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| **Subject Content and Endpoints – History** |
| Early Years |
| Subject Content | End Point |
| All pupils in the EYFS are taught history as an integral part of the play-based learningcovered during the academic year.All history objectives within the EYFS are underpinned by the following three prime areasoutlined in the ‘Statutory framework for the Early Years Foundation Stage’:* Communication and language
* Physical development
* Personal, social and emotional development

There are four specific areas through which the three prime areas are strengthened andapplied:* Literacy
* Mathematics
* Understanding the world
* Expressive arts and design

The history curriculum in EYFS focuses on the specific areas of Communication and Language and Understanding of the World where they learn about People and Communities.Pupils will be taught to:Talk about past and present events in their own lives and the lives of family members. Explore, observe and find out about people, places, technology and environment. | By the end of Foundation 2, pupils will have had opportunities to learn about different beliefs, customs and traditions. They will be able to talk about past and present events in their own lives and in the lives of their family. They willbe able to order and sequence familiar events using visual prompts. |
| Key Stage 1 |
| Subject Content | End Point |
| * Develop an awareness of the past, using common words and phrases relating to

the passing of time.* 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.
* 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.
* Understand some of the ways in which we find out about the past and identify

different ways in which it is represented. | By the end of Key Stage 1, pupils will be able to identify some ways in which people fromthe past have impacted upon our lives and how this makes these people significant. Theywill be able to recognise that certain celebrations are as a result of an event that occurredin the past both locally and nationally or globally. They will be able to use appropriate words and phrases to describe historical events. They will have learned about a significant person, place or event in their locality and compare life then and now. They will be able to describe how certain aspects of life have changed in living memory and what this looked like both nationally and in their locality. |
| Key Stage 2 |
| Subject Content | End Point |
| * Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narrative within and across the periods they study.
* Note connections, contrast and trends over time and develop the appropriate use of historical terms.
* Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
* Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
* Understand how our knowledge of the past is constructed from a range of sources.
 | By the end of Key Stage 2, pupils will have been taught the knowledge, understanding and skills needed to work independently and collaboratively when approaching a historical enquiry. They will have an understanding of the complexity of people’s lives and how they have been affected by the process of change. They will have explored the diversity of societies and the relationships between different groups and the challenges of their time. Pupils will be able to suggest why there may be different interpretations of events. They will be able to suggest why certain historical events, people and changes might have impacted more significantly than others. They will pose and answer their own historical questions about key events from the past using primary and secondary sources as evidence to justify their opinions. They will be able to make comparisons between life in the past and the present, explaining continuity and change. |