



History – End Points

Intent: At North Ferriby Church of England Primary School, History is taught in a meaningful and vibrant manner which brings events and historical concepts to life. Where possible, the history curriculum makes use of rich resources within the immediate and wider local area enabling children to develop an understanding of the history of their locality. Topics are informed by the national curriculum and the curriculum is carefully planned and structured to ensure that current learning is linked to previous learning. In line with the National Curriculum 2014, the curriculum aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain’s past and that of the wider world which helps to stimulate pupils’ curiosity to know more about the past
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Begin to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. Describe historical events. Describe significant people from the past. Use dates where appropriate. Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation’s history. 	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. Describe changes that have happened in the locality of the school throughout history. Understand the concept of change over time, representing this, along with evidence, on a time line. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> a) Dates b) time period c) era d) change e) chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> Select and use sources of evidence to deduce information about the past, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Identify continuity and change in the history of the locality of the school. Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> a) Dates b) time period c) era d) chronology e) continuity f) change g) century h) decade i) legacy. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.