ST JOHN FISHER CATHOLIC PRIMARY SCHOOL

History End Goals & Progression

HISTORY CURRICULUM • EYFS–YEAR 6

EYFS–Year 6 | November 2026

Purpose

This document sets out concise, progressive expectations for historical knowledge and understanding from Reception through Year 6. It is intended to support teachers, subject monitoring and communication with families, alongside the school's CUSP History curriculum.

How to use these end goals

The goals are organised into five recurring strands: chronology; knowledge of the past; historical concepts; enquiry and evidence; and historical vocabulary. They describe the increasing sophistication of pupils' historical thinking, not a substitute for the precise knowledge specified in each CUSP unit.

Our approach to teaching and assessment

Each unit begins with a WOW lesson to build curiosity. Each lesson starts with retrieval of prior learning, introduces and develops new historical knowledge with the support of knowledge notes, and ends with an assessment quiz to check understanding. End-of-unit assessment is a developing school priority.

EYFS (Reception) – End Goals

In Reception, historical understanding begins through Understanding the World: Past and Present. Children explore familiar people, communities, stories, photographs and changes over time.

Strand	End-of-Reception expectations and learning examples
Past and present	Talk about things that happened before and things happening now; use words such as past, present, old, new, before and now. Examples: Compare old and new family photographs; explore old and new vehicles.
Personal and family history	Describe familiar people and events in their own lives and recognise that family members have experiences from before they were born. Examples: Talk about family, familiar people, photographs and shared memories during Autumn 1: Belonging.
Change over time	Notice and describe simple similarities and differences between life in the past and life today. Examples: Compare transport and journeys in Spring 2: Community, using The Naughty Bus.
People and communities	Recognise that people have different roles and that familiar places and ways of life can change. Examples: Explore the local area, community visitors, people who help us and transport.
Historical enquiry	Look closely at photographs, objects and stories; ask questions and explain what they notice. Examples: Discuss family photographs, observe vehicles and ask visitors about their experiences.
Communication and vocabulary	Use talk, stories and relevant vocabulary to share observations, make comparisons and explain simple ideas about the past. Examples: Adult-modelled discussion, story retelling, vocabulary prompts and play-based conversations.

Assessment evidence: observations, child-led talk, stories, photographs, play and adult interactions. These are developmental foundations, not a formal History subject assessment.

Year 1 – End Goals

By the end of Year 1, pupils should be able to:

Strand	End-of-year expectations
Chronology	Use words such as past, present, before, after, old and new; sequence a small number of familiar events or objects.
Knowledge of the past	Describe changes within living memory and explain why selected significant individuals are remembered.
Historical concepts	Identify simple similarities and differences between life now and life in the past; recognise that people can influence change.
Enquiry and evidence	Ask simple questions about the past and use pictures, objects and stories to suggest answers.
Vocabulary	Use taught historical words accurately in spoken explanations, supported by images and knowledge notes.

Assessment evidence: retrieval responses, end-of-lesson quizzes, discussion, independent work and pupil voice.

Year 2 – End Goals

By the end of Year 2, pupils should be able to:

Strand	End-of-year expectations
Chronology	Sequence events beyond living memory and use a growing range of time-related words to explain when events happened.
Knowledge of the past	Recall key facts about significant events, people and places, including examples linked to the local area where taught.
Historical concepts	Explain simple causes and consequences of events and how people, places or communities changed over time.
Enquiry and evidence	Use more than one type of source to answer historical questions and distinguish a source from a personal guess.
Vocabulary	Use increasingly precise words such as significant, event, source and evidence when explaining learning.

Assessment evidence: retrieval responses, end-of-lesson quizzes, discussion, independent work and pupil voice.

Year 3 – End Goals

By the end of Year 3, pupils should be able to:

Strand	End-of-year expectations
Chronology	Place studied periods in chronological order and begin to use dates, centuries and timelines to make comparisons.
Knowledge of the past	Explain key features of prehistoric Britain and Roman Britain where these are covered in the school's CUSP sequence.
Historical concepts	Describe changes and continuities in settlements, technology and everyday life; explain causes and consequences of conquest or settlement.
Enquiry and evidence	Use artefacts, images and written accounts to make supported claims and recognise that sources provide different kinds of information.
Vocabulary	Use taught terms accurately, for example prehistoric, settlement, empire and invasion when relevant to the unit.

Assessment evidence: retrieval responses, end-of-lesson quizzes, discussion, independent work and pupil voice.

Year 4 – End Goals

By the end of Year 4, pupils should be able to:

Strand	End-of-year expectations
Chronology	Locate studied periods on a wider timeline and explain how they relate to earlier periods.
Knowledge of the past	Describe characteristic features of the societies and periods studied, including beliefs, leadership and daily life.
Historical concepts	Explain how and why societies change, including migration, conflict, continuity and differences between groups.
Enquiry and evidence	Compare historical sources and begin to explain why evidence may be incomplete or interpreted differently.
Vocabulary	Use increasingly specific historical terminology in spoken and written explanations.

Assessment evidence: retrieval responses, end-of-lesson quizzes, discussion, independent work and pupil voice.

Year 5 – End Goals

By the end of Year 5, pupils should be able to:

Strand	End-of-year expectations
Chronology	Make secure chronological links across studied British and world-history periods, including events occurring at similar times.
Knowledge of the past	Explain important features and achievements of studied civilisations, using accurate supporting examples.
Historical concepts	Analyse causes, consequences and significance; compare systems of power, belief, trade and social organisation.
Enquiry and evidence	Select relevant evidence from different sources to justify a conclusion and consider reliability or limitations.
Vocabulary	Use precise subject vocabulary independently to explain complex historical ideas and comparisons.

Assessment evidence: retrieval responses, end-of-lesson quizzes, discussion, independent work and pupil voice.

Year 6 – End Goals

By the end of Year 6, pupils should be able to:

Strand	End-of-year expectations
Chronology	Construct and interpret timelines across multiple periods and explain connections between earlier and later events.
Knowledge of the past	Use secure, connected knowledge of studied periods and events to explain how the past has shaped societies and communities.
Historical concepts	Explain and evaluate change, continuity, cause, consequence, significance and contrasting perspectives using specific examples.
Enquiry and evidence	Form historical questions, evaluate sources critically and reach reasoned conclusions supported by evidence.
Vocabulary	Select and apply ambitious historical vocabulary accurately in extended discussion and written responses.

Assessment evidence: retrieval responses, end-of-lesson quizzes, discussion, independent work and pupil voice.