St Mary's Catholic Primary School

History End Points

Year Group	Knowledge End Point	Disciplinary Skills End Point
EYFS	Understand that the past is different from today. Know that stories, photographs and older people can help us learn about the past. Recognise that people have different roles and experiences.	Talk about similarities and differences between the past and present. Ask simple questions about the past and share ideas using stories, photographs and personal experiences.
Year 1	Know how toys, explorers and significant queens have contributed to changes over time. Understand that some people are remembered because they changed the world.	Use basic chronological vocabulary such as before, after, past and present. Ask and answer questions about artefacts and historical people. Identify simple similarities and differences between then and now.
Year 2	Know why Florence Nightingale and Mary Seacole are historically significant. Understand the causes and impact of the Great Fire of London. Recognise how seaside holidays have changed over time.	Sequence events in chronological order. Use artefacts, pictures and written sources to answer questions about the past. Begin to explain how past events have influenced life today.
Year 3	Know the key features of the Stone Age, Bronze Age and Iron Age. Understand what Ancient Egyptian civilisation tells us about life in the past. Know important aspects of local history in Workington and Whitehaven.	Use BC, AD, century and prehistoric accurately. Compare historical periods and explain how evidence helps us understand the past. Begin to suggest reasons why events and changes occurred.
Year 4	Know why the Romans invaded Britain and their impact. Understand the legacy of Anglo-Saxons and Vikings. Know key features of the Shang Dynasty.	Place civilisations within a chronological framework. Use a range of sources to answer historical questions. Explain causes and consequences of significant events and developments.
Year 5	Understand how Benin, Anglo-Saxon and Norman societies compare. Know about the contributions of the first Black people in Britain. Understand the major changes that occurred during Victorian Britain.	Compare societies across different periods. Explain how cultures influence one another. Evaluate primary and secondary sources and use evidence to support historical interpretations.
Year 6	Know the key achievements of the Maya civilisation and Ancient Greece. Understand the causes, events and local impact of World War II. Demonstrate a secure understanding of the historical periods studied throughout primary school.	Use a range of sources confidently to build historical arguments. Explain different interpretations of the past. Make links between periods studied and communicate conclusions using historical evidence.

Progression of Disciplinary Knowledge

EYFS	Observe and talk about the past
Year 1	Ask questions and use simple evidence
Year 2	Use sources to answer questions
Year 3	Understand evidence and explain reasons for change
Year 4	Use a range of sources and explain causes/consequences
Year 5	Evaluate sources and form interpretations
Year 6	Construct historical arguments and discuss interpretations

This shows a clear progression from: "What can I see?" →"What does this tell me?" →"How do we know?" →"Which evidence is most reliable?" →"What argument can I make?"

When developing our History Curriculum at St Mary's we ensured that the sequence was well structured because pupils move from understanding the concept of the past in EYFS to developing an increasingly secure chronological framework throughout KS1 and KS2.

Substantive knowledge is organised chronologically and revisited through recurring concepts such as change, significance, cause and consequence, civilisation, invasion, legacy and interpretation.

Disciplinary knowledge progresses from asking simple questions about photographs and stories to evaluating sources, explaining interpretations and constructing evidence-based historical arguments by Year 6. This ensures that new learning consistently builds on prior knowledge and enables pupils to think increasingly like historians.

How Prior Knowledge Is Being Built Upon

Chronology

- EYFS: past and present
- Year 1: before and after
- Year 2: sequence events
- Year 3: BC/AD and centuries
- Year 4: place civilisations in a wider framework
- Year 5: compare simultaneous societies
- Year 6: make links across all periods

Change and Continuity

- EYFS: similarities and differences
- KS1: changes in toys, holidays and medicine
- LKS2: changes across historical periods
- UKS2: long-term changes in society and culture

Cause and Consequence

- Year 2: Great Fire of London
- Year 3: reasons events happened
- Year 4: causes and consequences
- Year 6: complex causes of World War II and its local impact

Historical Significance

- Year 1: explorers and queens
- Year 2: Florence Nightingale and Mary Seacole

- Year 5: first Black people in Britain
- Year 6: significant civilisations and global events

Interpretation and Evidence

- EYFS: stories and photographs
- KS1: artefacts and pictures
- LKS2: evidence helps us understand the past
- Year 5: evaluate primary and secondary sources
- Year 6: explain interpretations and construct arguments