History – End Points

End points are not a list of everything you teach.
They represent the key knowledge and skills we expect pupils to retain — the things that really "stick" as children progress through the curriculum.
This progression document captures what pupils understand,and what they can do independently . It aligns with our icons, lesson structure, substantive knowledge, curriculum intent and progression model.

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	By the end of Reception, pupils can	By the end of Year 1, pupils can:	By the end of Year 2, pupils can:	By the end of Year 3, pupils can:	By the end of Year 4, pupils can:	By the end of Year 5, pupils can:	By the end of Year 6, pupils can:
Chronology	Talk about events from their own lives and sequence familiar events.	Place personal, family and historical events in chronological order using words such as before, after, past and present.	Use timelines and decades to place significant people and events in order.	Use BC and AD accurately and explain how life changed from the Stone Age to the Iron Age and Roman Britain.	Sequence invasions, settlements and ancient civilisations chronologically using historical periods and dates.	Understand chronology across ancient civilisations and dynasties, including Ancient China and Ancient Greece.	Explain connections between historical periods, global events and civilisations across different times and places.
Sources and Artefacts	Talk about photographs, objects and memories from their own lives.	Use photographs, artefacts and stories to learn about childhood, schools and life in the past.	Use portraits, artefacts and information texts to learn about significant people, monarchs and explorers.	Use archaeological evidence, artefacts and historical sources to learn about prehistoric Britain, Pompeii and Roman life.	Use sources such as Sutton Hoo artefacts, Viking evidence and Egyptian discoveries to investigate the past.	Evaluate primary and secondary sources, oracle bones and archaeological evidence to investigate ancient civilisations.	Critically analyse sources, interpretations and historical bias using evidence such as Benin Bronzes, plantation records and wartime diaries.
Historical Enquiry	Ask simple questions about people, places and events from the past.	Ask and answer questions about the past using timelines, photographs and artefacts.	Investigate why significant people and events are remembered.	Make deductions from evidence and explain how historians learn about the past.	Use evidence to investigate invasions, settlements and ancient civilisations.	Ask historically valid questions and use evidence to evaluate power, civilisation and society.	Use evidence, interpretations and historical perspective to construct informed arguments and conclusions about the past.
Compare and Contrast	Notice similarities and differences between now and the past.	Identify similarities and differences between childhood, schools and homes in different periods.	Compare explorers, monarchs and ways of life from different historical periods.	Compare lifestyles, tools, homes and beliefs across prehistoric Britain and Roman Britain.	Compare Anglo-Saxon, Viking and ancient civilisation societies and ways of life.	Compare ancient civilisations, political systems and achievements across different societies.	Compare empires, civilisations, leadership, conflict and societies across world history.
Cause and Consequence	Begin to talk about why things happen.	Describe simple causes and consequences of events such as the Great Fire of London.	Explain how significant individuals and events created change.	Explain how invention, invasion and discovery changed people's lives.	Explain the causes and consequences of invasions, settlement and empire.	Explain how power, leadership and decisions affected the rise and fall of civilisations.	Analyse the causes and consequences of slavery, colonisation, exploration, war and global conflict.
Historical Significance	Talk about important people and events in their own lives.	Recognise important events and people from the past, including the Great Fire of London and Samuel Wilderspin.	Explain why people such as Walter Tull, Rosa Parks and monarchs are remembered today.	Explain the significance of people, discoveries and civilisations including Cheddar Man, Mary Anning and the Romans.	Explain the significance of invasions, settlements and ancient civilisations such as the Anglo-Saxons and Egyptians.	Explain the significance of achievements, leaders and ideas from Ancient China and Ancient Greece.	Evaluate the significance of empire, exploration, slavery, war and leadership in shaping the modern world.

Chronology Progression	Sources & Artefacts Progression	Historical Enquiry Progression	Compare & Contrast Progression	Cause & Consequence Progression	Historical Significance Progression
EYFS: Sequence familiar events and experiences Y1: Use simple timelines and time vocabulary Y2: Use decades and timelines for significant people and events Y3: Use BC/AD and prehistoric chronology Y4: Sequence invasions and ancient civilisations Y5: Understand chronology across dynasties and civilisations Y6: Explain interconnected global chronology and historical eras	EYFS: Explore photographs and objects Y1: Use artefacts and photographs to learn about the past Y2: Use portraits, images and texts as evidence Y3: Use archaeological evidence and artefacts Y4: Investigate historical sources and reliability Y5: Evaluate primary and secondary sources and bias Y6: Critically analyse evidence, interpretations and perspective	EYFS: Ask simple questions about the past Y1: Answer questions using stories and artefacts Y2: Investigate significance and viewpoints Y3: Make deductions and evaluate evidence Y4: Investigate invasions and civilisations using evidence Y5: Ask historically valid questions and evaluate evidence Y6: Construct informed historical arguments and conclusions	EYFS: Notice similarities and differences Y1: Compare childhood and schools past/present Y2: Compare significant people and lifestyles Y3: Compare prehistoric and Roman Britain Y4: Compare societies, invasions and civilisations Y5: Compare ancient civilisations and achievements Y6: Compare empires, societies and global conflict	EYFS: Talk about why things happen Y1: Explain simple causes and changes Y2: Explain how actions create change Y3: Explain effects of invention and invasion Y4: Explain causes and consequences of settlement and conquest Y5: Explain how leadership and power affect societies Y6: Analyse causes and consequences of global conflict and oppression	EYFS: Recognise important people and events Y1: Recognise significant local and national events Y2: Explain why individuals and monarchs are remembered Y3: Explain significance of discoveries and civilisations Y4: Explain significance of invasions and ancient societies Y5: Explain significance of achievements and influence Y6: Evaluate significance of empire, war and leadership