



History
Clapham and Patching CofE Primary School
End of Year Expectations

	RECEPTION	YEAR 1	YEAR 2
Chronological understanding	<ul style="list-style-type: none"> Children can sequence photographs from different parts of their own life. 	<ul style="list-style-type: none"> Children can sequence events in their life They know how to sequence 3 or 4 artefacts from distinctly different periods of time They know how to match objects to people of different ages 	<ul style="list-style-type: none"> Children can sequence artefacts closer together in time - check with reference book They know how to sequence photographs etc. from different periods of their life They know how to describe memories of key events in lives
Historical knowledge	<ul style="list-style-type: none"> They know how to describe an event or family member from their past that is important to remember They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> They know how to recognise the difference between past and present in their own and others' lives They know and can recount episodes from stories about the past 	<ul style="list-style-type: none"> They know how to recognise why people did things, why events happened and what happened as a result They know how to identify differences between ways of life at different times
Interpretations of history	<ul style="list-style-type: none"> They can listen to and comment on different versions of the same (traditional) stories. They can talk about some of the things they have observed, saying why they thought it happened 	<ul style="list-style-type: none"> They know how to use stories to encourage others to distinguish between fact and fiction They know how to compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> They know how to compare 2 versions of a past event They know how to compare pictures or photographs of people or events in the past They know how to discuss reliability of photos/ accounts/stories
Historical enquiry	<ul style="list-style-type: none"> They can talk about some of the things they have observed, asking questions when what happened is not clear 	<ul style="list-style-type: none"> They know how to find answers to simple questions about the past from sources of information e.g. Artefacts 	<ul style="list-style-type: none"> They know how to use a source – observe or handle sources to answer questions about the past on the basis of simple observations.



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KNOW ABOUT	YEAR 3	YEAR 4
Chronological understanding	<ul style="list-style-type: none"> • Children know how to place the time studied on a time line • They know how to use dates and terms related to the study unit and passing of time • They know how to sequence several events or artefacts 	<ul style="list-style-type: none"> • Children know how to place events from the period studied on time line • They know how to use terms related to the period and begin to date events • They know how to understand more complex terms e.g. BC / AD
Historical knowledge	<ul style="list-style-type: none"> • They know how to find out about everyday lives of people in time studied • They know how to compare with our life today • They know the reasons for and results of people's actions • They know why people may have wanted to do something 	<ul style="list-style-type: none"> • They know how to use evidence to reconstruct life in time studied • They know how to identify key features and events of time studied • They know how to look for links and effects in time studied • They know how to offer a reasonable explanation for some events
Interpretations of history	<ul style="list-style-type: none"> • They know how to identify and give reasons for different ways in which the past is represented • They know how to distinguish between different sources – compare different versions of the same story • They know how to look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> • They know how to look at the evidence available • They know how to begin to evaluate the usefulness of different sources • They know how to use text books and historical knowledge
Historical enquiry	<ul style="list-style-type: none"> • They know how to use a range of sources to find out about a period • They know how to observe small details – artefacts, pictures • They know how to select and record information relevant to the study • They are beginning to use the library and internet for research 	<ul style="list-style-type: none"> • They know how to use evidence to build up a picture of a past event • They know how to choose relevant material to present a picture of one aspect of life in time past • They know how to ask a variety of questions • They know how to use the library and internet for research



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KNOW ABOUT	YEAR 5	YEAR 6
Chronological understanding	<ul style="list-style-type: none"> • Children know and sequence key events of time studied • They know how to use relevant terms and period labels • They know how to make comparisons between different times in the past 	<ul style="list-style-type: none"> • Children know how to place current study on time line in relation to other studies • They know how to use relevant dates and terms • They know how to sequence up to 10 events on a time line
Historical knowledge	<ul style="list-style-type: none"> • They know how to study aspects of different people, e.g. differences between men's lives and women's lives • They know how to examine causes and results of great events and the impact on people • They know how to compare life in early and late 'times' studied • They know how to compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> • They know how to find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • They know how to compare beliefs and behaviour with another time studied • They know how to write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Children know key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none"> • They know how to compare accounts of events from different sources – fact or fiction • They know how to offer some reasons for different versions of events 	<ul style="list-style-type: none"> • They know how to link sources and work out how conclusions were arrived at • They know how to consider ways of checking the accuracy of interpretations – fact or fiction and opinion • They know how to be aware that different evidence will lead to different conclusions • They know how to confidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none"> • They know how to begin to identify primary and secondary sources • They know how to use evidence to build up a picture of a past event • They know how to select relevant sections of information • They know how to use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> • They know how to recognise primary and secondary sources • They know how to use a range of sources to find out about an aspect of time past • They know how to suggest omissions and the means of finding out • They know how to bring knowledge gathered from several sources together in a fluent account