

'I came that they may have life and live it to the full' John 10.10

2024 / 25 History End of year expectations

<p>Year 6</p>	<ul style="list-style-type: none"> • use dates and a wide range of historical terms when sequencing events and periods of time • develop chronologically secure knowledge of the events and periods of time studied • analyse links and contrasts within and across different periods of time including short-term and long-term time scales 	<ul style="list-style-type: none"> • demonstrate knowledge of Ancient Greece including Greek Life and achievements and their influence on the western world • demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066 	<ul style="list-style-type: none"> • regularly address and sometimes devise historically valid questions and hypotheses • give some reasons for contrasting arguments and interpretations of the past • describe the impact of historical events and changes • recognise that some events, people and changes are judged as more significant than others 	<ul style="list-style-type: none"> • acknowledge contrasting evidence and opinions when discussing and debating historical issues • use appropriate vocabulary when discussing, describing and explaining historical events • construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms • choose the most appropriate way of communicating different historical findings
<p>Year 5</p>	<ul style="list-style-type: none"> • use dates and appropriate historical terms to sequence events and periods of time • identify where people, places and periods of time fit into a chronological framework • describe links and contrasts within and across different periods of time including short-term and long-term time scales 	<ul style="list-style-type: none"> • describe some aspects of Britain's settlement by Anglo-Saxons and Scots • describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor • describe key aspects of a non-European society such as the early Islamic civilization. 	<ul style="list-style-type: none"> • use a wider range of sources as a basis for research to answer questions and to test hypotheses • recognise how our knowledge of the past is constructed from a range of sources • evaluate sources and make simple inferences • choose relevant sources of evidence to support particular lines of enquiry 	<ul style="list-style-type: none"> • discuss and debate historical issues • use appropriate vocabulary when discussing and describing historical events • construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms • choose relevant ways to communicate historical findings

'I came that they may have life and live it to the full' John 10.10

<p>Y e a r 4</p>	<ul style="list-style-type: none"> • use dates and historical terms when ordering events and objects • identify where people and events fit into a chronological framework • explore links and contrasts within and across different periods of time 	<ul style="list-style-type: none"> • demonstrate knowledge of aspects of history significant in their locality. • describe some aspects of the Roman Empire and recognise its impact on Britain 	<ul style="list-style-type: none"> • use sources to address historically valid questions and hypotheses • recognise how sources of evidence are used to make historical claims • recognise why some events happened and what happened as a result • identify historically significant people and events in different situations 	<ul style="list-style-type: none"> • discuss significant aspects of, and connections between, different historical events • select and organise relevant historical information to present in a range of ways • use relevant and appropriate historical terms and vocabulary linked to chronology
<p>Y e a r 3</p>	<ul style="list-style-type: none"> • use some dates and historical terms when ordering events and objects • demonstrate awareness that the past can be divided into different periods of time • explore trends and changes over time 	<ul style="list-style-type: none"> • describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age • describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared • demonstrate more in-depth knowledge of one specific civilisation, . Ancient Egypt. 	<ul style="list-style-type: none"> • use sources to address historically valid questions • recognise that our knowledge of the past is constructed from different sources of evidence • recognise that different versions of past events may exist • describe some of the ways the past can be represented 	<ul style="list-style-type: none"> • discuss some historical events, issues, connections and changes • select and organise historical information to present in a range of ways • use relevant historical terms and vocabulary linked to chronology

'I came that they may have life and live it to the full' John 10.10

<p>Y e a r 2</p>	<ul style="list-style-type: none"> order and sequence events and objects recognise that their own lives are similar and/or different from the lives of people in the past use common words and phrases concerned with the passing of time 	<ul style="list-style-type: none"> demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements develop awareness of significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> ask and answer simple questions about the past through observing and handling a range of sources consider why things may change over time recognise some basic reasons why people in the past acted as they did choose parts of stories and other sources to show what they know about significant people and events 	<ul style="list-style-type: none"> talk about what/who was significant in simple historical accounts demonstrate simple historical concepts and events through role-play, drawing and writing use a variety of simple historical terms and concepts
<p>Y e a r 1</p>	<ul style="list-style-type: none"> recognise the distinction between past and present order and sequence some familiar events and objects identify some similarities and differences between ways of life at different times use some everyday terms about the passing of time such as 'a long time ago' and 'before' 	<ul style="list-style-type: none"> retell some events from beyond their living memory which are significant nationally or globally describe some changes within their living memory (including aspects of national life where appropriate) 	<ul style="list-style-type: none"> make simple observations about different people, events, beliefs and communities use sources to answer simple questions about the past identify some of the basic ways in which the past can be represented choose parts of stories and other sources to show what they know about the past 	<ul style="list-style-type: none"> describe special or significant events retell simple stories or events from the past use simple historical terms
<p>E Y F S</p>	<p><u>Past and Present</u> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>			

'I came that they may have life and live it to the full' John 10.10

	CHRONOLOGY	EVENTS, PEOPLE AND CHANGES	INTERPRETATION, ENQUIRY AND USING SOURCES	COMMUNICATION
--	------------	----------------------------	---	---------------

