



Reception	History in the EYFS primarily surrounds the EYFS Early Learning Goals category of Understanding the World. Children are expected to begin developing their understanding of the concepts of Past and Present. They will talk about the lives of the people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They will understand the past through settings, characters and events encountered in books read in class and storytelling. Pupils will comment on images of familiar situations in the past and compare and contrast characters from stories, including figures from the past. They can describe some past events in detail.
Year 1	Pupils will have an awareness of the past, using common words and phrases relating to the passing of time. They will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils will be taught about changes within living memory. These will be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally (for example, the Great Fire of London). They can discuss significant historical events and places from their own locality.
Year 2	Pupils will have an awareness of the past, using common words and phrases relating to the passing of time. They will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will know about the lives of significant individuals in the past who have contributed to national and international achievements. Some will be used to compare aspects of life in different periods. They can discuss significant historical people from their own locality.
Year 3	Pupils will continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address historically valid questions about change, cause, similarity and difference, and significance. They will begin to construct informed responses that involve the selection and organisation of relevant historical information. They will begin to understand how our knowledge of the past is constructed from a range of sources. They will have knowledge and understanding of changes in Britain from the Stone Age to the Iron Age and the Roman Empire and its impact on Britain.
Year 4	Pupils will have a more developed chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and have a more developed use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will continue to construct informed responses that involve the selection and organisation of relevant historical information. They will continue to understand how our

## HISTORY END POINTS



	<p>knowledge of the past is constructed from a range of sources. They will have knowledge and understanding of Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and they will be able to talk about the achievements of the earliest civilizations.</p>
Year 5	<p>Pupils will have developed a chronologically secure knowledge and understanding of British and world history and will have established clear narratives within and across the periods they have studied. They are able to note connections, contrasts and trends over time and confidently use appropriate historical terms. They should regularly address and more frequently devise historically valid questions about change, cause, similarity and difference, and significance. They are able to construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources and are beginning to discuss the reliability of them. They will have knowledge and understanding of a non-European society that provides contrasts with British history and will be able to demonstrate their learning about Greek life and achievements and their influence on the western world.</p>
Year 6	<p>Pupils will have a developed chronologically secure knowledge and understanding of British, local and world history and established narratives within and across the periods they have studied. They articulately note connections, contrasts and trends over time and confidently use appropriate historical terms. They regularly address and devise historically valid questions about change, cause, similarity and difference, and significance. They frequently construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources and are able to debate the reliability of them. Pupils will have knowledge and understanding of an aspect or theme in British history that extends their chronological knowledge beyond 1066 and how an aspect of history dating from a period beyond 1066 is significant in the locality and nationally.</p>