



## History End of Year Expectations

### Nursery

Taken from the **Early learning goal:**

- Begin to make sense of their own life-story and family's history.

### Reception

Taken from the **Early learning goal:**

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Talk about the lives of 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.

### Year 1

- Identify similarities and differences between ways of life within or beyond living memory.
- Describe a significant historical event in British History such as the coronation of Queen Elizabeth.
- Explain the term monarch
- Name a historically significant person and why they are.
- Describe a significant event in the school's history
- Use terminology to describe the passing of time such as here, now, last week, yesterday, last year.
- Give an example of a historical artefact and what it can tell us.

### Year 2

- Describe how an aspect of life has changed over time.
- Describe significant monarchs in English and British history and sequence these in a chronological order, using language such as era
- Explain the term hierarchy
- Name several significant people and their impact on British history and determine their significance using historical models i.e diamond ranking
- Identify a significant person from their immediate locality.
- Use terminology to describe larger periods of time such as year, decade, century and AD
- Examine an artefact and suggest what it is and where it is from.
- Understand that historical information can be presented in different ways.



## Year 3

- To know and understand the history of the UK from prehistoric times and how people's lives have shaped and influenced Britain.
- Describe how significant events or people in British history have influenced and changed the wider world.
- Analyse a range of historical information to explain how a national or international event has impacted the locality.
- Explain the similarities and differences between two periods of history.
- Understand that events are sequenced in a chronological order from BC to AD (BC being the furthest away day).
- Devise or respond to historically valid questions about a significant historical figure.
- Use terminology to describe different periods of time such as decade, century, millennia, era, AD, CE, BC and BCE.
- Making the best choices on how to present historical information and accounts.
- Gain historical perspective by placing growing knowledge into different contexts, understanding the connections between local, regional, national and international history and short and long-term timescales.

## Year 4

- Describe a series of significant events, linked by a common theme, that show changes over time in Britain, including an aspect of British history beyond 1066 and an ancient civilisation (Ancient Egypt).
- Explain the cause, consequence and impact of invasion and settlement in Britain, including an ancient civilisation; focusing on achievements.
- Describe and explain the impact of past society on a local settlement or community.
- Compare and contrast two civilisations.
- Sequence significant dates about events within a historical time period on a timeline, and use this to help explain cause and effect.
- Answer and ask historical questions about changes over time and suggest best ways to answer them.
- Use terminology to explain and present historical information such as empire, hierarchy, civilisation, monarchy, invasion, parliament.
- Present a thoughtful selection of relevant information in a historical report, fictional narrative, in depth-study, including understanding how sources of evidence can also help with historical enquiries and to make historical claims.
- Gain historical perspective by placing growing knowledge into different contexts, understanding the connections between national and international history and between military and social history.

## Year 5

- To know, understand and explain significant aspects of history of the wider world: focusing on achievements, culture, hierarchies, power and influence in an event beyond 1066 and an ancient civilisation (Ancient Greeks).
- Compare and contrast an aspect of history across two or more periods such as rulers and monarchs, everyday life, homes and work, technology and innovation.



# St Barnabas CE Primary School

Preparing for a positive future, achieved through faith

- Explain how everyday life in an ancient civilisation changed or continued during different periods.
- Explore and explain how the religious, political and scientific or personal beliefs of a significant individual caused them to behave in a particular way.
- Use terminology to articulate and organise important information and detailed historical accounts such as articulate historical topic related vocabulary such as peasantry, civilisation, treason, empire, rebellion and revolt.
- Frame historically valid questions about continuity and change and construct informed responses.
- Sequence and make connections between periods of world history on a timeline.
- Explore and use a range of historical reports, sources and artefacts to build a picture of a historical event or person, and use sources to check for accuracy.
- Find evidence from different sources, identify bias and form balanced arguments.

## Year 6

- Articulate and present a clear, chronological world history narrative within and across historical periods studied; describe and explain causes and consequences of a significant event in history, examining common traits, motives and decisions of leaders and monarchs from different historical periods and make a summative judgement of their choice.
- Articulate the significance of a historical person, event, discovery or invention in British history, including explaining the significance of a leader or monarch.
- Describe the growth of the British economy and the ways in which its growth impacted on British life.
- Describe and evaluate how the resistance, refusal or rebellion of individuals, groups and civilisations, human impact of war and conflict can affect a society or practice.
- Compare and contrast common aspects of history such as leadership, belief, lifestyle, or significant events across a range of time periods.
- Use terminology to express historical ideas and information such as empire, civilisation, parliament, peasantry, conquest, continuity, interpretation, discovery, sacrifice.
- Present a detailed narrative about a significant global event or an in-depth study of a local town or city, suggesting how to source information required.
- Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
- Ask questions to evaluate an artefact or historical source and identify different types of bias, explaining the impact of this.