



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.