

History - End Points Planning Document



Our Vision: To develop a knowledge of their place in the world and how they impact on it, learning from others and the past to make our world a better place.

National Curriculum Objectives Substantive Knowledge	Disciplinary Knowledge: Progressive skills	Disciplinary Knowledge: Progressive skills	Progressive vocabulary and Resources
	Progressive skills may be used to support End Points. This will depend on cohort and class needs	End Points are our objectives that all children will work towards to achieve subject outcomes.	

Year R

Understanding the World (UW)

ELG: Past and Present (Statutory)

Children at the expected level of development will:

- Talk about the lives of the 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.

Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now
Simple timelines (when I was born, now), family tree work with families, stories and non-fiction books

Year 1

<ul style="list-style-type: none"> • Describe some changes within living memory (including aspects of national life where appropriate). Growing and Changing (How have they changed since they were born? What was it like when their grandparents were little?) 	<p>Chronological Understanding Can I put up to three objects in chronological order (recent history)? Can I use words and phrases like: old, new and a long time ago? Can I recognise that a story that is read to me may have happened a long time ago?</p>	<p>Can I use words and phrases like old, new and a long time ago? Can I name many of the changes that have happened since I was born? Can I spot old and new things in a picture? Can I use photos, pictures and objects to ask and answer questions about the past?</p>	<p>Old new past a long time ago Modern king queen parliament history young change living memory Timeline to include living memory (now, birth) Bonfire Night, The Great Fire of London</p>
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<ul style="list-style-type: none"> • Retell some events from beyond their living memory which are significant nationally or globally. Bonfire Night The Great Fire of London Kings and Queens • Develop awareness of significant historical events, people and places in their own locality. Gustav Holtz – significant local figure 	<p>Can I begin to identify the main differences between old and new objects? Can I explain how things have changed since I was born?</p> <p>Enquiry and Using Sources Can I ask and answer questions about old and new objects? Can I spot old and new things in a picture? Can I identify objects from the past?</p> <p>Interpretation Can I give examples of things that are different in my life from that of my grandparents when they were young?</p> <p>Communication Can I describe special or significant events? Can I retell simple stories or events from the past using simple Historical vocabulary? Can I use simple historical terms? Use a variety of simple historical terms and concepts.</p>	<p>Can I give examples of things that were different when my grandparents were children?</p> <p>Can I find out things about the past by talking to an older person? Can I talk about someone famous who was born or lived near our town?</p>	
Year 2			
<ul style="list-style-type: none"> • Demonstrate awareness of the lives of significant individuals in the past who have contributed to 	<p>Chronological Understanding Can I use words and phrases like: before, after, past, present, then, and now in their historical learning?</p>	<p>Can I create a simple time line of events?</p>	<p>Old new past a long time ago Modern king queen parliament history young change living memory</p>

<p>national and international achievements. Consider the life and achievements of Queen Victoria. Consider the life and achievements of Charles Darwin and compare with Captain Cook (Australia topic)</p> <ul style="list-style-type: none"> • Develop awareness of significant historical events, people and places in their own locality. Local history walk to Great Norwood Street. Exploring change in land use and locating our old school. • Understand why events happened and what happened as a result. Remembrance day – why poppies • Compare aspects of life in different periods- e.g. Queen Victoria and Queen Elizabeth – sorting domestic items, exploring Victorian artefacts. 	<p>Can I sequence a set of events in chronological order and give reasons for their order?</p> <p>Enquiry and Using Sources Can I answer questions by using a specific source, such as an information book? Can I research a famous event that happens in Britain and why it has been happening for some time? Can I research the life of someone, an event or place in my locality that is significant using different sources of evidence? Can I give a plausible explanation about what an object was used for in the past?</p> <p>Interpretation Can I recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Can I explain how and why the local area was different in the past?</p> <p>Communication Talk about what/who was significant in simple historical accounts. Demonstrate simple historical concepts and events through role-play, drawing and writing.</p>	<p>Can I use words and phrases like: before, after, past, present, then and now? Can I talk about an event that happened before my grandparents were born?</p> <p>Can I learn about the life of a famous person from the past because I know how to research? Can I use books and the internet to find out more information from the past? Can I say what certain objects from the past might have been used for?</p> <p>Can I explain how some people have helped us to have better lives? Can I explain changes in the locality from past to present?</p> <p>Can I demonstrate my knowledge of certain historical events or people in a variety of ways; role play, posters, drawings, maps?</p>	<p>Younger older earlier/later past/present recent royal century monarch reign empire invention memorial research beyond living memory land use change poverty wealth compare museum artefact achievement explorer voyage</p> <p>Timeline to include living memory (now, birth) Bonfire Night, The Great Fire of London, Queen Victoria, Queen Elizabeth, Our school</p>
<p>Year 3</p>			

Develop an understanding of changes in Britain from the Stone Age to the Iron Age.

This could include:

- Late Neolithic hunter-gatherers and early farmers, for example Skara Brae
- Bronze Age religion, technology and travel, e.g. Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

Ancient Greece – a study of Greek life and achievements and their influence on the western world

A local history study

This could include:

- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in our locality.
(History of Montpellier Gardens: Regency Cheltenham)

Chronological Understanding

Can I describe events from the past using dates when things happened?
Can I describe events and periods using the words ancient and century?
Can I use a timeline within a specific time in history to set out the order things may have happened?

Enquiry and Using Sources

Can I use various sources of evidence to answer questions about the past?

Can I use various sources to piece together information about a period in history, e.g. drawings, pictures?
Can I ask questions about historical change, similarities and differences?
Can I research a specific event from the past?

Can I use 'information finding' skills in writing to help write about historical information?

Can I, through research, identify similarities and differences between two given periods in history?

Interpretation

Can I suggest why certain events happened as they did in history?

Can I make connections between different time periods?
Can I state how people lived, e.g. tribes, farming, reasons for settlement?

Communication

Discuss some historical events, issues, connections and changes.
Select and organise historical information to present in a range of ways.

Can I create a timeline from the stone age to the iron age?

Can I place Regency Cheltenham on a timeline?

Can I create a time line that includes ancient Greece?

Can I explain how stone age people hunted for their food and what they ate?

Can I recall many of the differences between the stone, bronze and iron ages?

Can I say what people learnt from stone aged paintings?

Can I describe things that the Greeks gave the world?

Can locate Greece on a map? (Geography)

Can I use research skills to find answers to specific historical questions about our locality?

Can I explain that the Greeks were responsible for the birth of the Olympics?

Can I describe how the Greek Gods were an important part of Greek culture?

Can I explain how our locality has changed over time?

Can I describe what a typical day would have been like for a stone age man, woman or child?

Can I talk about the struggle between the Athenians and the Spartans?

earlier/later past/present recent royal century monarch reign empire invention memorial research beyond living memory land use change poverty wealth compare museum artefact achievement explorer voyage

Anachronism chronological era B.C.E C.E BC AD
Iron Age Stone Age Celts
Neolithic Bronze Age Skara Brae
Hunter-gatherer religion Stonehenge
Hill forts sacrifice ancient tribe settlement locality first hand evidence second hand evidence
archaeology archaeologist
Britons oral history importance civilization effects change continuity
Legacy significance century decade pre-history

Ancient Greeks, gods, culture, Olympics, Athenians, Spartans

Timeline to include living memory (now, birth) Bonfire Night, The Great Fire of London, Queen Victoria, Stone Age, Iron Age, 1066, Ancient Greece

	<p>Use relevant historical terms and vocabulary linked to chronology. Distinguish difference between sources – e.g – compare different versions of the same event.</p>		
Year 4			
<p>The Roman Empire and its impact on Britain This could include:</p> <ul style="list-style-type: none"> Julius Caesar’s attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance, for example, Boudica ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>The achievements of the earliest civilizations: – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>A local history study This could include:</p> <ul style="list-style-type: none"> a study of an aspect of history or a site dating from a 	<p>Chronological Understanding Can I place periods of history on a timeline showing periods of time by adding dates and begin to understand more complex terms e.g. BC & AD? Can I use mathematical skills to round up time differences into centuries and decades?</p> <p>Enquiry and Using Sources Can I use text books, pictures and historical knowledge to add to my historical understanding? Can I research two versions of an event and say how they differ? Can I choose relevant materials to present a picture of one aspect of life in the past? Can I ask a variety of questions?</p> <p>Interpretation Can I explain how events from the past have helped shape our lives? Can I begin to appreciate that wars which happened a very long time ago are often associated with invasion, conquering or religious differences? Can I look for links and effects in the time studied?</p> <p>Communication I can understand significant aspects of, and connections between different historical events. I can select and organise relevant historical information to present in a range of ways. I can begin to evaluate the usefulness of different sources.</p>	<p>Can I understand that there were many advanced civilisations on Earth 3000 years ago? Can I place the Roman Invasion of Britain on timeline? Can I place the Egyptians on a timeline?</p> <p>Can I say at least three things that the Romans did for our country? Can I research to find answers to specific historical questions about our locality? Can I describe how historic items and artefacts have been used to help build up a picture of life in the past? Can I talk about the lives of two famous Romans? Can I research to find similarities and differences between two or more periods of history?</p> <p>Can I say why the Romans needed to build forts in this country? Can I summarise how Britain may have learnt from other countries and civilisations (historically and more recently)? Can I research what it was like for children in a given period of history and present my findings to an audience? Can I explain how our locality today has been shaped by what happened in the past?</p>	<p>Anachronism chronological era B.C.E C.E BC AD Iron Age Stone Age Celts Neolithic Bronze Age Skara Brae Hunter-gatherer religion Stonehenge Hill forts sacrifice ancient tribe settlement locality first hand evidence second hand evidence archaeology archaeologist Britons oral history importance effects change continuity Legacy significance century decade pre-history Regency</p> <p>Romans Anglo Saxons invasion empire civilisation migration resistance impact consequence emperor legion Non- European Ancient Egypt culture The Nile Agriculture irrigation fertile Pharaoh Pyramid tomb hieroglyphics</p> <p>Timeline to include living memory (now, birth) Bonfire Night, The Great Fire of London, Queen Victoria, Stone Age, Iron Age, 1066, Ancient Greece, Romans, Egyptians</p>

period beyond 1066 that is significant in our locality. (History of Montpellier Gardens: Regency Cheltenham)		Can I describe the impact that one of these periods of history had on the world?	
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Year 5

<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>This could include:</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none"> Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 	<p>Chronological Understanding</p> <p>Can I draw a timeline with different time periods outlined which show different information? (E.g. periods of history, when significant people lived etc.)</p> <p>Can I use my mathematical skills to work out exact time scales and differences as need be?</p> <p>Enquiry and Using Sources</p> <p>Can I begin to identify primary and secondary sources?</p> <p>Can I compare accounts of an event from different sources and identify whether they are fact and fiction?</p> <p>Can I offer some reasons for different versions of events?</p> <p>Can I recall, select and organise historical information in various forms? E.g. poster, booklet etc.</p> <p>Interpretation</p> <p>Can I make comparisons between historical periods: explaining things that have changed and things that have stayed the same?</p> <p>Can I begin to understand that significant events in history have helped shape the country we have today?</p> <p>Communication</p> <p>Discuss and debate historical issues. Use appropriate vocabulary when discussing and describing historical events.</p>	<p>Can I use a timeline to show when the Anglo-Saxons were in England?</p> <p>Can I use a time line to show when the Viking raids started?</p> <p>Can I describe events from the past using dates when things happened?</p> <p>Can I draw a timeline with different historical periods showing key historical events of lives of significant people?</p> <p>Can I say where the Anglo-Saxons came from?</p> <p>Can I describe at least two significant Anglo-Saxons?</p> <p>Can I share that the Anglo-Saxons were farmers?</p> <p>Can I understand that not all Vikings were fierce warriors?</p> <p>Can I understand that the Anglo-Saxons gave us many of the words that we use today?</p> <p>Can I describe aspects of the daily life of the Benin?</p> <p>Can I understand the link between Anglo-Saxons and Christianity?</p> <p>Can I explain why the Vikings often over powered the Anglo Saxons?</p> <p>Can I describe how an event or events from the past has shaped our life today?</p> <p>Can I understand that many of the early civilizations gave much to the world?</p> <p>Can I describe how Britain has had a major influence on the world?</p>	<p>Romans Anglo Saxons invasion empire civilisation migration resistance impact consequence emperor legion Vikings Danegeld settlers The dark Ages Alfred the Great Athelstan Edward the Confessor</p> <p>primary source secondary source argument fact fiction interpretation Consequence codex resistance Mayan civilization Non-European Central America empire city-state</p> <p>Timeline to include living memory (now, birth) Bonfire Night, The Great Fire of London, Queen Victoria, Stone Age, Iron Age, 1066, Ancient Greece, Romans, Egyptians, Vikings, Anglo Saxons, Islamic Mayan, Benin</p>
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<p>A non-European society that provides contrasts with British history – one study chosen from:</p> <p>Early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>A local history study This could include: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in our locality.</p>		<p>Can I discuss the legacy left by the Benin? Can I find many similarities and differences between the Ancient Civilisation of Benin and the Vikings?</p>	
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Year 6

<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Non-statutory examples:</p> <ul style="list-style-type: none"> the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, 	<p>Chronological Understanding Can I make comparisons between different times in the past?</p> <p>Enquiry and Using Sources Can I look at two different versions of an event and say how the author may be attempting to persuade or give a specific viewpoint? Can I bring knowledge gathered from several sources together in a fluent account?</p> <p>Interpretation Can I consider ways of checking the accuracy of interpretations – fact or fiction and opinion? Can I link sources and work out how conclusions were arrived at? Can I understand that different evidence will lead to different conclusions?</p> <p>Communication Can I acknowledge contrasting evidence and opinions when</p>	<p>Can I place features of historical events and people from past societies and periods in a chronological framework?</p> <p>Can I summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Can I identify and explain my understanding of propaganda?</p> <p>Can I understand how and why contrasting arguments and interpretations of the past have been constructed?</p> <p>Can I talk about how events from the past have shaped our lives today?</p> <p>Can I talk about the achievements of the Ancient Greeks and their influence on the world</p>	<p>Vikings Danegeld settlers The dark Ages Alfred the Great Athelstan Edward the Confessor primary source secondary source argument fact fiction interpretation Consequence codex resistance Mayan civilization Non-European Central America empire city-state Ancient Greeks culture impact 20th Century World war I World War II democracy dictatorship alliance allies occupation parliament government propaganda diplomacy economy perspective treaty refugee evacuee archive Home Front opinion influence achievement consequences legacy censorship</p> <p>Timeline to include living memory (now, birth) Bonfire Night, The Great Fire of London, Queen Victoria, Stone Age, Iron Age, 1066,</p>
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the first railways or the Battle of Britain

Ancient Greece – a study of Greek life and achievements and their influence on the western world

discussing and debating historical issues.

Can I use appropriate vocabulary when discussing, describing and explaining historical events.

Can I construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.

Can I choose the most appropriate way of communicating different historical findings.

Ancient Greece, Romans, Egyptians, Vikings, Anglo Saxons, Islamic Mayan, Benin, additional British kings and queens