

History End Points

<p>Development Matters: Begin to make sense of their own life-story and family's history. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>ELGs: 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.</p>		
Year group: Nursery	Substantive Knowledge	Disciplinary knowledge
Overarching Historical themes	<p>In Nursery, pupils will be able to name the people in their family and describe them. They will recall places they have been or things they have done in the local area in their recent past. Pupils will be able to recall how they have celebrated an event such as a birthday.</p> <p>Pupils will know that they are no longer a baby and be able to name ways in which they have changed since they were a baby.</p> <p>Pupils will develop a sense of their own history in preparation for work on the past beyond their own life span in Reception. They will use photographs, storybooks and conversations with family members.</p>	<ul style="list-style-type: none"> • To make observations of their babyhood from photographs. • To listen to/ask questions of family members to find out about their past. • To make observations of the past through stories.
Year group: Reception	Substantive Knowledge (Three facts)	Disciplinary knowledge
I wonder how I've changed since I was a baby?	<ol style="list-style-type: none"> 1. I know that I have grown in size and independence since I was a baby. 2. I can name the stages of the human life cycle. 3. I can name some of the ways babyhood was different in the past ie bathing a baby in a tin bath. 	<ul style="list-style-type: none"> • To make observations of their babyhood from photographs. • To listen to/ask questions of family members to find out about their past. • To make observations of the past through stories.
I wonder who inspires me?	<ol style="list-style-type: none"> 1. I can name some influential people from the past ie Queen Elizabeth, Rosa Parks, David Attenborough. 2. I can retell the story of Rosa Parks. 3. I can talk about the good work for the wider world these figures did/are doing. 	<ul style="list-style-type: none"> • To find out about prominent figures from the past through stories, photographs and speaking to others.

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KS1 N/C: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year group: 1	Substantive Knowledge (Five Facts)	Chronological understanding	Disciplinary knowledge
Why are Neil Armstrong and Mae Jemison significant individuals in History?	<ol style="list-style-type: none"> 1. I know that Neil Armstrong was the first man on the moon in 1969. 2. I know that Mae Jemison was the first black woman in space in 1992. 3. I can talk about the race to be the first into space. 4. I know that the Apollo 11 mission was to walk on the moon and return to Earth. 5. I know that the world celebrated Neil and Buzz Aldrin with street parties and parades. 	<ul style="list-style-type: none"> • To begin to put artefacts in chronological order from significantly different time periods. • To use simple vocabulary describe passing of time. • To compare their own life and interests and now to when they were a baby. 	<ul style="list-style-type: none"> • To ask and answer questions about old and new objects. • To spot old and new things in a picture. • To answer questions using an artefact/photograph provided. • To give a plausible explanation about what an object was used for in the past.
How have toys changed over time?	<ol style="list-style-type: none"> 1. I know that old toys were made from metal, wood pottery and glass. 2. I know that many toys today are made from plastic. 3. I can describe and compare a range of toys. 4. I know that toys operate in different ways. (e.g., batteries, wind-up) 1. I can ask questions to find out what my parents/grandparents/older people played with in the past. 	<p>National Curriculum concepts:</p> <ul style="list-style-type: none"> • To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions 	

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<p>How have trains changed over time and how did Mathew Murry and George Stephenson impact people's lives?</p>	<ol style="list-style-type: none"> 5. I know that in the past people travelled by horse and carriage. 6. I can explain why George Stephenson and Matthew Murray were significant. 7. I know that George Stephenson created the rocket train. 8. I know that Matthew Murray lived in Leeds and invented a steam train. 9. I can compare old and new trains. 	<p>and create their own structured accounts, including written narratives and analyses</p> <ul style="list-style-type: none"> • To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	
<p>Year group: 2</p>	<p>Substantive Knowledge (Five Facts)</p>	<p>Chronological understanding</p>	<p>Disciplinary knowledge</p>
<p>How has Beeston changed since our grandparents were born?</p>	<ol style="list-style-type: none"> 1. I can explain how transport around Beeston has changed over time- more cars, no trams. 2. I can identify that on old maps there are no mosques-only churches. 3. I can use maps to compare human and physical features now to the past. (E.g. Land use, Beeston hill, houses, shops) 4. I know that Cross Flatts park and its use has changed over time. 5. I can ask questions to find out about how Beeston has changed within a lifetime. 	<ul style="list-style-type: none"> • To sequence a set of events in chronological orders, giving reasons for their order. • To use a range of appropriate phrases to describe the past. • To find out about the past by talking to an older person. • To find out about people/events in the past using answer questions by using a specific source. 	
<p>What was the impact of the Great fire of London?</p>	<ol style="list-style-type: none"> 1. I know that the GFoL was in 1666. 2. I know that the GFoL was in London and where that is in relation to Leeds. 3. I know Samuel Pepys wrote a diary from 1660-1669 which enabled Historians to find out about the GFoL. 4. I understand the impact of the fire on London and how London changed. 5. I know that the great fire of London lasted just under 5 days and can explain why it spread so fast. 	<p>National curriculum concepts:</p> <ul style="list-style-type: none"> • To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses 	

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Why are Florence Nightingale and Elizabeth Garrett Anderson significant individuals?	<ol style="list-style-type: none">1. I know that Florence was alive 1820-1910 and she was a nurse.2. I know that Mary Seacole was also a nurse and was treated differently to Florence because of her skin colour.3. I know that Elizabeth Garrett Anderson was the first English woman to qualify as a doctor.4. I understand how Florence, Mary Seacole and Elizabeth Garrettt Anderson were treated differently as females.5. I know key changes that Florence made to improve hospitals and the impact of that today.	<ul style="list-style-type: none">• To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
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KS2 N/C: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Year group: 3	Substantive Knowledge (Five Facts)	Chronological understanding	Disciplinary knowledge
Why did the lives of the earliest Britons change from the Stone Age to the Iron Age?	<ol style="list-style-type: none"> 1. I can explain that BCE Britain (Before Common Era) was split into Stone age, Bronze Age, and Iron Age. 2. I know that the stone age began 2.6 million years ago. 3. I can talk about some of the differences between the Paleolithic, Mesolithic and Neolithic people. 4. I can explain how life changed from stone age to Bronze and Iron age. 5. I can explain how we know so much about prehistoric times. 	<ul style="list-style-type: none"> • To know that BCE means before common era. • To know that CE means common era. • To understand concurrency considering the topics taught such as: At the same time as Ancient Egypt, other ancient civilizations existed in other parts of the world (Benin, Greeks, Mayans, Romans, Indus Valley). 	<ul style="list-style-type: none"> • To recognise the part that archaeologists help us to understand more about what happened in the past. • To use various sources to piece together information about a period in history and answer questions. • To identify similarities and differences between given periods in history through research.
What influenced daily life in Ancient Egypt?	<ol style="list-style-type: none"> 1. I know that the ancient Egyptians lived in Egypt in 3100 B.C. to in 332 B.C. 2. I can explain the significant of the River Nile to Ancient Egyptian lives. 3. I can name 3 significant inventions from Ancient Egypt. 4. I can name 3 pharaohs and explain their achievements. 5. I know that Victorian historians were important in our understanding of Ancient Egypt. 	National curriculum concepts:	
		<ul style="list-style-type: none"> • To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. 	

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<p>How did the Ancient Greeks influence our lives today?</p>	<ol style="list-style-type: none"> 1. I can locate Greece on a map and know that the Ancient Greeks lived from around 1200BCE until 323BCE. 2. I know that Greece was made up of city states which had similarities and differences. 3. I understand that the Greeks invented democracy and that this is the form of government in modern day Britain. 4. I know the names of 3 Greek philosophers and the ideas that are still shared and talked about today. 5. I can explain the significance of Alexander the Great. 	<ul style="list-style-type: none"> • To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	
<p>Year group: 4</p>	<p>Substantive Knowledge (Five Facts)</p>	<p>Chronological understanding</p>	<p>Disciplinary knowledge</p>
<p>What influence has Ancient Roman civilisation had on Modern society?</p>	<ol style="list-style-type: none"> 1) I know that the Romans came from Rome and invaded Britain after 3 attempts in 43CE. 2) I can name 3 key rulers in the Roman Empire and explain their significance. 3) To know what impact Romans have had on modern Britain and be able to give 3 examples. 4) I know that the Romans withdrew from Britain in c. 410CE. 5) I can name 3 Roman Gods. 	<ul style="list-style-type: none"> • To use BC and BCE to describe dates. • To plot recent history on a timeline using centuries. • To place periods of history on a timeline showing periods of time. (The Anglo Saxons invaded after the Romans left, Vikings invaded while the Anglo-saxons were there and the Normans ruled Britain after.) • To use their mathematical skills to round up time differences into centuries and decades. 	<ul style="list-style-type: none"> • To explain how events from the past have helped shape our lives. • To give more than one reason from a historical source to support a historical argument. • To use a range of artefacts and texts to describe what life was like in past period of time. • To use a range of primary and secondary sources-identifying the difference between them.
<p>What changes did the Anglo-Saxons bring to British society?</p>	<ol style="list-style-type: none"> 1) I know that the Anglo-saxons were made up of the Angles, Saxons and the Jutes. 2) I know that the Anglo-Saxons travelled from northern Europe to invade Britain in around 450CE. 3) I can explain 3 different reasons for the invasion of the Anglo-Saxons (push and pull factors). 4) I know 3 names and facts about rulers in Anglo Saxon Britain. 5) The Anglo-Saxon/Viking rule ended in 1066. 	<p>National curriculum concepts:</p> <ul style="list-style-type: none"> • To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. 	

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<p>What was the long-term impact of the Anglo-Saxons and Vikings on our lives today?</p>	<ol style="list-style-type: none"> 1) I know that the Vikings invaded Britain in 793CE. 2) I can name 3 Viking Gods. 3) I can name 2 reasons why the Vikings invaded Britain. 4) I can name 3 rulers in Viking Britain and explain their significance. 5) I understand that the Anglo Saxons and Vikings divided the land into 7 kingdoms which still exist, as counties, today. 	<ul style="list-style-type: none"> • To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	
<p>Year group: 5</p>	<p>Substantive Knowledge (Five Facts)</p>	<p>Chronological understanding</p>	<p>Disciplinary knowledge</p>
<p>Why was the early Islamic civilisation so significant and what impact has it has on modern day Britain?</p>	<ol style="list-style-type: none"> 1) I know that the early Islamic period started in around 600CE. 2) I know early that the early Islamic period was at the same time as Anglo-Saxons and Vikings in Britain. 3) I can explain the significance of Baghdad's geographical location. 4) I know three significant Islamic discoveries that have influenced our lives today. 5) I know that the Ancient Islamic Civilisation ended in 1258 due to the Mongol invasion. 	<ul style="list-style-type: none"> • To understand concurrency and relate this to their learning. • To use dates and historical language in their work. • To draw a timeline with different time periods outlined showing different information. (e.g. The Tudors ruled after the Normans.) • To use their mathematical skills to work out exact time scales and differences. 	<ul style="list-style-type: none"> • To appreciate how historical artefacts have helped us understand more about British lives in the present and past. • To use a range of historical sources to answer a question. • To know the difference between primary and secondary sources.
<p>What impact did the Tudors have on life in England today?</p>	<ol style="list-style-type: none"> 1) I know that that the Tudor period started in 1485 and ended in 1603. 2) I can name Henry VIII's 6 wives. 3) I can explain the impact Henry VIII had on religion in England. 4) I know that Edward, Mary then Elizabeth reigned after Henry. 5) I know that Emperor Akhbar ruler of India reigned at the same time as Elizabeth I. 	<p>National curriculum concepts:</p> <ul style="list-style-type: none"> • To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. 	

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<p>How did the work of the people campaigning for suffrage change the voting system in the UK?</p>	<p>1) I can name the groups of people who were allowed to vote after the great reform act in 1832. 2) I can explain how women were treated differently to their male counterparts at the end of the 19th century 3) I can name 3 significant events that occurred during the movement. 4) I can name 3 instrumental characters involved in the fight for women’s suffrage. 5) I know in 1928: Women in England, Wales and Scotland received the vote on the same terms as men.</p>	<ul style="list-style-type: none"> To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	
<p>Year group: 6</p>	<p>Substantive Knowledge (Five Facts)</p>	<p>Chronological understanding</p>	<p>Disciplinary knowledge</p>
<p>What was life like for children in Victorian Leeds?</p>	<p>1. I know that the Victorian period was from 1837 to 1901. 2. I know Queen Victoria reigned for 63 years. 3. I can explain 2 ways that the industrial revolution changed Leeds. 4. I can compare the life of a wealthy and working-class child. 5. I know children worked during the Victorian times and can name 3 jobs that they would have had.</p>	<ul style="list-style-type: none"> To say where a period of history fits on a timeline. To place a specific event on a timeline by decade. To place features of historical events and people from past societies and periods in a chronological framework. To have a strong understanding of concurrency. 	<ul style="list-style-type: none"> To be questioning the reliability of sources. To use a range of evidence from different sources to describe key events. To compare two versions of events and explain why they might be different considering purpose, persuasion, and viewpoint.
<p>How did the experiences of Jewish and non-Jewish children compare during 1930s/1940s (WW2)</p>	<p>1. I know that World War II began in 1939 and ended in 1945. 2. I can explain why British children were evacuated to the countryside during WW2. 3. I can talk about how Jewish children were treated in Germany and evacuated thanks to the kinder transport. 4. I can explain how propaganda was used throughout the war. 5. I know that air raid and blackouts were used in British cities.</p>	<p>National curriculum concepts:</p> <ul style="list-style-type: none"> To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. 	

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How can we be sure of what really happened in our past?

1. I know that Henry VIII was painted in many different ways and can give 3 possible reasons for this.
2. I know that Elizabeth I placed Isaac Oliver in the Tower of London for painting her in an unflattering way.
3. I know the factory reform act in 1833 was supposed to improve conditions in factories.
4. I can describe the impact of censorship during WW2.
5. I can explain why some primary sources can be unreliable.

- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.