

Key End Points - for end of year

Subject: History



Ready to Progress Criteria...

	Knowledge	Skills
EYFS	<ul style="list-style-type: none"> I understand different times in the day. I can use language such as today, yesterday, when I was little. I know the key differences between my life and the lives of family members of different ages. 	<ul style="list-style-type: none"> I can tell you things that are similar and different about the past and present day. I can tell you about something that happened to me in the past, e.g. I had cereal for breakfast. Yesterday I went to the beach.
Year 1	<ul style="list-style-type: none"> I can appreciate that some famous people have helped our lives be better today. I can speak to people about their experiences of the past and how things have changed, such as toys. I can begin to talk about key events of a significant king/queen or castle. 	<ul style="list-style-type: none"> I have an understanding of chronology (using words such as past, present, older, newer). I can begin to place events, some artefacts and people on a timeline. I can ask and answer questions about old and new artefacts. I can give a plausible explanation for what an item may have been used for in the past.
Year 2	<ul style="list-style-type: none"> I understand that key events happened in History that I can't remember but that they impacted what we do now. I can describe how technology has changed and how it has continued over time. I can name significant explorers, discuss the causes of exploring and what we have found out from exploration. 	<ul style="list-style-type: none"> I can sequence a set of events in chronological order and put these on a timeline - give reasons for their order. I can observe and handle evidence to ask questions and find answers to questions about the past – beginning to explain why evidence can be trusted. I can use research skills such as stories and pictures to find out about the past and ask questions (including photographs, diaries, maps and newspaper reports).
Year 3	<ul style="list-style-type: none"> I can describe similarities and differences between the Stone Age, Bronze A I recognise that our knowledge of the past is constructed from different sources of evidence. I can suggest causes and consequences of the main events of Stone Age to Iron Age and Ancient Egypt. 	<ul style="list-style-type: none"> I can describe events and periods using BCE and CE, century, ancient and prehistoric and sequence these on a timeline. I can describe and compare similarities and differences between given periods. I can begin to explore the concept of change over a long period of history.
Year 4	<ul style="list-style-type: none"> I can suggest causes and consequences of the main events and changes in Greece, using evidence to support my answers. I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. I can describe difference accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca). 	<ul style="list-style-type: none"> I can place events, artefacts and historical figures on a timeline, using dates and time (BCE / CE). I can suggest suitable sources for historical enquiry and begin to discuss reliability of sources. I can discuss the importance of people and events in time and the significant impact they had on society, using evidence to prove my discussion (with support).
Year 5	<ul style="list-style-type: none"> I can examine how different cultures have impacted and influenced different civilisations and what we have learned from successes and mistakes from the past. I can compare and contrast early and late stages in a studied period. I can describe the social and cultural significance of the Maya and Anglo-Saxon societies, including ideas and beliefs. 	<ul style="list-style-type: none"> I can examine causes and results of great events and the impact of these. I can evaluate primary and secondary sources and make simple inferences, comparing accounts from fact or fiction and discussing the reliability to the evidence. I can use dates and terms accurately in describing events and people. I can use sources of information to form a testable hypothesis about the past

Year 6

- I develop a secure knowledge of the events and periods of time I have studied throughout school.
- I can describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.
- I can describe the social, ethnic, cultural or religious diversity of past society.
- I can explain causes and consequence of WWII and the social causes of crime and punishment, including the consequences of crimes.

- I can bring knowledge gathered from several sources together in a fluent account to create conclusions, recognising that no single source of evidence gives the full answer.
- I can identify periods of rapid change in history and contrast them with times of relatively little change.
- I can identify the causes and consequences in a period of history (using terms such as social, religious, political, technological and cultural).