History at a Glance

Bassingbourn Community Primary School · Reception to Year 6

This summary shows how pupils' historical knowledge and skills develop as they move through the school. Our classes are mixed-age, so we share expectations at four points: the end of Reception, Year 2, Year 4 and Year 6.

Area	By the end of Reception children can:	By the end of Year 2 pupils can:	By the end of Year 4 pupils can:	By the end of Year 6 pupils can:
Chronology	Talk about the past and present in their own lives and families.	Order artefacts, photos and events on a timeline, and use words such as before, after and long ago.	Place periods studied on a timeline, and use dates and terms such as BC and AD.	Build a secure overview of British and world history, comparing when periods happened and how long they lasted.
Historical knowledge	Learn about people and events from the past through stories and objects.	Learn about significant people, events and changes within and beyond living memory, such as the first flight.	Learn about British history from the Stone Age to the Anglo-Saxons, and ancient civilisations such as Egypt and the Maya.	Learn about the Vikings, the Tudors, World War 2, Ancient Greece and the Sikh empire.
Change and cause	Notice how things change over time, such as how they have grown.	Describe what has changed and what has stayed the same, such as in schools and toys.	Explain causes and effects of events, such as why the Romans invaded Britain.	Explain the causes and consequences of major events, and weigh up their impact on people's lives.
Similarities and significance	Compare their lives with the lives of people in the past.	Compare life now and in the past, and explain why some people are remembered.	Compare different periods and civilisations, and explain why people and events are significant.	Make links across periods, and judge the significance of people and events using evidence.
Evidence and enquiry	Look at old photos and objects, and ask questions about them.	Use artefacts, pictures and stories to ask and answer questions about the past.	Use a range of sources to answer an enquiry question, and begin to judge how useful they are.	Plan their own enquiries, evaluate sources for reliability and reach their own conclusions.
Interpretations	Listen to and retell stories about the past.	Recognise that there are different ways of telling stories about the past.	Understand that people can interpret the past in different ways, and suggest why.	Compare different interpretations of the past, and explain why they might differ.

Across every stage, pupils think and work like historians: asking questions, examining evidence and explaining what they find.