



Bury and Whitefield

JEWISH PRIMARY SCHOOL

History

End Points

Our Curriculum Celebrates

Resilience

Creativity

Critical Thinking

Curiosity

Challenge

Culture

History

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> To begin to make sense of their own life-story and family's history. To comment on images of familiar situations in the past. To compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> To speak to people about their experiences of the past and how things have changed, such as transport, music, movies and toys. To have a basic understanding of chronology. To ask and answer questions about old and new artefacts. I can give a plausible explanation for what an item may have been used for in the past. To appreciate that some famous people have helped our lives be better today. To describe where people and events fit in a chronological framework and identify similarities and differences between ways of life in different periods. To ask and answer questions, using sources to show understanding of features of an event. To describe events beyond living memory that are significant nationally or globally. To speak about how they have found about the past. 	<ul style="list-style-type: none"> To suggest why certain events happened as they did in history. To recognise that our knowledge of the past is constructed from different sources of evidence. To describe events and periods using BCE and CE, century, ancient and prehistoric. To research similarities and differences between given periods. To identify where people and events fit into a chronological framework. To recognise what happened as a result of events that happened a long time ago around the world and locally. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To use sources to address historically valid questions and hypotheses. 	<ul style="list-style-type: none"> To examine how different cultures have impacted and influenced different civilisations and what we have learned from successes and mistakes from the past. To compare and contrast early and late stages in a studied period. To examine causes and results of great events and the impact of these. To evaluate primary and secondary sources and make simple inferences, comparing accounts from fact or fiction. To develop a secure knowledge of the events and periods of time I have studied throughout school. To examine and compare different beliefs, behaviours and characteristics of people, recognising that not everyone shares the same opinion. To use a range of sources to find out about an aspect of time past. To bring knowledge gathered from several sources together in a fluent account.