



History at Sunnybrow Primary School

End of Year Expectations

National Curriculum	Year 1	Year 2
Develop an awareness of the past, using common words and phrases relating to the passing of time.	<ul style="list-style-type: none"> Recognise the distinction between present and past (old & new) in their own and other people's lives. Use everyday terms about the passing of time. Know and recount episodes from stories about the past. 	<ul style="list-style-type: none"> Show knowledge and understanding of aspect of the past beyond living memory, and of some of the main events and people studied. Begin to recognise that there are reasons why people in the past acted as they did. Use terms concerned with the passing of time. Know and recount episodes from stories about the past.
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.	<ul style="list-style-type: none"> Show an emerging sense of chronology by placing a few events and objects in order. 	<ul style="list-style-type: none"> Show a developing sense of chronology by placing events and objects in order, and by recognising that own lives are both similar and different from the lives of people in the past.
Use a wide vocabulary of everyday historical terms.	<ul style="list-style-type: none"> e.g. here, now, then, yesterday, last week, a long time ago, 	<ul style="list-style-type: none"> e.g. hours, weeks, years, last year, x years ago, decades, during the reign of..., In 1939...
Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> Find answers to some simple questions about the past from sources of information including stories, objects, first-hand accounts 	<ul style="list-style-type: none"> Observe or handle sources of information to ask and answer questions about the past on the basis of simple observations. Ask and answer a question by using a specific source
Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	<ul style="list-style-type: none"> Find out something about the past from an older person Find out something about the past by looking closely at objects or photographs Find out something from the past by listening to and reading stories 	<ul style="list-style-type: none"> Begin to identify some of the different ways in which the past is represented Use two ways to find out about the past Explain why eye-witness accounts may vary





National Curriculum	Year 3/4	Year 5/6
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.	<ul style="list-style-type: none"> Show a developing understanding of chronology by the realisation that the past can be divided into different periods of time, the recognition of some of the similarities and differences between these periods, and the use of dates and terms 	<ul style="list-style-type: none"> Show factual knowledge and understanding of aspects of the history of Britain and the wider world. Use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods
Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	<ul style="list-style-type: none"> Compare characteristic features from different historical periods Begin to produce structured work, making appropriate use of dates and terms. e.g. decades, centuries (also see KS1 & 2 Historical Terminology) 	<ul style="list-style-type: none"> Compare characteristic features from different historical periods and draw some conclusion Produce structured work, making appropriate use of dates and terms. e.g. AD, ACE, BC, BCE, millennia, eras, epochs, (also see KS1 & 2 Historical Terminology)
Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<ul style="list-style-type: none"> In response to questions (sometimes own) begin to give a few reasons for, and results of, the main events and changes. 	<ul style="list-style-type: none"> In response to others' and own questions: Test out a hypothesis in order to answer a question Give some reasons for, and results of, the main events and changes. Research two versions of events and compare them
Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	<ul style="list-style-type: none"> Research what it was like in a given time period and present their findings Show knowledge and understanding of some of the main events, people and changes studied. 	<ul style="list-style-type: none"> Describe some of the main events, people and changes. Communicate knowledge and understanding while giving their point of view Use multi-media skills to present their findings begin to produce structured work,
Understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none"> Identify some of the different ways in which the past is represented Use various sources of information in ways that go beyond simple observations to answer questions about the past. Use search engines to find historical sources rapidly Look at viewpoints from an author and see how they may be trying to persuade 	<ul style="list-style-type: none"> Begin to select and combine information from a range of different sources. Show some understanding that aspects of the past have been represented and interpreted in different ways: <ol style="list-style-type: none"> Identify and explain propaganda Suggest why there may be different interpretations of events Suggest why some events in history may be more significant than others



