



HISTORY

Year Group	End points
1	<p>Within the units of Local Transport/The Great Fire of London/Florence Nightingale and Mary Seacole, a successful historian in Year 1 can:</p> <ul style="list-style-type: none"> Recall a simple story describing the event and related historical figure using historical vocabulary Compare lives from the past with their own and say how they are different Answer questions about the past and describe artefacts using simple words and pictures
2	<p>Within the units of Christopher Columbus/Victorian Children's Acts/Neil Armstrong, a successful historian in Year 2 can:</p> <ul style="list-style-type: none"> Explain their knowledge and understanding of main events and people from the past and recognise why people did things, why events happened and what happened as a result comparing the differences between lives at different times and their own Describe the characteristics of old and new objects and identify the similarities and differences Ask and answer questions about the past using a range of sources of information (stories, pictures, photographs, artefacts, historic buildings, visits to museums and galleries and ICT based sources) Communicate what they have learned in a variety of ways Place events and objects in chronological order using a series of time periods and use time related vocabulary (before, after, long time ago, past)
3	<p>Within the units of Stone Age to Iron Age/Ancient Greece/Local Nail Making Industry, a successful historian in Year 3 can:</p> <ul style="list-style-type: none"> Understand and describe main events and historical characters using historical vocabulary, giving reasons for changes and events and explaining cause and consequence Create a timeline of events and show developing understanding of placing events and objects in chronological order, divided into different periods of time Identify some of the different ways the past, is represented and make connections between different sources of information about the past Recognise similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes
4	<p>Within the units of Ancient Egypt/Romans/Local Glass Industry, a successful historian in Year 4 can:</p> <ul style="list-style-type: none"> Understand and describe main events and historical characters and give reasons for changes and events Recall facts related to period or event and describe events, characteristics of period of time and place periods of time/events in chronological order Use language to describe similarities and differences between past and present and to describe events and objects using historical vocabulary Make connections between different sources of information about the past and select and combine that information to answer questions about the past Recognise similarities and differences between these periods and begin to suggest causes and consequences of the main events and changes

5	<p>Within the units of Anglo Saxons and Viking/Monarchs/Local Canals, a successful historian in Year 5 can:</p> <ul style="list-style-type: none">• Develop their knowledge and understanding of local, national and international history• Place events, people and changes in chronological order, divided into different periods of time and describe some of the main events, people and periods they have studied• Describe characteristics features of past societies and periods to identify change and continuity within and across different periods• Describe similarities and differences between past and present and identify causes and consequences of the main events and changes, using historical vocabulary• Begin to use information as evidence to test hypothesis using a range of primary and secondary sources to research the historical period when finding answers to historical questions• Demonstrate understanding that aspects of the past have been represented and interpreted in different ways
6	<p>Within the units of Mayan civilisation/WW2/Local Coal mining industry, a successful historian in Year 6 can:</p> <ul style="list-style-type: none">• Show their knowledge and understanding of local, national and international history• Use dates and vocabulary relating to time, including ancient, modern, BC, AD, century and decade• Describe and make links between events, people and some features of past societies and periods in the context of their developing chronological framework• Use dates and historical vocabulary to describe periods studied• Investigate historical problems and issues and begin to ask their own questions• Select and deploy information and make appropriate use of historical terminology to support and structure their work• Suggest some reasons for different interpretations of the past and they begin to recognise why some events, people and changes might be judged as more historically significant than others• Evaluate sources to establish evidence for particular enquiries• Begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes