



End Points – Key Stage One

End Point – By Year Group	Year 1	Year 2
Chronological Understanding	<ul style="list-style-type: none"> Place known events and objects in chronological order. Sequence events and recount changes within living memory. Use common words and phrases relating to the passing of time. 	<ul style="list-style-type: none"> Show an awareness of the past, using common words and phrases relating to the passing of time. Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.
Historical Enquiry	<ul style="list-style-type: none"> Find answers to some simple questions about the past from simple sources of information. Describe some simple similarities and differences between artefacts. Sort artefacts from 'then' and 'now'. Ask and answer relevant basic questions about the past. 	<ul style="list-style-type: none"> Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.
Historical Interpretation	<ul style="list-style-type: none"> Relate his/her own account of an event and understand that others may give a different version. 	<ul style="list-style-type: none"> Describe significant historical events, people and places in his/her own locality. Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. Describe changes within living memory and aspects of change in national life.
Organisation and Communication	<ul style="list-style-type: none"> Talk, draw or write about aspects of the past. 	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms. Speak about how he/she has found out about the past. Record what he/she has learned by drawing and writing.
Understanding of Events, People and Changes	<ul style="list-style-type: none"> Understand key features of events. Identify some similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.



End Points – Key Stage Two

End Point – By Year Group	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary. 	<ul style="list-style-type: none"> Place some historical periods in a chronological framework. Use historic terms related to the period of study. 	<ul style="list-style-type: none"> Use dates to order and place events on a timeline. 	<ul style="list-style-type: none"> Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Make confident use of a variety of sources for independent research.
Historical Enquiry	<p>With support, begin to use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <ul style="list-style-type: none"> Use a variety of resources to find out about aspects of life in the past. 	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <ul style="list-style-type: none"> Use a variety of resources to find out about aspects of life in the past. 	<ul style="list-style-type: none"> Compare sources of information available for the study of different times in the past. 	<p>Compare sources of information available for the study of different times in the past.</p>
Historical Interpretations	<ul style="list-style-type: none"> With support begin to understand that sources can contradict each other. 	<ul style="list-style-type: none"> Understand that sources can contradict each other. 	<ul style="list-style-type: none"> Make comparisons between aspects of periods of history and the present day. Understand that the type of information available depends 	<ul style="list-style-type: none"> Make comparisons between aspects of periods of history and the present day. Understand that the type of information available depends on the period of time studied. Evaluate the usefulness of a variety of sources.



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			<p>on the period of time studied.</p> <ul style="list-style-type: none"> Evaluate the usefulness of a variety of sources. 	
Organisation and Communication	With support, begin to communicate his/her learning in an organised and structured way, using appropriate terminology.	<ul style="list-style-type: none"> Communicate his/her learning in an organised and structured way, using appropriate terminology. 	<ul style="list-style-type: none"> Present findings and communicate knowledge and understanding in different ways. Provide an account of a historical event based on more than one source 	<ul style="list-style-type: none"> Communicate his/her learning in an organised and structured way, using appropriate terminology.
Understanding of Events, People and Changes	One reasons for some important events	With support, begin to give some reasons for some important historical events.	<ul style="list-style-type: none"> Give some reasons for some important historical events. 	<ul style="list-style-type: none"> Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. Note connections, contrasts and trends over time and show developing appropriate use of historical terms. Describe changes in Britain from the Stone Age to the Iron Age. Describe a local history study. Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Describe a study of Ancient Greek life and achievements and their influence on the western world. Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900;



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				<p>Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <ul style="list-style-type: none">• Use evidence to support arguments.
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