

# History End Point

E A R L Y   Y E A R S   F O U N D A T I O N   S T A G E



## Early Years Foundation Stage Statements

Understanding the World ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the 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.



## What a Historian at Mytham is like at this stage

- Our pupils will begin to talk about their own lives and their family history using appropriate language; for example, 'when I was a baby'
- Pupils will comment on images of familiar situations in the past.
- Pupils will compare and contrast characters from stories, including figures from the past.
- Pupils can talk about the lives of people around them and their roles in society; for example, a nurse or a lollypop person..
- Pupils will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Pupils are beginning to understand the past through settings, characters and events encountered in books read in class and storytelling.

# History End Point

E N D O F K E Y S T A G E 1



## National Curriculum Objectives for KS1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.



## What a Historian at Mytham is like at this stage

- Pupils will have a growing vocabulary linked with the passing of time and those periods of history and significant individuals who they have learned about.
- Pupils will have experience of timelines and a growing chronological understanding of where to place the periods, events and individuals studied.
- Pupils will be supported and encouraged to use inquiry skills to learn more about the periods, events and individuals studied.
- Pupils will begin to recognise and identify sources of information that tell us about past; for example Samuel Pepys diary, paintings and photographs.
- Pupils will be able to talk about the cause and consequence, for example the spread of the Great Fire of London and changes have been made to how buildings are constructed and fire fighting.
- Pupils will be able to discuss and compare a range of significant individuals including famous adventurers, explorers and nurses.
- Pupils will begin to recognise and explain how individuals and events in past have impacted the way we live our lives today for example Florence Nightingale's training of nurses to care for the sick.
- Pupils will recognise that in our wider local area there are significant historical people, places and events such as 'Avro', a Manchester aircraft manufacturing company, had a very important role in the development of air travel over the last 100 years.

# History End Point

E N D O F K E Y S T A G E 2



## National Curriculum Objectives for KS2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China



## What a Historian at Mytham is like at this stage

- Pupils will have experience of timelines and a chronological knowledge and understanding of where to place the periods, events and individuals studied and recall some important historical dates.
- Pupils will have a wide vocabulary linked with the passing of time and those periods of history and significant individuals who they have learned about.
- Pupils will communicate their knowledge and ideas about historical themes using careful consideration of information and choosing appropriate vocabulary.
- Pupils will be able to consider historical questions and to use inquiry skills to develop their understanding about the periods, events and individuals studied.
- Pupils will recognise and identify sources of information that tell us about past; they will also begin to consider the reliability of historical sources.
- Pupils will compare and contrast aspects of history studied within a time period and also across time periods. For example, the Athenians and the Spartans when studying the Ancient Greek period.
- Pupils will think critically about historical events and individuals and formulate their own opinion using the evidence they have and their knowledge of the present day.
- Pupils will be able to discuss their local area and how it has changed over time. They will be able to share reasons why the area has changed.
- Pupils will be able to reflect on the impact the historical areas studied have had on the way we live our lives and why it is important we learn about them.