



	Advent	End Points	Lent	End Points	Pent ecos t				
		Understanding the world – past and present							
EYFS	 ✓ 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 		 ✓ Unden now, 	about the lives of the people around them and their roles in society rstand that there are similarities and differences between the past and drawing on their experiences and what has been read in class rstand the past through stories	*	Talk about the society Understand and between the pa has been read Understand the			
Year 1	Please see Geography plan		Please see Geography plan		Within living memory	 Chronology: ✓ Recognise ✓ Order and as toys as ✓ Identify silife at difform own life. ✓ Use some 'a long time to be some to be			
Year 2	Beyond Living Memory	 Chronology: 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. Events people and changes: Begin to retell some significant events from the Victorian era. 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	 Chronology: ✓ Order and famous p ✓ Recognise from the describe ✓ Use comr of time Events peop ✓ Retell sor Nelson Mi ✓ Demonstri individual have cond ✓ Have an a and place movemen 			



End Points

e lives of the people around them and their roles in

and explain that there are similarities and differences past and now, drawing on their experiences and what d in class

he past through stories

ise the distinction between past and present. and sequence some familiar events and objects such and family births.

some similarities and differences between ways of lifferent times in relation to grandparents and their

ne everyday terms about the passing of time such as time ago' and 'before'.

ople and changes:

e some changes between their life and their arents' life (including aspects of national life where riate)

tion, enquiry and using sources:

imple observations about different people, events, and communities within the time frame of living

urces to answer simple questions about the past living memory).

some of the basic ways in which the past can be ented e.g. stories, fact files, word of mouth parts of stories and other sources to show what they bout the past within living memory

ation:

e special or significant events within living memory. imple stories or events from the past within living

ple historical terms.

and sequence familiar and unfamiliar events (births of people studied).

ise that their own lives are similar and / or different e lives of people in the past and begin to explain and e why in relation to lack of civil rights and apartheid. nmon words and phrases concerned with the passing

ple and changes:

some events from the lifetime of Rosa Parks and Mandela, which are significant nationally or globally. strate a better awareness of the lives of significant uals in the past (Rosa Parks and Nelson Mandela) who ontributed to national and international achievements. n awareness of significant historical events, people ces in their own locality with relation to civil rights ents.





		 Interpretation, enquiry and using sources: 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. Communication: 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 			Interpretation ✓ Ask and arrights thro sources. ✓ Consider wexplain. ✓ Recognise and how the and the wi ✓ Choose and Mandela a significant ✓ Talk about (Rosa Park ✓ Demonstration what life we drawing arvites of the source of
Year 3	Stone Age	 Chronology: ✓ 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? 	Please see Geography plan		Chronology: ✓ Use dates a objects with Ancient Gre ✓ Explain that time and ho understand
		 Events people and changes: 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. 		Ancient Greeks	 ✓ Describe s importance ✓ Begin to e Ancient Gr world. ✓ Demonstra life and ac world.
		 Interpretation, enquiry and using sources: ✓ 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. Communication: ✓ 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. 		Ancient	Interpretation ✓ More confinent of the confi
		 Use relevant historical terms and vocabulary linked to chronology of the Stone Age. 			 ✓ Use releva vocabulary wider histo Chronology:
Year 4	Ancient Egypt	 Chronology: 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). 	Please see Geography plan	Romans	 ✓ Use dates objects wit timeline. ✓ Identify wh into a chro ✓ Explore lin periods of previously
	An	 Events people and changes: ✓ 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 			Events people ✓ Describe s its impact



ion, enquiry and using sources:

answer simple questions about the history of civil rough observing and handling a larger range of

why civil rights may change over time and begin to

se reasons why civil rights activists acted as they did they might have had an impact on their community wider world.

and retell parts of stories based on Rosa Parks and and other sources to show what they know about nt people and events

tion:

out who was significant in simple historical accounts arks and Nelson Mandela).

trate more complex historical concepts, such as e was like during this period through role-play, and writing.

ariety of simple historical terms and concepts

and historical terms when ordering events and vithin the Ancient Greek period as well as putting Greece into a wider chronology.

hat the past can be divided into different periods of how Ancient Greece fits into their knowledge and nding of a historical timeline

ple and changes:

some of the famous Greek Gods and their nce within society at the time. explain what life would have been like in the Greek period and how that compares to today's

trate knowledge of Ancient Greece including Greek achievements and their influence on the western

ion, enquiry and using sources:

nfidently use sources to address historically valid is about Ancient Greece.

se that our knowledge of the past is constructed ferent sources of evidence and begin to understand ne sources are more reliable than others. se that different versions of past events from the Greek period may exist

e many ways the past can be represented tion:

historical events, issues, connections and changes ne Ancient Greek period with increasing confidence. nd organise historical information from the Ancient eriod to present in a range of ways. vant and more complex historical terms and

ary linked to chronology of Ancient Greece and the storical timeline.

es and historical terms when ordering events and within the Roman period and the wider historical

where people and events of the Roman period fit nronological framework

links and contrasts within and across different of time paying close attention to those periods sly studied.

ple and changes:

some aspects of the Roman Empire and recognise ct on Britain.





Slavery	 Interpretation, enquiry and using sources: 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. Communication: 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. 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. Events people and changes: 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. Interpretation, enquiry and using sources: Recognise and begin to explain how our knowledge of the past is constructed from a range of sources. Begin to use a wider range of sources. Recognise and begin to explain how our knowledge of the past is constructed from a range of sources. Begin to	Please see Geography plan	Anglo Saxons	Interpretation ✓ Use source to address ✓ Recognise historical ✓ Recognise as a resul ✓ Identify h situations ✓ Identify h situations ✓ Discuss si different h ✓ Select and in a range ✓ Confident and vocat Chronology: ✓ ✓ Confident sequence ✓ Identify w chronolog ✓ Confident different p time scale ✓ Confident sequence ✓ Identify w chronolog ✓ Confident different p time scale ✓ Describe s Saxons an ✓
Vikings	 Chronology: 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. Events people and changes: Compare and contrast areas of everyday life during the Viking period with other areas of history covered. Interpretation, enquiry and using sources: 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 	Please see Geography plan	Islamic Civilisation	 Chronology: ✓ Use dates sequencin ✓ Have a ch periods of ✓ Confident: different p time scale Events peopl ✓ Describe H early Islar Interpretatio ✓ Give rease of the pas ✓ Describe t ✓ Recognise changes a
		 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. Communication: Begin to identify historically significant people and events in different historical events. Begin to discuss significant aspects of, and connections between, different historical events. Begin to address historical events. Begin to address historical terms to sequence events and vocabulary linked to chronology. Chronology: 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. Desorble links and contrasts within and across different periods of time including short-term and long-term time scales. Demostrate knowledge of an aspect or them in British History that extends their chronological knowledge beyond 1066. Events people and changes: Address and to test hypotheses. Begin to use a wider range of sources as a basis for research to answer questions and to test hypotheses. Begin to chose relevant da appropriate vocabulary when discussing and describing historical lines. Begin to chose relevant da dayned with sources of evidence to support particular lines of enquiry. Communication: Begin to develop discussion and debates around historical issues. Begin to develop discussion	Point of the sources to address hybridized are used to make heat to address hybridized. • Use sources to address hybridized are used to make hybridized terms and hybridized terms. • Our provide a result. • Peint to recognite why some events happend and what hybridized terms and other the sources of events in different statutions. • Peint to recognite why some events in different statutions. • Despite to select and organize relevant historical information to present in a range of ways. • Continuous address hybridized terms and propriate historical terms and present biolical terms to sequence events and precede of the terms address. • Controlling: • Use dates and appropriate historical terms to sequence events and periods of time in the tota address in the totage. • Controlling: • Use dates and appropriate historical terms to sequence events and periods of time in the totage. • Describe some and concest stream to sequence events and periods of time in the totage is the totage in the totage is the totage in the totage is	errors • Use sources to address intercally valid questions and begin to dorders hypotheses • • Original dorders • • • • • • • • • • • • •



tion, enquiry and using sources:

urces to address historically valid questions and begin ess hypotheses.

ise how sources of evidence are used to make al claims.

ise why some events happened and what happened sult.

historically significant people and events in different

ation:

significant aspects of, and connections between, nt historical events.

and organise relevant historical information to present nge of ways.

ntly use relevant and appropriate historical terms cabulary linked to chronology.

ently use dates and appropriate historical terms to ce events and periods of time.

where people, places and periods of time fit into a logical framework and explain them.

ently describe links and contrasts within and across t periods of time including short-term and long-term ales.

ople and changes:

e some aspects of Britain's settlement by Angloand Scots.

e aspects of the Viking and Anglo-Saxon struggle for gdom of England in the time of Edward the sor.

tion, enquiry and using sources:

onfidently use a wider range of sources as a basis for to answer questions and to test hypotheses. ise and explain how our knowledge of the past is cted from a range of sources. e sources and make simple inferences.

relevant ad appropriate sources of evidence to particular lines of enquiry.

ation:

and debate historical issues.

propriate vocabulary when discussing and describing al events.

o construct responses to historical questions and eses that involve selection and organisation of t historical information including dates and terms. relevant ways to communicate historical findings.

tes and a wide range of historical terms when cing events and periods of time. chronologically secure knowledge of the events and of time studied across their time in school. ently analyse links and contrasts within and across t periods of time including short-term and long-term ales. ople and changes:

e key aspects of a non-European society such as the lamic civilisation.

tion, enquiry and using sources:

and address historically valid questions and eses.

asons for contrasting arguments and interpretations bast.

e the impact of historical events and changes. ise and explain that some events, people and s are judged as more significant than others.





Communication:	Co	mmunicat
 Begin to acknowledge contrasting evidence and opinions when 	✓	Acknowle
discussing and debating historical issues.		discussing
✓ Confidently use appropriate vocabulary when discussing,	✓	Confident
describing and explaining historical events.		describing
✓ Begin to construct informed responses to historical questions and	✓	Construct
hypotheses that involve thoughtful selection and organisation of		hypothes
relevant historical information including appropriate dates and		organisat
terms.		appropria
 Begin to choose the most appropriate way of communicating 	✓	Choose th
different historical findings.		different



ation: wledge contrasting evidence and opinions when sing and debating historical issues. ently use appropriate vocabulary when discussing, bing and explaining historical events. Fuct informed responses to historical questions and heses that involve thoughtful selection and sation of relevant historical information including riate dates and terms. the most appropriate way of communicating nt historical findings.