

	Advent	End Points	Lent	End Points	Pentecost	End Points
	Understanding the world – past and present					
EYFS		<ul style="list-style-type: none"> ✓ Begin to talk about the lives of the people around them and their roles in society ✓ Begin to understand that there are similarities and differences between the past and now, drawing on their experiences and what has been read in class ✓ Begin to understand the past through stories 		<ul style="list-style-type: none"> ✓ Talk about the lives of the people around them and their roles in society ✓ Understand that there are similarities and differences between the past and now, drawing on their experiences and what has been read in class ✓ Understand the past through stories 		<ul style="list-style-type: none"> ✓ Talk about the lives of the people around them and their roles in society ✓ Understand and explain that there are similarities and differences between the past and now, drawing on their experiences and what has been read in class ✓ Understand the past through stories
Year 1		Please see Geography plan		Please see Geography plan	Within living memory	<p>Chronology:</p> <ul style="list-style-type: none"> ✓ Recognise the distinction between past and present. ✓ Order and sequence some familiar events and objects such as toys and family births. ✓ Identify some similarities and differences between ways of life at different times in relation to grandparents and their own life. ✓ Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. <p>Events people and changes:</p> <ul style="list-style-type: none"> ✓ Describe some changes between their life and their grandparents' life (including aspects of national life where appropriate) <p>Interpretation, enquiry and using sources:</p> <ul style="list-style-type: none"> ✓ Make simple observations about different people, events, beliefs and communities within the time frame of living memory ✓ Use sources to answer simple questions about the past (within living memory). ✓ Identify some of the basic ways in which the past can be represented e.g. stories, fact files, word of mouth ✓ Choose parts of stories and other sources to show what they know about the past within living memory <p>Communication:</p> <ul style="list-style-type: none"> ✓ Describe special or significant events within living memory. ✓ Retell simple stories or events from the past within living memory. ✓ Use simple historical terms.
Year 2	Beyond Living Memory	<p>Chronology:</p> <ul style="list-style-type: none"> ✓ Begin to order and sequence familiar and unfamiliar events and objects within the Victorian era. ✓ Recognise that their own lives are similar and / or different from the lives of people in the Victorian era. ✓ Use common words and phrases concerned with the passing of time. <p>Events people and changes:</p> <ul style="list-style-type: none"> ✓ Begin to retell some significant events from the Victorian era. ✓ Begin to demonstrate awareness of the lives of significant individuals in the past (Queen Victoria, Alexander Graham Bell etc) who have contributed to national and international achievements. ✓ Develop awareness of significant historical events, people and places in their own locality throughout the Victorian period. 		Please see Geography plan	Famous People	<p>Chronology:</p> <ul style="list-style-type: none"> ✓ Order and sequence familiar and unfamiliar events (births of famous people studied). ✓ Recognise that their own lives are similar and / or different from the lives of people in the past and begin to explain and describe why in relation to lack of civil rights and apartheid. ✓ Use common words and phrases concerned with the passing of time <p>Events people and changes:</p> <ul style="list-style-type: none"> ✓ Retell some events from the lifetime of Rosa Parks and Nelson Mandela, which are significant nationally or globally. ✓ Demonstrate a better awareness of the lives of significant individuals in the past (Rosa Parks and Nelson Mandela) who have contributed to national and international achievements. ✓ Have an awareness of significant historical events, people and places in their own locality with relation to civil rights movements.

		<p>Interpretation, enquiry and using sources:</p> <ul style="list-style-type: none"> ✓ Ask and answer simple questions about the Victorian era through observing and handling a range of sources. ✓ Consider why things may change over time between the Victorian era and today. ✓ 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 the Victorian era. <p>Communication:</p> <ul style="list-style-type: none"> ✓ Talk about what was significant in simple historical accounts from the Victorian era. ✓ Demonstrate simple historical concepts and events from the Victorian era through role-play, drawing and writing. ✓ Use a variety of simple historical terms and concepts 			<p>Interpretation, enquiry and using sources:</p> <ul style="list-style-type: none"> ✓ Ask and answer simple questions about the history of civil rights through observing and handling a larger range of sources. ✓ Consider why civil rights may change over time and begin to explain. ✓ Recognise reasons why civil rights activists acted as they did and how they might have had an impact on their community and the wider world. ✓ Choose and retell parts of stories based on Rosa Parks and Mandela and other sources to show what they know about significant people and events <p>Communication:</p> <ul style="list-style-type: none"> ✓ Talk about who was significant in simple historical accounts (Rosa Parks and Nelson Mandela). ✓ Demonstrate more complex historical concepts, such as what life was like during this period through role-play, drawing and writing. ✓ Use a variety of simple historical terms and concepts
Year 3	Stone Age	<p>Chronology:</p> <ul style="list-style-type: none"> ✓ Use some dates and historical terms when ordering events and objects from the Stone Age and from other periods in time. ✓ Demonstrate awareness that the past can be divided into different periods of time (stone age, bronze age etc). ✓ Explore changes over time i.e. how does a stone age weapon differ to a bronze age weapon? <p>Events people and changes:</p> <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. ✓ Demonstrate knowledge of aspects of history significant in their locality – weapons factory found in Leicester. <p>Interpretation, enquiry and using sources:</p> <ul style="list-style-type: none"> ✓ Begin to use sources to address historically valid questions about the Stone Age. ✓ Begin to understand that that our knowledge of the Stone Age (and other historical periods) is constructed from different sources of evidence. ✓ Recognise that different versions of past events from the Stone Age may exist. ✓ Describe some of the ways the past can be represented. <p>Communication:</p> <ul style="list-style-type: none"> ✓ Discuss some historical events, issues, connections and changes within the period of the Stone Age. ✓ Begin to select and organise historical information from the Stone Age era to present in a range of ways. ✓ Use relevant historical terms and vocabulary linked to chronology of the Stone Age. 	Please see Geography plan		<p>Chronology:</p> <ul style="list-style-type: none"> ✓ Use dates and historical terms when ordering events and objects within the Ancient Greek period as well as putting Ancient Greece into a wider chronology. ✓ Explain that the past can be divided into different periods of time and how Ancient Greece fits into their knowledge and understanding of a historical timeline <p>Events people and changes:</p> <ul style="list-style-type: none"> ✓ Describe some of the famous Greek Gods and their importance within society at the time. ✓ Begin to explain what life would have been like in the Ancient Greek period and how that compares to today's world. ✓ Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world. <p>Interpretation, enquiry and using sources:</p> <ul style="list-style-type: none"> ✓ More confidently use sources to address historically valid questions about Ancient Greece. ✓ Recognise that our knowledge of the past is constructed from different sources of evidence and begin to understand that some sources are more reliable than others. ✓ Recognise that different versions of past events from the Ancient Greek period may exist ✓ Describe many ways the past can be represented <p>Communication:</p> <ul style="list-style-type: none"> ✓ Discuss historical events, issues, connections and changes within the Ancient Greek period with increasing confidence. ✓ Select and organise historical information from the Ancient Greek period to present in a range of ways. ✓ Use relevant and more complex historical terms and vocabulary linked to chronology of Ancient Greece and the wider historical timeline.
Year 4	Ancient Egypt	<p>Chronology:</p> <ul style="list-style-type: none"> ✓ More confidently use dates and historical terms when ordering events and objects within the Ancient Egyptian period and the wider historical timeline. ✓ Begin to identify where people and events of the Ancient Egyptian period fit into a chronological framework ✓ Begin to explore links and contrasts within and across different periods of time (Ancient Egypt and the wider historical timeline). <p>Events people and changes:</p> <ul style="list-style-type: none"> ✓ Describe and compare some of the characteristic features and achievements of the Ancient Egyptians and other early civilisations including where and when they appeared. ✓ Demonstrate more in-depth knowledge Ancient Egypt 	Please see Geography plan		<p>Chronology:</p> <ul style="list-style-type: none"> ✓ Use dates and historical terms when ordering events and objects within the Roman period and the wider historical timeline. ✓ Identify where people and events of the Roman period fit into a chronological framework ✓ Explore links and contrasts within and across different periods of time paying close attention to those periods previously studied. <p>Events people and changes:</p> <ul style="list-style-type: none"> ✓ Describe some aspects of the Roman Empire and recognise its impact on Britain.

		<p>Interpretation, enquiry and using sources:</p> <ul style="list-style-type: none"> ✓ Use sources to address historically valid questions and begin to address hypotheses. ✓ Begin to recognise how sources of evidence are used to make historical claims. ✓ Begin to recognise why some events happened and what happened as a result. ✓ Begin to identify historically significant people and events in different situations. <p>Communication:</p> <ul style="list-style-type: none"> ✓ Begin to discuss significant aspects of, and connections between, different historical events. ✓ Begin to select and organise relevant historical information to present in a range of ways. ✓ Confidently use relevant and appropriate historical terms and vocabulary linked to chronology. 			<p>Interpretation, enquiry and using sources:</p> <ul style="list-style-type: none"> ✓ Use sources to address historically valid questions and begin to address 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. <p>Communication:</p> <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. ✓ Confidently use relevant and appropriate historical terms and vocabulary linked to chronology.
Year 5	Slavery	<p>Chronology:</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. ✓ Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066. <p>Events people and changes:</p> <ul style="list-style-type: none"> ✓ Explain what life would have been like throughout slavery and into apartheid and how it differs from life today, giving examples of how and why it has changed. ✓ Describe some of the works of the most important people and how this has influenced life today. <p>Interpretation, enquiry and using sources:</p> <ul style="list-style-type: none"> ✓ Begin to use a wider range of sources as a basis for research to answer questions and to test hypotheses. ✓ Recognise and begin to explain how our knowledge of the past is constructed from a range of sources. ✓ Begin to evaluate sources and make simple inferences. ✓ Begin to choose relevant and appropriate sources of evidence to support particular lines of enquiry. <p>Communication:</p> <ul style="list-style-type: none"> ✓ Begin to develop discussion and debates around historical issues. ✓ Use mostly appropriate vocabulary when discussing and describing historical events. ✓ Begin to construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. ✓ More confidently choose relevant ways to communicate historical findings. 	Please see Geography plan	Anglo Saxons	<p>Chronology:</p> <ul style="list-style-type: none"> ✓ Confidently 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 and explain them. ✓ Confidently describe links and contrasts within and across different periods of time including short-term and long-term time scales. <p>Events people and changes:</p> <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. <p>Interpretation, enquiry and using sources:</p> <ul style="list-style-type: none"> ✓ More confidently use a wider range of sources as a basis for research to answer questions and to test hypotheses. ✓ Recognise and explain how our knowledge of the past is constructed from a range of sources. ✓ Evaluate sources and make simple inferences. ✓ Choose relevant and appropriate sources of evidence to support particular lines of enquiry. <p>Communication:</p> <ul style="list-style-type: none"> ✓ Discuss and debate historical issues. ✓ Use appropriate vocabulary when discussing and describing historical events. ✓ Begin to 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.
Year 6	Vikings	<p>Chronology:</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 across their time in school. ✓ Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. <p>Events people and changes:</p> <ul style="list-style-type: none"> ✓ Compare and contrast areas of everyday life during the Viking period with other areas of history covered. <p>Interpretation, enquiry and using sources:</p> <ul style="list-style-type: none"> ✓ Sometimes devise and address 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 and begin to explain that some events, people and changes are judged as more significant than others. 	Please see Geography plan	Islamic Civilisation	<p>Chronology:</p> <ul style="list-style-type: none"> ✓ Use dates and a wide range of historical terms when sequencing events and periods of time. ✓ Have a chronologically secure knowledge of the events and periods of time studied across their time in school. ✓ Confidently analyse links and contrasts within and across different periods of time including short-term and long-term time scales. <p>Events people and changes:</p> <ul style="list-style-type: none"> ✓ Describe key aspects of a non-European society such as the early Islamic civilisation. <p>Interpretation, enquiry and using sources:</p> <ul style="list-style-type: none"> ✓ Devise and address historically valid questions and hypotheses. ✓ Give reasons for contrasting arguments and interpretations of the past. ✓ Describe the impact of historical events and changes. ✓ Recognise and explain that some events, people and changes are judged as more significant than others.

		<p>Communication:</p> <ul style="list-style-type: none"> ✓ Begin to acknowledge contrasting evidence and opinions when discussing and debating historical issues. ✓ Confidently use appropriate vocabulary when discussing, describing and explaining historical events. ✓ Begin to construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. ✓ Begin to choose the most appropriate way of communicating different historical findings. 			<p>Communication:</p> <ul style="list-style-type: none"> ✓ Acknowledge contrasting evidence and opinions when discussing and debating historical issues. ✓ Confidently 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.
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