



History end points



Year 1

Life within Living Memory	Neil Armstrong and Christopher Columbus	Early aviation
<p>End points</p> <p>Sequence 4 events/inventions on a timeline between 1945 and present day (don't include dates - stress the vocabulary above and the order in which the events happened)</p> <p>Identify that talking to older people is one way of finding out what life was like in the past</p> <p>Be able to say 3 things that have changed within living memory (since 1945), e.g. in technology, toys or transport</p>	<p>End points</p> <p>Sequence 4 events on a timeline (2 from last term's topic, plus the moon landing and Columbus' discovery of America (don't include dates - stress the vocabulary from autumn and the order in which the events happened).</p> <p>Know why Neil Armstrong is a significant historical figure</p> <p>Know why Christopher Columbus is a significant historical figure</p>	<p>End points</p> <p>Sequence 4 events on a timeline Columbus' discovery of America, the Wright brother's first flight, the moon landings and 1 other event/invention since 1945 (don't include dates - stress the vocabulary from autumn and the order in which the events happened).</p> <p>Know the significance of the Wright brothers (the first powered aeroplane flight)</p> <p>Know the significance of Amelia Earhart (the first woman to fly solo across the Atlantic)</p>

Year 2

The Great Fire of London	Sir Robert Peel Local History	Florence Nightingale Comparison with Edith Cavell
<p><u>Great Fire of London end points</u></p> <p>Sequence 5 events/inventions on a timeline including Columbus' discovery of America 1492; The Great Fire of London 1666; the Wright brothers' first flight 1903 and Neil Armstrong first man on the moon 1969</p> <p>Identify the causes of the Great Fire of London</p> <p>Know what was significant about the Great Fire of London</p>	<p><u>Sir Robert Peel end points</u></p> <p>Sequence 5 events/inventions on a timeline including Columbus' discovery of America 1492; The Great Fire of London 1666; Sir Robert Peel became Prime Minister 1834; the Wright brothers' first flight 1903; Neil Armstrong first man on the moon 1969</p> <p>Know that Sir Robert Peel was born in Bury</p> <p>Know that was significant about Sir Robert Peel</p>	<p><u>Florence Nightingale end points</u></p> <p>Sequence 5 events on a timeline: Columbus' discovery of America 1492; The Great Fire of London 1666; Sir Robert Peel Prime Minister 1834; The Wright brothers' first flight 1903; Neil Armstrong first man on the moon 1969</p> <p>Know why Florence Nightingale was a significant historical figure</p> <p>Know why Edith Cavell was a significant historical figure</p>

Key Stage 1 end points	
<p><u>Chronological knowledge</u></p> <p>Sequence 5 events on a timeline:</p> <ul style="list-style-type: none"> - Columbus' discovery of America 1492 - The Great Fire of London 1666 - Sir Robert Peel Prime Minister 1834 - The Wright brothers' first flight 1903 - Neil Armstrong first man on the moon 1969 	<p><u>Key historical events/figures</u></p> <p>Know why the following historical figures/events are significant:</p> <ul style="list-style-type: none"> - Christopher Columbus (first European to discover America) - Great Fire of London (destroyed almost whole of London; led to better buildings, improved fire safety, helped to end the plague) - Sir Robert Peel (born in Bury, was Prime Minister, created first police force) - Florence Nightingale (during Crimean war, cleaned her hospital which reduced the number of people who died and led to better hygiene in hospitals across the world) - Wright brothers (first powered aeroplane flight) - Amelia Earhart (first female to fly solo across the Atlantic) - Neil Armstrong (first man to step onto the moon)

Key Stage 2

	Procedural knowledge	Disciplinary knowledge	Substantive concepts	Substantive knowledge
Year 3 - Prehistoric Britain	<p>Sequence the 3 periods of the Stone Age (Early, Middle & Late) on a timeline</p> <p>Place the Stone Age, Bronze Age and Iron Age on a timeline</p>	<p>What changed during the different periods of prehistoric Britain?</p> <p>What was significant about Stonehenge?</p> <ul style="list-style-type: none"> - One of the world's most famous monuments - People went to a huge effort to build Stonehenge 	<ul style="list-style-type: none"> - Archaeology - Archaeologist - Prehistory - Hunter-gathering - BCE - CE - Invasion - Conquer 	<p><u>Stone Age</u></p> <ul style="list-style-type: none"> - Used stone tools - Mainly hunter gatherers until farming began in the Late Stone Age <p><u>Bronze Age</u></p> <ul style="list-style-type: none"> - Began to use metal for the first time - Bronze was sharper and stronger than stone - Began to live in one place and farming improved <p><u>Iron Age</u></p> <ul style="list-style-type: none"> - Began to use iron for the first time, which was sharper and stronger than bronze - Lived in one place in tribes - The Romans invaded Britain at the end of the Iron Age
Year 3 - The earliest civilisations	<p>Compare timeline with Britain: Britain was still in the prehistoric period during the time of these ancient civilisations</p>	<p>Identify some of the ways in which early civilisations were different to the way hunter gatherers lived</p>	<ul style="list-style-type: none"> - Hunter gatherers - Civilisation 	<p>For most of human history, people lived as hunter gatherers</p>

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Year 3 - Ancient Egypt	Use the class timeline to compare the period of Ancient Egypt to Prehistoric Britain (i.e. Late Stone Age; Bronze Age; Iron Age)	<p>Identify what was significant about Ancient Egypt:</p> <ul style="list-style-type: none"> - one of the first civilisations in the world. They were one of the first people to use farming - Egyptian hieroglyphs were one of the earliest forms of writing ever in the world. Hieroglyphs were a mixture of pictures and symbols. <p>The significance of the discovery of Tutankhamun's tomb by Howard Carter in 1922</p> <p>The significance of the discovery of the discovery of the Rosetta stone - enabled historians to decode Egyptian hieroglyphs</p> <p>The significance of the River Nile - very important for growing crops</p>	<ul style="list-style-type: none"> - Artefact - River Nile - Pharaoh - Afterlife - Pyramids - Tomb - Hieroglyphs - Rosetta Stone - Temple 	<p>Ancient Egyptians believed in many gods</p> <p>Ancient Egyptians believed people would go to the afterlife when they died. The pyramids were built as tombs for the pharaohs, so their body and belongings would be protected for the afterlife.</p>
Year 4 - Ancient Greece	Use the class timeline to compare the period of Ancient Greece to Ancient Egypt and Prehistoric Britain (Was it a shorter period or longer? Did they overlap at any points? What period of history was happening in Britain?)	<p>What was significant about Ancient Greece:</p> <ul style="list-style-type: none"> - first place in the world to have a democracy - Greek alphabet - Legacy of the Olympic games <p>Know some of the ways in which historians and archaeologists use clues to find out about the past, using the example of the Parthenon in Athens</p>	<ul style="list-style-type: none"> - city state - polytheists - pagans - legacy - democracy - ruin - Parthenon 	<p>That the ancient Greeks worshipped many gods.</p> <p>That Zeus was the king of the gods and the Olympic games were held in his honour</p> <p>Some of the features of Ancient Athens, e.g. that the Parthenon was built in honour of the goddess Athena</p>

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Year 4 - Roman Britain	<p>Use the class timeline to know the sequence of Stone Age, Bronze Age, Iron Age, Roman Britain (answer questions, e.g. which period lasted the longest?)</p>	<p>The causes of the Roman invasion of Britain</p> <p>The Romans brought the Latin language which marked the end of prehistory or prehistoric Britain</p> <p>Written documents are an important source of information for historians because it helps us to find out more about Roman Britain</p> <p>Be able to say 3 ways in which Britain changed when the Romans ruled</p>	<ul style="list-style-type: none"> - Archaeology - Archaeologist - Prehistory - Hunter-gathering - BCE - CE - Invasion - Conquer - Empire - Emperor 	<ul style="list-style-type: none"> - The Romans brought written language to Britain for the first time, so it was the end of prehistoric Britain - Know 2 other things that the Romans brought to Britain, e.g. Roman numerals, Roman roads, Roman baths
Year 5 - Anglo-Saxons and Vikings	<p>Sequence the Anglo-Saxons and Vikings with the Stone, Bronze and Iron ages and Roman Britain on a timeline</p> <p>Use the class timeline to answer questions, e.g. which period lasted the longest?</p> <p>Use the class timeline to make statements about the Anglo-Saxons and Vikings compared to other periods (e.g. the ancient Maya civilisation overlapped with the Anglo-Saxon and Viking period in Britain; Ancient Greece and Ancient Egypt were before the Anglo-Saxons and Vikings in Britain)</p>	<p>Why the Anglo-Saxons came to Britain</p> <p>How religious beliefs changed during the Anglo-Saxon period (paganism to Christianity)</p> <p>The significance of the Sutton Hoo burial ship discovery</p> <p>The significance of the Anglo-Saxon Chronicle in helping us to know about the first Viking raid</p> <p>The significance of Alfred the Great</p>	<ul style="list-style-type: none"> - Empire - Kingdom - Pagans - Christians - Archaeologist - Historian - Raid 	<ul style="list-style-type: none"> - The Romans left Britain in 410 CE - When the Anglo-Saxons arrived in Britain, they were pagans but later became Christians - The Sutton Hoo burial ship was discovered by an archaeologist in England. The artefacts suggest it may have been a burial of a warrior king. It shows they believed the king would need his most important possessions in the afterlife - We know about the first Viking raid because it was written about in the Anglo-Saxon chronicle - Alfred fought the Vikings and then made peace with them in an area called the 'Danelaw' - The Anglo-Saxons were defeated at the Battle of Hastings in 1066

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Year 5 - Maya civilisation	Use the class timeline to compare the period of Maya civilisation with Ancient Egypt; Ancient Greece; Prehistoric Britain and Roman Britain	<p>Be able to say why the Maya writing system and use of numbers was significant</p> <p>Compare Maya civilisation with other ancient civilisations</p> <p>Be able to say some similarities and differences between Maya civilisation and others studied, e.g. Maya and Egyptian pyramids</p> <p>Explain how archaeologists can find out about the past, e.g. through Pakal the Great's tomb</p>	<ul style="list-style-type: none"> - Archaeology - Archaeologist - BCE - CE - Hieroglyphs - Civilisation 	<ul style="list-style-type: none"> - The number system was very advanced for the time and included the number 0 - The number system allowed the Maya to invent calendars which helped with farming - The Maya managed to farm land even though they lived in a rainforest region - The Maya invented their own writing system which shows how advanced they were (inventing writing systems is very difficult) - Pakal the Great was buried in a pyramid with things he would need to help him live again
Year 6 - A history of childhood	Use the class timeline to compare the Victorian period with previous topics studied (i.e. Prehistoric Britain; Ancient Egypt; Ancient Greece; Roman Britain; Maya civilisation)	<p>Know the difference between an archaeologist and a historian.</p> <p>Identify some of the similarities between education in different periods studied, e.g. between rich and poor/boys and girls.</p> <p>Identify the differences between jobs children did before the industrial revolution (i.e. during the periods studied in Y3-Y5) and during the industrial revolution (during the Victorian period).</p>	<ul style="list-style-type: none"> - Know what is meant by 'the Victorian period', 'Victorian schools', 'Victorian children' 	Know how the Victorians punished children who committed crimes

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Year 6 - Local history	<p>Identify which of the following existed in Bury before the industrial revolution</p> <ul style="list-style-type: none"> - Bury Castle - Bury market - Bury Parish church - Bury grammar school 	<p>Know that historians look at old maps to learn about the past, and use maps to find out more about the history of Bury town centre and Redvales</p> <p>That Sir Robert Peel, who was born in Bury, was Prime Minister of the United Kingdom. Be able to say 3 facts about Sir Robert Peel's life</p> <p>That John Kay, who was born near Bury, invented the flying shuttle, which was as important invention in the industrial revolution because it made it much quicker to produce cloth</p>	<ul style="list-style-type: none"> - Industrial revolution - Historian - Flying shuttle - Baronet 	<p>That before the industrial revolution most people worked on farms, but during the industrial revolution more people worked in factories. Bury was an important town during the industrial revolution.</p>

Key Stage 2 end points

Procedural knowledge	Disciplinary knowledge	Substantive concepts	Substantive knowledge
Use the class timeline to compare different periods studied: x lasted longer than y; x overlapped with y etc.	<p><u>Important archaeological discoveries</u> The significance of the discovery of Tutankhamun's tomb (Ancient Egypt), the Sutton Hoo burial ship (Anglo-Saxons), Pakal the Great's tomb (Maya civilisation)</p> <p><u>The work of historians</u> Written records help historians find out about the past. Times before writing are called prehistory, e.g. prehistoric Britain. The invention of Egyptian and Maya hieroglyphs, the Greek alphabet and the Romans bringing the Latin language to Britain mean historians can use written documents to learn more about the past.</p>	<ul style="list-style-type: none"> - Archaeology - Archaeologist - Prehistory - Historian - Hunter-gathering - BCE - CE - Civilisation - Hieroglyphs - Democracy - Invasion - Conquer - Industrial revolution 	<p><u>History of Britain</u> Stone age - used stone tools; mainly hunter gatherers Bronze age - began to use metal; began to live in one place on farms Iron age - iron tools and weapons Roman Britain - invaded and conquered Britain; end of prehistory because Latin language brought to Britain Anglo-Saxons and Vikings - fought each other for control of England Industrial revolution - lots of people stopped working on farms and worked in factories</p> <p><u>Ancient civilisations</u> Ancient Egypt - one of the first to use writing and farming Ancient Greece - invented democracy and started the Olympic games Maya civilisation - invented writing and number systems</p>