

History Knowledge End Points

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind (Everyday life, Hierarchy and power, Civilisations)	<p>Talk about past and present events in their own lives and those important to them.</p> <p>Understand Kings and Queens are known as royalty. Some Kings and Queens are real people and some are characters in stories.</p>	<p>Describe an aspect of everyday life within or beyond living memory. Including houses, jobs, objects, transport and entertainment.</p> <p>Understand that a monarch is a King or Queen who rules a country.</p>	<p>Describe the everyday lives of people within a period of time within or beyond living memory. Such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</p> <p>Describe how Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.</p>	<p>Describe everyday life in ancient Rome.</p> <p>Describe the Romanisation of Britain.</p> <p>Describe how the lives of people in Britain were developed during Stone age, Bronze age and Iron Age.</p> <p>Describe the role of Tribal communities and how they influenced life.</p> <p>Describe the growth of the Roman Empire and its influence on culture, technology and beliefs in the wider world.</p> <p>Describe the hierarchy and different roles within Roman society.</p> <p>Describe the significance and impact of power struggles on Roman Britain.</p>	<p>Explain how artefacts provide evidence of everyday life, what people believed and what was important to them.</p> <p>Describe the hierarchy and the different roles in ancient civilisations from the most to the least powerful. E.G ruler, officials, nobles, priests, merchants, workers, peasants and slaves.</p> <p>Describe the significance and impact of power struggles between the Anglo Saxons and Vikings in England.</p> <p>To describe the features and achievements of the earliest civilisations.</p> <p>To understand how the characteristics of the earliest civilisations have influenced the world over the past 5000 years.</p>	<p>Explain how everyday life in an ancient civilisation changed or continued in different periods.</p> <p>Describe the significance, impact and legacy of power in ancient civilisations. E.G how the growth of empires was driven by trade, wealth, arts, society, technology and beliefs.</p> <p>To describe the importance of the characteristics of a past or ancient civilisation (people, culture, art, politics, hierarchy)</p> <p>Describe the achievements and influence of the Ancient Greeks on the wider world.</p>	<p>Evaluate the human impact of war, oppression, conflict and rebellion on everyday lives in the past.</p> <p>Describe how the resistance, refusal or rebellion can affect a society or practice.</p> <p>Describe and explain the significance of a leader or monarch.</p> <p>To describe the importance of the characteristics of a past or ancient civilisation (people, culture, art, politics, hierarchy)</p> <p>Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p> <p>Describe some of the significant achievements of mankind and explain why they are important.</p>

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Creativity (Communication, Report and conclude)	<p>Words that help us to describe the passage of time include yesterday, last week, before and then.</p> <p>Stories, books and pictures are used to help people to find out about people and events from the past.</p>	<p>Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p> <p>Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.</p>	<p>A year is 365 days, and a leap year is 366 days. A decade is 10 years. A century is 100 years.</p> <p>Know that Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</p>	<p>Use historical terms to describe different periods of time.</p> <p>Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p>Make choices about the best ways to present historical accounts and information.</p>	<p>Use more complex historical terms to explain and present historical information.</p> <p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>	<p>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p>	<p>Use abstract terms to express historical ideas and information.</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p>
Materials (Artefacts and sources)	<p>Know that objects from the past can look different to objects from the present.</p>	<p>Know Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.</p>	<p>Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.</p>	<p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p>	<p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>Identify bias in primary and secondary sources.</p> <p>Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p>	<p>Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>Find evidence from different sources, identify bias and form balanced arguments.</p>	<p>Ask perceptive questions to evaluate an artefact or historical source.</p> <p>Identify different types of bias in historical sources and explain the impact of that bias.</p>
Place and space. (Local history)		<p>Look at Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.</p>	<p>Explore some commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</p>	<p>Analyse a range of historical information to explain how a national or international event has impacted the locality.</p>	<p>Describe and explain the impact of a past society on a local settlement or community.</p>	<p>Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.</p>	<p>Present an in-depth study of a local town or city, suggesting how to source the</p>

							required information.
Comparison (Compare and contrast)	Know about life now and in the past.	Make comparisons between life now and in the past.	Identify similarities and differences to make comparisons between life now and in the past.	Explain the similarities and differences between two periods of history.	Compare and contrast two civilisations.	Compare and contrast an aspect of history across two or more periods studied.	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
Significance (Significant events, Significant people)	Know that a significant event is something that is important to them or their family, such as birthdays, christenings, or religious celebration. Know that some people in history are significant because they did important things that changed the world or how we live.	Understand that significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. Know that a person who is historically significant has made big changes in their lifetime.	Know that significant events affect the lives of many people over a long period of time Understand Armistice Day is commemorated every year on 11th November to remember the end of the First World War. to organise and sort historical information.	Explain the cause and effect of a significant historical event. Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.	Explain in detail the multiple causes and effects of significant events. Construct a profile of a significant leader using a range of historical sources.	Explain why an aspect of world history is significant. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Present a detailed historical narrative about a significant global event. Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.
Change (British history, Chronology, Changes over time)	Pictures and books can show how life was different in the past. The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.	Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.	Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.	Explain the cause, consequence and impact of invasion and settlement in Britain. Describe how a significant event or person in British history changed or influenced how people live today. Sequence dates and information from	Explain the cause, consequence and impact of invasion and settlement in Britain. Describe a series of significant events, linked by a common theme, that show changes over time in Britain. Sequence significant dates about events within a historical time	Sequence and make connections between periods of world history on a timeline. Frame historically valid questions about continuity and change and construct informed responses.	Articulate the significance of a historical person, event, discovery or invention in British history. Describe the growth of the British economy and the ways in which its growth impacted on British life.

				<p>several historical periods on a timeline.</p> <p>Summarise how an aspect of British or world history has changed over time.</p>	<p>period on historical timelines.</p> <p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</p>		<p>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> <p>Describe the causes and consequences of a significant event in history.</p>
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