

History - End Points

| Domain | EYFS | Year 1 | Year 2 | End of KS1 | Year 3 | Year 4 | End of LKS2 | Year 5 | Year 6 | End of UKS2 |
|------------------|--|---|--|---|--|--|--|---|--|---|
| Knowledge | Remember and talk about significant events in their own experiences. | <p>Describe living memory as events that people who are alive can remember (up to 100 years).</p> <p>Recognise and describe ways that the lives of their parents and grandparents would have been very different to their own.</p> <p>Compare different artefacts as belonging to 'then' and 'now' within context (e.g schools, technology).</p> <p>Compare Hebburn then and now.</p> <p>Understand that Hebburn is a former mining town</p> | <p>Identify the Great Fire of London as a significant event in British history.</p> <p>Explain why the Great Fire of London was significant.</p> <p>Sequence the events of the Great Fire of London in the order that they happened.</p> <p>Compare the Great Fire of London to the Great Fire of Newcastle.</p> <p>Recognise some significant individuals who have contributed to national and international achievements (Florence Nightingale and Mary</p> | <p>Recognise living memory as events that people who are alive can remember (up to 100 years).</p> <p>Recognise that life was different in the past, and give some ways to explain this.</p> <p>Identify & discuss a range of significant individuals in the UK and locally - Christopher Columbus, Neil Armstrong, Grace darling, Florence Nightingale, Mary Seacole</p> <p>Explain what the Great Fire of London was, and why it was a significant event.</p> | <p>Know that BC is 'Before Christ' and as you go further back in time, the number gets larger.</p> <p>Know that these periods are named after the resources that were available at the time and...</p> <p>Discuss the significance of these resources to the people of the time.</p> <p>Compare themes of the three periods of the Stone Age (tools, housing, agriculture).</p> <p>Discuss the importance of the cave paintings as a tool to learn more about the</p> | <p>Identify that Britain was invaded more than once by the Romans and that the most successful invasion happened in 43 AD under Emperor Claudius.</p> <p>Recognise that the Romans faced some resistance from the Britons (Boudicca 61 AD).</p> <p>Recognise 410 AD as the date of the Roman withdrawal from Britain.</p> <p>Describe the Anglo Saxons as being the collective name for the tribes of Angeln, Jutland and Saxony.</p> <p>Discuss what</p> | <p>Recognise that the Stone Age was an incredibly long period which faced many changes.</p> <p>Know progression of British History from Stone, Bronze, Iron Age, Romans, Anglo Saxons.</p> <p>Describe ways in which life in these time periods was the same and different.</p> <p>Be able to make links and comparisons between time periods.</p> <p>Use chronological knowledge in addition to geographical knowledge to build up a historical</p> | <p>Extend their knowledge of the Anglo Saxon period (from Y4) to include an awareness of the Vikings.</p> <p>Explain and reason why the Vikings invaded Britain.</p> <p>Compare different accounts of the Lindisfarne invasion.</p> <p>Describe how the Vikings gained control of north-east England (Danelaw).</p> <p>Explain why Alfred is referred to as 'Alfred the Great'.</p> <p>Describe how Aethelstan triumphed at</p> | <p>Identify that Britain went through a period of significant industrial change during the 1800s and early 1900s (leading up to the building of Titanic)</p> <p>Recognise the historical significance of the building of Titanic and the fact that without the above period of change, Titanic couldn't have been built.</p> <p>Sequence the events that led to the sinking of Titanic and remember key dates and times.</p> <p>Describe how the experiences of</p> | <p>Extend knowledge of British history to include Anglo Saxons and Vikings, early 1900s history (Titanic, WW2).</p> <p>Extend knowledge of ancient world civilizations (Maya and Shang), making links between these.</p> <p>Discuss how the world changed post-WW2.</p> |

| | | | | | | | | | |
|--|--|---|--|--|--|--|--|---|--|
| | <p>and what this means.</p> <p>Describe what a Davy Lamp was used for.</p> <p>Know who Christopher Columbus was and when he lived.</p> <p>Explain why Christopher Columbus' discoveries were significant (New World).</p> <p>Explain what conditions were like for sailors aboard the Santa Maria.</p> <p>Know who Neil Armstrong was and when he lived.</p> <p>Explain why Neil Armstrong's journey was significant.</p> <p>Recognise Grace Darling as a significant local individual.</p> | <p>Seacole, Wangari Maathai) and briefly explain why they are significant.</p> <p>Compare the lives of significant individuals Florence Nightingale and Mary Seacole, and describe some similarities and some differences between them.</p> <p>Identify the Great Fire of Newcastle as a significant event in local history.</p> <p>Explain why the GFoN was significant.</p> <p>Remember and be able to sequence some key facts about the GFoN (including some key dates).</p> <p>Compare the GFoL to the GFoN, giving some</p> | | <p>Stone Age.</p> <p>Describe what life was like for the average person in the Stone, Bronze and Iron Ages.</p> <p>Compare aspects of the Stone, Bronze and Iron Ages (e.g. housing and weaponry).</p> <p>Locate Rome on a map of Europe.</p> <p>Describe how Rome was founded and how it grew into an Empire.</p> <p>Discuss the life of Julius Caesar as an example of a 'significant' Roman.</p> <p>Describe what life in Rome was like for the average Roman.</p> <p>Recognise that a lot of the Roman Empire's strength came</p> | <p>life was like for the average Anglo Saxon in Britain.</p> <p>Explain the Anglo Saxon conversion to Christianity (including Ethelbert, Augustine, Columba and Oswald).</p> <p>Locate Egypt on a map of the world.</p> <p>Identify the importance of the River Nile to the development of the Egyptian civilisation.</p> <p>Locate some significant places on a map of Egypt (pyramids of Giza, River Nile, Valley of the Kings).</p> <p>Know that the Egyptians worshipped many gods and goddesses (polytheism).</p> <p>Describe the</p> | <p>picture of the world at key points.</p> | <p>the Battle of Brunanburh to unify Britain under one King.</p> <p>Compare the reigns and achievements of different kings of this period, such as Alfred, Aethelstan, Canute, and Edward the Confessor.</p> <p>Identify local sites of Viking or Anglo Saxon significance.</p> <p>Recognise that with the death of Harold Godwinson in 1066 at the Battle of Hastings, the time of Anglo Saxon and Viking rule in Britain was over.</p> <p>Locate the location of the Maya on a map of South America.</p> <p>Describe Maya</p> | <p>upper and lower class passengers were very different aboard Titanic.</p> <p>Challenge different viewpoints about blame and test a hypothesis.</p> <p>Place this period on a timeline in relation to other time periods studied.</p> <p>Understand who Hitler was and an overview of his beliefs.</p> <p>Date some significant events from World War II on a timeline.</p> <p>Explain the significance of the Holocaust.</p> <p>Explore the propaganda used in World War II.</p> <p>Explain how</p> | |
|--|--|---|--|--|--|--|--|---|--|

| | | | | | | | | | | |
|--|--|---|------------------------------------|--|---|---|--|--|---|--|
| | | <p>Explain why Grace Darling is a significant individual and recount her story, discussing events in order.</p> <p>Compare Hebburn then and now.</p> <p>Understand that Hebburn is a former mining town and what this means.</p> <p>Describe what a Davy Lamp was used for.</p> <p>Discuss features of seashores both then and now.</p> <p>Compare seashores then and now.</p> | similarities and some differences. | | <p>from the military and...</p> <p>Describe how the Roman military was organised.</p> <p>Name some of the Roman gods and goddesses.</p> | <p>achievements of Ancient Egypt.</p> <p>Describe how the artefacts contained within Tutankhamun's burial chamber can tell us more about him.</p> <p>Explain that Tutankhamun's prevalence only stems from the fact his tomb was discovered, not that he was a particularly powerful or influential Pharaoh.</p> <p>Locate Greece on a map of Europe and the wider world.</p> <p>Describe what life was like for the average Greek citizen (in Athens).</p> <p>Identify (and explain the impact of) Athens as the birthplace of democracy.</p> | | <p>achievements and their impact on our society.</p> <p>Compare an aspect of British history (Vikings) to the Maya.</p> <p>Explain the significance of artefacts found and what they can tell us/not tell us about the Maya.</p> | <p>the Blitz impacted on Britain.</p> <p>Explain why we celebrate VE Day.</p> <p>Consider how life would be different if we had not won the war.</p> <p>Locate the reach of the Shang Dynasty on a map.</p> <p>Explain what life was like living in the Shang Dynasty.</p> <p>Compare the Shang Dynasty to another early civilisation (Ancient Egypt).</p> <p>Describe the weapons and warriors of Shang soldiers.</p> <p>Compare the Shang Dynasty to the modern day.</p> | |
|--|--|---|------------------------------------|--|---|---|--|--|---|--|

| | | | | | | | | | | |
|-------------------|---|--|---|---|---|--|--|---|--|--|
| | | | | | | <p>Recognise that the Greeks worshipped many Gods (polytheism), and link this to previous study (Romans).</p> <p>Use sources to learn more about an event (Olympic pottery images).</p> <p>Give two contrasting views on the same event (Peloponnesian Wars - Sparta vs Athens).</p> <p>Identify some Greek achievements and how these impact on the modern world.</p> | | | | |
| Chronology | <p>Retell a simple past event in the correct order.</p> <p>Remember and talk about significant events in their own experiences.</p> | <p>Identify some events and changes as 'within living memory', e.g Great North Run, changes in Toner Avenue.</p> <p>Match objects to people of different ages.</p> | <p>Sequence some events from a time period in order.</p> <p>Sequence artefacts from distinctly different periods of time.</p> | <p>Identify & discuss some significant events within living memory and beyond (Toner Avenue changes, Great Fire of London, Crimean War, Grace Darling rescue)</p> | <p>Place the time period studied onto a timeline.</p> <p>Begin to place events within the time period onto a timeline.</p> <p>Begin to use terms such as BC and AD.</p> | <p>Place events within the time period on a timeline.</p> <p>Refer to time periods and events using BC/AD notation.</p> <p>Recognise that</p> | <p>Recognise a timeline including BC and AD, and be able to read this.</p> | <p>Place current period of history study on a timeline in relation to past studies.</p> <p>Use terms like century and decade to describe the passing of</p> | <p>Place current period of history study on a timeline in relation to past studies.</p> <p>Use relevant dates accurately when describing key</p> | <p>Use knowledge to construct own timelines of historical periods, with mathematically correct intervals, scale, and spacing.</p> <p>Understand centuries,</p> |

| | | | | | | | | | | |
|------------------------|---|---|--|---|--|--|---|---|---|---|
| | <p>Recognise special times or events for family and friends.</p> <p>Develop an understanding of changes over time.</p> <p>Talk about past and present events in their own lives and the lives of family members.</p> <p>Sequence pictures to show time order.</p> | <p>Talk about how things have changed since parents or grandparents were children.</p> <p>Begin to sequence artefacts from distinctly different periods of time.</p> <p>Begin to use terms such as then and now to describe the passing of time.</p> <p>Begin to sequence some events in order.</p> | <p>Use dates to talk about people or events from the past (where appropriate).</p> <p>Begin to connect new learning of historical people or events to others previously studied.</p> | | <p>Begin to use terms such as chronology and chronological.</p> | <p>there is no Year 0.</p> <p>Begin to place the time period studied on a timeline in relation to past studies.</p> <p>Begin to use terms like century and decade to describe the passing of time.</p> <p>Begin to date key events within the time period.</p> | | <p>time, using mathematical knowledge to round up/down.</p> <p>Relate current studies to previous studies and make comparisons between different times in history.</p> <p>Begin to use relevant dates accurately when describing key events.</p> <p>Begin to construct own timelines using mathematical knowledge to determine intervals.</p> | <p>events.</p> <p>Construct own timelines using mathematical knowledge to determine intervals.</p> | <p>decades.</p> <p>Use relevant dates when referring to key events.</p> |
| Interpretations | <p>Make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Look closely at similarities, differences,</p> | <p>Compare photographs of different time periods.</p> <p>Compare adults talking about the past.</p> <p>Begin to identify different ways</p> | <p>Identify a range of ways that the past can be represented and begin to discuss reliability of evidence.</p> <p>Begin to compare two</p> | <p>Compare photographs of the past saying what is the same and different.</p> <p>Compare two versions of a past event saying what is the same and</p> | <p>Compare two versions of a past event and begin to explain why there may be more than one.</p> <p>Explain what can be learned from a source.</p> | <p>Use a range of sources to describe historical events and discoveries (e.g. Sutton Hoo investigation).</p> <p>Understand that different</p> | <p>Use sources to learn more about an event or series of events, and begin to comment on their reliability.</p> | <p>Use more complex terms such as primary and secondary when referring to sources.</p> <p>Recognise and comment on the significance of bias in sources.</p> | <p>Offer some reasons for different versions of events.</p> <p>Consider how historians might check the accuracy of interpretations.</p> | <p>Compare and contrast different sources, their reliability and their effectiveness.</p> <p>Be able to 'read between the lines' to say what a source</p> |

| | | | | | | | | | | |
|----------------|--|---|---|--|--|---|---|---|--|---|
| | patterns and change. | we can record events and represent the past. | versions of a past event. | what is different. Begin to discuss reliability of evidence. | Recognise different artefacts as sources which we can use to learn about the past. Begin to use sources to learn more about an event or time period. | versions of the past exist and give reasons for this. Begin to use more complex terms such as primary and secondary when referring to sources. Begin to recognise and comment on the significance of bias in sources. Begin to comment on the usefulness of different sources. | | Comment on the usefulness of different sources. Compare accounts of events from different sources (including fact and fiction). Begin to offer some reasons for different versions of events. | Comment upon omissions within sources and give reasons why this might be the case. | may omit. |
| Enquiry | Begin to understand how and why questions. Begin to answer how and why questions about experiences and in response to stories and events. | Ask relevant questions to find out about changes within living memory. Sort artefacts into 'then' and 'now'. Begin to use a range of sources to answer questions, such as an information book or pictures. | Understand and discuss ways people find out about the past. Ask and answer relevant historical questions using specific artefacts or sources. Use a range of questions to discuss a source - how, | Ask relevant questions to find out about the past. Ask questions using specific artefacts or sources. Use a range of questions to discuss a source - how, why, what, who, where. | Conduct guided research into an event or time period using a range of sources for research. Use evidence to ask questions and find answers to questions about the past. Begin to research what life was like for | Use a range of evidence to build up a picture of a past event. Use suitable sources to support enquiry. Research what life was like for specific people within the time period being studied (e.g. men/women, rich/poor, | Ask relevant questions to find out about specific time periods. Begin to conduct independent enquiry | Conduct independent research into an event or time period, using digital and physical sources. Use historical knowledge to devise historically valid questions. Research what life was like for specific people within the time | Research what life was like for specific people within the time period being studied (e.g. men/women, rich/poor, adult/child), using sources to generate answers. Devise and use own historical questions as titles for research. | Ask relevant questions to learn more about specific time periods in British and World history. Conduct independent enquiries into the lives of people living at different points in history. |

| | | | | | | | | | | |
|-------------------|---|---|--|--|---|--|--|---|--|--|
| | | | <p>why, what, who, where.</p> <p>Ask questions such as 'What was it like for people?', 'What happened...?', 'How long ago?'.</p> | | <p>specific people within the time period being studied (e.g. men/women, rich/poor, adult/child).</p> <p>Begin to use historical knowledge independently to devise historically valid questions.</p> <p>Begin to suggest suitable sources of evidence for historical enquiry.</p> | <p>adult/child).</p> <p>Begin to conduct independent research into an event or time period, using digital and physical sources.</p> <p>Begin to use historical knowledge to devise historically valid questions.</p> | | <p>period being studied (e.g. men/women, rich/poor, adult/child).</p> | <p>Use sources of information to form and answer hypotheses about events in the past.</p> <p>Give more than one reason to support a historical argument.</p> <p>Identify and explain my understanding of the role of propaganda.</p> | |
| Vocabulary | <p>Yesterday</p> <p>Last week</p> <p>At the weekend</p> <p>This morning</p> <p>Last night</p> | <p>Then</p> <p>Now</p> <p>Past</p> <p>Significant</p> <p>Living memory</p> <p>A long time ago</p> <p>Recently</p> <p>In the _____ times...</p> <p>Artefacts</p> <p>Monarchy</p> | <p>Evidence</p> <p>Historian</p> <p>Similarity</p> <p>Difference</p> <p>War</p> <p>Peace</p> <p>Cause</p> <p>Consequence</p> <p>Impact</p> | | <p>prehistory (Palaeolithic, Mesolithic, Neolithic), bronze, iron, alloy, hunter-gatherer, empire, emperor, republic, monarchy, soldier, legion, centenary.</p> | <p>citizen, civilisation, democracy, invasion, rebellion, legacy, paganism/pagan, missionary, irrigation, embalm, pharaoh, hieroglyphic, pyramid, polytheism.</p> | | <p>Danelaw, unification/unification, bias, artefact, law and punishment, sacrifice, maize, astrology, calendar, heritage, loca, enquiry</p> | <p>industry, revolution, class, Allies, Axis, Holocaust, Nazi, prejudice, propaganda, Blitz, dynasty, Fu Hao, overthrow, hierarchy.</p> | |