source material (e.g. photographs) to answer questions about an event beyond living memory.</p> <p>I can ask and respond to simple questions about the past, using sources of information. Sort events or objects into groups (i.e. then and now.)</p> <p>I can use timelines to order events or objects.</p> <p>I can tell stories about the past, including role-play.</p> <p>I can talk, draw or write about aspects of the past.</p>	<p><u>Bright Lights Big City</u></p> <p>I can describe in simple terms, the importance of a local place (Sheffield).</p> <p>I can describe in simple terms, why a significant individual acted the way they did.</p>	<p><u>School Days</u></p> <p>I can talk about events beyond living memory for example School Day in the Victorian era. I can use stories to talk about things that have happened in the past.</p> <p>I can describe similarities and differences between historical artefacts and pictures.</p> <p>I can use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after).</p> <p>I can begin to order artefacts and pictures from significantly different time periods.</p> <p>I can use simple source material (e.g. photographs) to answer questions about an event beyond living memory.</p> <p>I can ask and respond to simple questions about the past, using sources of information.</p> <p>I can compare my own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past.</p> <p>I can use timelines to order events or objects.</p> <p>I can tell stories about the past, including role-play.</p> <p>I can talk, draw or write about aspects of the past.</p>
Year 2	<p><u>Magnificent Monarchs</u></p> <p>I can recount the main events from a significant event in History.</p>		<p><u>Movers and Shakers</u></p> <p>I can talk about events beyond living memory for example The Suffragettes.</p>

	<p>I can recognise how the achievements of famous people have influenced our lives. I can recognise why people did things, why events happened and what happened as a result.</p> <p>I can describe how people, places and events in their own locality have changed over time (Manor Lodge Castle).</p> <p>I can describe changes in the local area during my own lifetime and that of my parents and grandparents (Manor Lodge Castle).</p> <p>I can use terms associated with the past (e.g. year, decade and century).</p> <p>I can order events in a period of history studied and begin to recall the dates of important festivals or celebrations.</p> <p>I can ask and answer questions about a range of historical sources.</p> <p>I can begin to understand cause and effect by looking at a significant individual's actions and what happened as a result.</p> <p>I can use a wide vocabulary of everyday historical terms to describe objects, people or events in history.</p> <p>I can talk about how he/she has found out about the past e.g. through role-play.</p> <p>I can what he/she has learned by drawing and writing, including using ICT.</p>		<p>I can describe the lives of significant people in the past who have contributed to national and international achievements (Emmeline Pankhurst, Christopher Columbus, Neil Armstrong, Rosa Parks, Vincent Van Gogh)</p> <p>I can describe how my own life is different from past generations of their own family.</p> <p>I can describe what has changed as the result of an event or an individual (Emiline Pankhurst).</p> <p>I can begin to understand cause and effect by looking at a significant individual's actions and what happened as a result (Emiline Pankhurst).</p> <p>I can use terms associated with the past (e.g. year, decade and century).</p> <p>I can use a wide vocabulary of everyday historical terms to describe objects, people or events in history.</p> <p>I can talk about how he/she has found out about the past e.g. through role-play.</p> <p>I can what he/she has learned by drawing and writing, including using ICT.</p>
Year 3	<p><u>Through the Ages</u> I can identify what life was like in the past – how people lived (during the history studied).</p>		<p><u>Emperors and Empires</u> I can describe how my own live is similar and different to people living in the distant past times.</p>

	<p>I can identify what events happened and understand what happened as a result.</p> <p>I can describe how national changes affected my locality.</p> <p>I can use appropriate historical vocabulary to describe key features of a time period.</p> <p>I can develop an understanding of chronology by beginning to realise that the past can be divided into different periods of time.</p> <p>I can choose the most important source material for a task, showing awareness of a range of sources.</p> <p>I can communicate my learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>		<p>I can use appropriate historical vocabulary to describe key features of a time period.</p> <p>I can develop an understanding of chronology by beginning to realise that the past can be divided into different periods of time.</p> <p>I can identify what life was like in the past – how people lived (during the history studied). I can identify what events happened and understand what happened as a result.</p> <p>I can describe some of the main changes in Britain, resulting from an event (e.g. invasion or war).</p> <p>I can express an opinion on whether a person or event had a positive or negative impact on life in Britain.</p> <p>I can communicate my learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>
Year 4	<p><u>Ancient Civilizations</u></p> <p>I can identify key features and events (during history studied) and offer reasonable explanations for some events.</p> <p>I can begin to give reasons for the main events and changes for the periods studied.</p> <p>I can compare two periods of history, identifying similarities and differences between them.</p>		<p><u>Invasions</u></p> <p>I can identify key features and events (during history studied) and offer reasonable explanations for some events.</p> <p>I can begin to give reasons for the main events and changes for the periods studied.</p> <p>I can use a range of local history resources to describe how an event/historical period (e.g. Viking invasion) affected a local town or village.</p>

	<p>I can begin to use abstract term (e.g. empire, civilisation and peasantry). I can place different periods on a timeline and remember key historical facts and some dates from a period studied. I can communicate my learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>2.7 I can identify the achievements of the earliest civilizations – an overview of where and when the first civilisations appeared and a depth study (Ancient Egypt)</p>		<p>I can begin to use abstract term (e.g. empire, civilisation, parliament, peasantry and heptarchy). I can place different periods on a timeline and remember key historical facts and some dates from a period studied. I can use a range of source materials to answer questions about the past which go beyond simple observations. I can ask and answer more complex questions through independent research I can explain the impact of a significant historical figure on life in Britain e.g. Edward the Confessor. I can explain that an event can have more than one cause. I can communicate my learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>
Year 5	<p><u>Ground-breaking Greeks</u> I can study Greek life and achievements and their influence on the western world (Ancient Greece). I can make appropriate use of historical terms in discussion and understand concepts. I can independently place historical events or change on a timeline, remembering key facts from a period of history studied. I can follow independent lines of enquiry and make informed responses based on this. I can make events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.</p>		<p><u>Off with your head!</u> I can examine causes and results of great events and the influence these have had on life today. I can give reasons for the main events and changes for the periods studied. I can make connections between two periods of history, to begin to develop historical perspective. I can make appropriate use of historical terms in discussion and understand concepts. I can independently place historical events or change on a timeline, remembering key facts from a period of history studied. I can describe how different types of evidence tell us different things about the past (e.g. royal portraits</p>

	<p>I can provide an account of a historical event based on more than one source.</p> <p>I can present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.</p>		<p>versus descriptions) and understand why contrasting arguments and interpretations occur.</p> <p>I can explain why people acted as they did (e.g. why Henry VIII married many times in order to produce an heir to the throne).</p> <p>I can provide an account of a historical event based on more than one source.</p> <p>I can present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data handling, drama role-play, and storytelling and using ICT.</p>
Year 6	<p><u>Britain at War</u></p> <p>I can use knowledge to describe the individual and special features of past societies and times.</p> <p>I can give reasons why changes have occurred using historical knowledge and evidence.</p> <p>I can describe the impact of international events (e.g. war) on the local area.</p> <p>I can use in context and understand terms relating to different types of history (e.g. Economic, military, political and social).</p> <p>I can talk from memory a timeline from dates/details/eras, showing knowledge of how to check for accuracy.</p> <p>I can acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.</p> <p>I can provide reasons for, and outcomes of, the main events and changes in historical</p>		<p><u>MAAFA</u></p> <p>I can use knowledge to describe the individual and special features of past societies and times.</p> <p>I can give reasons why changes have occurred using historical knowledge and evidence.</p> <p>I can make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective.</p> <p>I can use in context and understand terms relating to different types of history (e.g. cultural, economic, political, religious and social).</p> <p>I can acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.</p> <p>I can independently investigate a complete historical research question.</p>

	<p>periods, showing factual knowledge of aspects of Britain and the wider world.</p> <p>I can provide an account of a historical event based on more than one source.</p> <p>I can present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using.</p>		
--	--	--	--