

## Newington History End of Key Stage Endpoints

<b>Work likely in...</b>	<b>Early Years</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
<b>Chronology</b>	Use everyday language related to time. Order and sequence familiar events.	Develop an awareness of the past.  Use common words and phrases related to the passing of time.  Know where people/events studied fit into a chronological framework.	Continue to develop chronologically secure knowledge of history.  Establish clear narratives within and across periods studied.  Understand how events within British and World history can happen simultaneously
<b>Similarities and Difference (Diversity)</b>	Know about similarities and differences between themselves and others, and among families, communities and traditions.	Make simple observations about different types of people, events and beliefs within society.	Describe social, religious and ethnic diversity in Britain and the wider world.
<b>Change and Continuity</b>	Know some similarities and differences between things in the past and now, drawing on their experiences and on what has been read in class.	Identify things that have stayed the same and things that have changed between ways of life at different times.	Describe or make links between main events, situations and changes within and across different societies and periods and compare these.
<b>Cause and Consequence</b>	Question why things happen and give explanations	Recognised why people did things, why events happened and what happened as a result.	Identify and give reasons for, and results of, historical events, situations and changes.  Make connections between the successes of civilisations and their impact on the future.
<b>Historical Significance</b>	Recognise and describe special times or events for family or friends.	Talk about who was important e.g in a simple historical account.  Compare historically significant individuals and consider what makes them important.	Identify historically significant people and events in situations and their impact on that time.  Make comparisons between significant individuals in British and World history.  Understand the impact historically significant individuals had on future changes.
<b>Evidence and Interpretation</b>		Identify different ways in which the past is represented.  Use reliable sources to form ideas about the past.	Understand that different versions of the past may exist and be able to explain reasons for this.  Consider if sources are reliable and ensure they are appropriately used.  Justify interpretations of the past using evidence from a range of sources.

	Early Years	Key Stage 1	Key Stage 2
<b>Historical Enquiry</b>	Be curious about people and show interest in stories or events	Ask and answer questions.	Regularly address and sometimes devise historically valid questions.
<b>Using Evidence</b>	Explain our knowledge and understanding, and ask appropriate questions.	Understand the ways we can find out about the past.	Understand how knowledge of the past is constructed from a range of primary and secondary sources.
<b>Communicating that about the past.</b>	Know that information can be retrieved from books and computers. Record, using 'marks' they can interpret and explain.	Choose and use parts of stories and other sources to show understanding of key concepts and events.	Construct informed responses by selecting and organising historical information appropriately.

<b>Historical Key Skills</b>		
<i>These are the essential skills and processes in history that the children need to learn to make progress.</i>		
	<b>Key Skill</b>	<b>Explanatory Notes</b>
	Historical Enquiry	Pupils should be able to: <ul style="list-style-type: none"> <li>a. Identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses.</li> <li>b. Reflect critically on historical questions or issues</li> </ul>
	Using Evidence	Pupils should be able to: <ul style="list-style-type: none"> <li>a. Identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment</li> <li>b. Evaluate the sources used in order to reach reasoned conclusions</li> </ul>
	Communicating about the past.	Pupils should be able to: <ul style="list-style-type: none"> <li>a. Present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary.</li> <li>b. Communicate their knowledge and understanding of history in a variety of ways, using chronological conventions and historical vocabulary.</li> </ul>

## Key Concepts

*The pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.*

	Key Skill	Explanatory Notes
	Chronological Understanding	<ol style="list-style-type: none"><li>a. Understanding and using appropriately dates, vocabulary and conventions that describe historical periods and the passing of time</li><li>b. Develop a sense of period through describing and analysing the relationships between the characteristic features of periods and societies</li><li>c. Building a chronological framework of periods and using this to place new knowledge in its historical context</li></ol>
	Similarity and Difference - Cultural, ethnic and religious diversity	Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.
	Change and continuity	Identifying and explaining the change and continuity within and across periods of history.
	Cause and consequence	Analysing and explaining the reasons for, and results of, historical events, situations and changes.
	Historical Significance	Considering the significance of events, people and developments in their historical context and in the present day.
	Evidence and Interpretation	<ol style="list-style-type: none"><li>a. Understanding how historians and others form interpretations</li><li>b. Understanding why historians and other have interpreted events, people and situations in a different way through ranges of media</li><li>c. Evaluating the range of interpretations of the past to assess their validity.</li></ol>