

Year Group Expectations

HISTORY: End of year expectations. PUPILS:

Year 6	- 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	- demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066 (The Wars) - demonstrate knowledge of Ancient Greece including Greek Life and achievements and their influence on the western world	- 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	- 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
Year 5	- 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	- describe key aspects of a non-European society (Mayans) - demonstrate knowledge of aspects of history significant in their locality (canals/mills)	- 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	- 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

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Year 4	• 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	• describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared (Egyptians) • demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt • describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age	• 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	• 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
Year 3	• 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	• describe some aspects of Britain's settlement by Anglo-Saxons and Scots • describe some aspects of the Roman Empire and recognise its impact on Britain • describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor	• 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	• 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

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Year 2	- 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	- develop awareness of significant historical events, people and places in their own locality - retell some events from beyond their living memory which are significant nationally or globally	- 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	- 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
Year 1	- 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'	- 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) - demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements	- 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	- describe special or significant events - retell simple stories or events from the past - use simple historical terms
	CHRONOLOGY	EVENTS, PEOPLE AND CHANGES	INTERPRETATION, ENQUIRY AND USING SOURCES	COMMUNICATION