



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Subject content	<p>Significant events, people, places Changes in and beyond living memory All about me – my history.</p> <p>Guy Fawkes</p> <p>Famous Explorers</p> <p>Grace Darling</p> <p>The Wonders of the World</p>	<p>Significant events, people, places Changes in and beyond living memory</p> <p>Christmas now and then</p> <p>Transport now and then.</p> <p>The Wright Brothers.</p> <p>George Stephenson</p> <p>Queen Elizabeth II</p>	<p>Events beyond living memory that are significant nationally and globally.</p> <p>Significant places in own locality.</p> <p>Moon Landing – Neil Armstrong</p> <p>Angel of the North, Penshaw Monument.</p> <p>Holidays now and then – comparing local seaside towns.</p>	<p>Changes in Britain Stone Age to Iron Age</p> <p>Achievements of earliest civilisations – Ancient Egypt</p> <p>Ancient Greece; achievements and influence</p>	<p>Local history study – The Romans</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by the Anglo Saxons and Scots</p>	<p>The Viking and Anglo saxon struggle for England to 1066</p> <p>The Mayans</p> <p>Local history – Mining in Shotton Colliery</p>	<p>Crime and Punishment</p> <p>Conflict through time</p>
Chronological understanding	N/A	Sequence 3 or 4 artefacts in order of time	Know where people and events studied fit on a timeline.	Place the time studied on a timeline.	Understand the past is divided into differently named periods of time.	Know and sequence key events of times studied on a time line.	Show secure chronological knowledge of local, national and global history studied.
			Place events, people and changes of British, local & world history on a	Use relevant terms and period labels	Use relevant dates and terms in my own writing	Name some people in the past who contributed	Sequence events or artefacts



Our Lady of Lourdes RC Primary School

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Our Lady of Lourdes Catholic Primary School
History Curriculum End Points



Bishop Chadwick
Catholic Education Trust

			<p>Timeline</p>			<p>to national and international achievements</p>
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			Identify some similarities and differences between ways of life at different times.	Use dates and terms related to the study unit and passing of time	Use BC/BCE /AD	Make comparisons between different times in the past	Describe connections, contracts and trends over short and longer time periods
Knowledge and understanding of events in the past	Talk about the lives of the people around them and their roles in society.	Know how things change over time and a cause of an event	Give more than one cause of an event and give reason why people in the past acted as they did.	Find out about everyday lives of people in time studied	Use evidence to reconstruct life in time studied	Study different aspects of different people - differences between men and women	Find out about beliefs, behaviour and characteristics of people,
	Comment on images of familiar situations in the past.	Identify similarities and differences between different times.	Report on some of the events or people studied.	Compare with our life today	Identify key features and significant events of time studied	Examine causes and results of significant events and the impact on people	Compare beliefs and behaviour with another time studied
				Identify reasons for and results of people's actions		Make some connections and contrasts eg. Change, cause, similarity, difference and significance	Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation



							Know key dates, characters and events of time studied
							Understand continuity and change
Historical Interpretation	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	To develop an awareness of the past and comment on what or how things are found out.	Identify and give reasons for different ways in which the past is represented	To describe how the past can be represented or interpreted in a few different ways	Compare accounts of events from different sources – fact or fiction	Consider ways of checking the accuracy of interpretations – fact or fiction and opinion/bias or anachronism.	



Compare and contrast characters from stories, including figures from the past.	Compare pictures or photographs of people or events in the past and discuss their reliability	Distinguish between different sources – compare different versions of the same story	Begin to evaluate the usefulness of different sources	Offer some reasons for different versions of events	Compare pictures or photographs of people or events in the past and discuss their reliability
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<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations</p>	<p>Use a range of sources to find out about a period</p>	<p>Choose relevant material to present a picture of one aspect of life in time past</p>	<p>Begin to identify primary and secondary sources</p>	<p>Recognise primary and secondary sources</p>
	<p>Ask questions with support/ starters</p>	<p>Ask questions</p>	<p>Observe small details – artefacts, pictures</p>	<p>Ask a variety of questions</p>	<p>Use evidence to build up a picture of a past event</p>	<p>Use a range of sources to find out about an aspect of time past</p>
<p>Across all year groups... Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing, using ICT.</p>	<p>Across all year groups... Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing, using ICT</p>	<p>Use common words and phrases relating to the passing of time Tell about a time before I was born and compare aspects of life in different periods linked to significant people Recount stories accurately and explain why some people and events were important.</p>	<p>Select and record information relevant to the study</p>	<p>Present recalled or selected information in a variety of ways using specialist terms learnt. Write sentences or paragraphs to describe main events, people and changes in the history of Britain and the wider world Beginning to use place value in the context of timelines.</p>	<p>Use the library and internet for research with increasing confidence and present their findings appropriately</p>	<p>Select and organise relevant historical information to produce structured work, Use key historical terms accurately Use/apply mathematical skills when placing events in chronological order, using place value, links to negative nos etc.</p>
	<p>Historical enquiry</p>	<p>Use the library and internet for research to answer questions</p>	<p>Use the library and internet for research to answer questions</p>	<p>Select relevant sections of information to answer own historically valid questions</p>	<p>Bring knowledge gathered from several sources together to form contrasting arguments</p>	<p>Organisation and communication</p>

