

History End Points - Overview

History End Points	
EYFS	<p>F2</p> <ul style="list-style-type: none">● Know and use further vocabulary related to time e.g. when I was 3 years old, when my mum was a child, before I was born, 100 years ago, last week, last year,● Know about similarities and differences between past and present from books, photographs , artefacts and accounts e.g. transport, homes, schools.● Know how to order some events chronologically. Including things that happened before they were born.● Know about figures and stories and events from the past e.g. Remembrance Day, <p>Disciplinary Concepts</p> <ul style="list-style-type: none">● Explore finding out about the past in different ways e.g. looking in books, looking at old artefacts, listening to people talking about the past.● Talk about items from the past and compare them to the present● Begin to chronologically order events that are important to ourselves● Retell and role play stories from the past <p>Past and Present (ELG)</p> <ul style="list-style-type: none">● Talk about the lives of people around them and their roles in society.● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.● Understand the past through settings, characters and events encountered in books read in class and storytelling <p>Pre-requisite skills for History at KS1</p> <ul style="list-style-type: none">● Begin to make sense of their own life-story and family's history.● Comment on images of familiar situations in the past.● Compare and contrast characters from stories, including figures from the past.

Year 1	Changes within Living Memory and beyond Toys	Significant Events beyond Living Memory Monarchy	Significant Individuals Contributions & Achievements (Sarah Forbes Bonetta)	KS1 Disciplinary Concepts
	<ul style="list-style-type: none"> Know how their toys are different now to those they played with as a baby Know how their toys differ to those played with by their parents and grandparents Know about toys and games children played in the past 	<ul style="list-style-type: none"> Know what the monarchy is Know who Queen Elizabeth 1 and Victoria were Know some facts about the Elizabethan and Victorian periods 	<ul style="list-style-type: none"> Know who Sarah Forbes Bonetta was and why her life was significant Know how Sarah Forbes Bonetta and Queen Victoria were linked 	<ul style="list-style-type: none"> Ask and answer questions about the past Know ways that we find out about the past Know how different sources can present different versions of the same people or events Know the term chronology in relation to a timeline Make comparisons across time e.g. schools/ toys
Year 2	Significant Events beyond Living Memory	Local History People, Places, Events in Living Memory and beyond	Significant Individuals Contributions & Achievements (Isambard Kingdom Brunel)	
	<ul style="list-style-type: none"> Know basic facts about the 'great fire of London' e.g. date, location, etc. Know how lessons learnt from the 'great fire' helped to design an improved London Know who Samuel Pepys and Sir Christopher Wren were and why they are significant 	<ul style="list-style-type: none"> Know how our school has changed over time Know ways in which school life was disrupted by the second World War and compare with closing of schools today 	<ul style="list-style-type: none"> Know the impact of Isambard Kingdom Brunel's engineering work on transport and the UK Know how Brunel's ideas are still important today 	
Year 3	Local Study	Britain: Stone Age to Bronze Age	Roman Empire & Impact on Britain	LKS2 Disciplinary Concepts
	<ul style="list-style-type: none"> Know how Holy Cross Church has changed over time Know about the significance of parishioners such as William Gleave 	<ul style="list-style-type: none"> Know the significance of metal within the Bronze Age Know at least one era from the Stone Age 	<ul style="list-style-type: none"> Know who the Romans were and why they successfully invaded Britain Know why the Roman army was so successful in battle Give examples of how the Roman legacy is evident in Britain today 	<ul style="list-style-type: none"> Develop chronological knowledge and understanding of historical periods

	<ul style="list-style-type: none"> Know how the parish of Woodchurch has changed over time. 			<ul style="list-style-type: none"> Know connections and contrasts between different places and periods of history Develop knowledge and use of historical terms Give examples of historical sources or artefacts: people, books, paintings, photographs, maps, diaries, quotes, etc Use relevant historical information to construct informed responses
Year 4	Early Civilisations	Ancient Egypt	The Maya	
	<ul style="list-style-type: none"> Know about the four early civilisations Know some similarities and differences between the four civilisations know some achievements of these civilisations 	<ul style="list-style-type: none"> Know the Ancient Egypt was one of the four early civilisations know about Ancient Egyptian religion Know about the burying of the dead in ancient Egypt Know about the importance of animals in their religion Know about Egyptian Gods 	<ul style="list-style-type: none"> Know who the Maya people were Know some features of Mayan life Know how they were similar/different to the Stone Age civilisation in Britain 	
Year 5	Ancient Greece	Anglo-Saxons and Vikings	Anglo-Saxons and Vikings	UKS2 Disciplinary Concepts
	<ul style="list-style-type: none"> Know what an Ancient Greek city-state was and know its main features Know why Alexander The Great is regarded by historians as a great leader Know how we can use archaeology to find out about Ancient Greece 	<ul style="list-style-type: none"> Know who the Anglo-Saxons are and the reason they came to Britain was because the Romans vacated. Know how the Anglo Saxons organised Britain and why. Know who the Vikings were Know why there was rivalry between the Anglo-Saxons' and the Vikings 	<ul style="list-style-type: none"> Know about difference between the Anglo-Saxons and the Vikings Know something about life in Anglo-Saxon and Viking Britain, including religion. To know about Viking settlements within the local area 	<ul style="list-style-type: none"> Develop chronological knowledge and understanding of historical periods and events Know connections, contrasts and trends between different places and periods of history Use historical terms correctly Understand how knowledge of the past is constructed from a range of sources Construct informed responses that involve the thoughtful
Year 6	Post 1066 The Transatlantic Slave Trade	Post 1066 Children in World War 2	Migration	

	<ul style="list-style-type: none"> ● Know what the Transatlantic Slave Trade was. ● Know the role of Liverpool in the slave trade ● Know why the trade was abolished and the role of people such as William Wilberforce ● To understand about slavery today 	<ul style="list-style-type: none"> ● Know the importance of the Blitz in World War 2 ● Know why children were evacuated ● Know what the Kindertransport was and the significance of this ● To make links between the experiences of children in WW2 and today 	<ul style="list-style-type: none"> ● Know what migration is and how it has helped shape the Britain we have today ● Know how migration has spanned the history of the British Isles ● Know about the experiences of groups of migrants to Britain throughout history 	<p>selection and organisation of relevant historical information</p>
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