

History – end points



Autumn Term

Spring Term

Summer Term

Nursery

What is my story?

By the end of their time in nursery children will be able to talk about the story of their own life and that of their parents

When I was Little Like You by Jill Paton Walsh
Once There Were Giants by Martin Waddell
When the Teddy Bears Came by Martin Waddell

Begin to make sense of their own life-story and family's history DM 3-4

Reception

What was it like in the past?

By the end of Reception children will understand and be able to talk about similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Wilfred Gordon McDonald Partridge by Mem Fox
The Big, Big Sea by Martin Waddell
Memory Bottles by Beth Shoshan
Granny's Quilt by Penny Ives
Peepo by Janet and Allan Ahlberg

- Comment on images of familiar situations in the past. DM Rec
- Compare and contrast characters from stories, including figures from the past. DM Rec

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG
- Understand the past through settings, characters and events encountered in books read in class and storytelling ELG

Year 1

How have things changed since my grandparents were my age – toys, food, transport and school?

- Explain that life in the past was both similar and different to life today and be able to give examples
- Understand that we can find out about the past by talking to people, looking at examples, looking at photographs and written records
- Put artefacts and pictures in order of age using what they have learned

How did Florence Nightingale and Mary Seacole change nursing and how is it different today?

- Describe the achievements of the people they have studied
- Identify similarities and differences between Florence Nightingale, Mary Seacole and nursing today
- Pupils will show an awareness of chronology and begin to put people and events on a timeline
- Ask and answer questions about significant people and use stories, photographs, photographs of artefacts, photographs of statues to show that they know and understand the main achievements

Year 2

What difference did The Great Fire of London make?

- Order a simple timeline of the Great Fire of London
- Describe some differences between London in the 17th century and today
- Begin to understand that the Great Fire of London had a number of causes
- Begin to understand that some people are significant in history
- Know that pictures, stories and artefacts tell us about the past
- Know that events have consequence

Why do we remember Grace Darling?

- Understand some of the ways in which we find out about the past and identify different ways in which it is represented
- Describe the story of grace darling
- Suggest some reasons why grace was famous
- Begin to use dates on a timeline
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<p>Year 3</p>	<p>How did Britain change from the Stone Age to the Iron Age?</p> <ul style="list-style-type: none"> - Put the main periods of prehistory on a time line - Know that archaeology gives us evidence of how people lived in prehistory - Describe life for hunter- gathers - Understand the changes farming made - Understand how the ability to work metal changed life in the bronze age - Describe some of the characteristics of life in the bronze age - Describe how life changed in the iron age - Begin to describe what life in Hartlepool and the local area might have been like in the stone, bronze and iron ages 	<p>How did the Romans change Britain?</p> <ul style="list-style-type: none"> - Describe the Roman invasions of Britain and who led them - Describe British resistance to the invasions including Boudica and the construction of Hadrian's wall - Describe the Romanisation of Britain including its modern day imprint eg <ul style="list-style-type: none"> o Place names and street names o Straight roads (look at aerial maps) o Religion (Christianity) o Food o Roman numerals o Buildings including heating, sewage and baths o Written language o Measures - imperial o Money o Armies – organised warfare - Order events on a timeline
<p>Year 4</p>	<p>How did England begin? – Anglo Saxon and Viking invasion and settlement.</p> <ul style="list-style-type: none"> - Identify the Anglo-Saxon period on a time line - Identify why the Romans left Britain - Explain the meaning of invade and settle in simple terms - Give reasons for the arrival of Saxons and Scots - Describe the role of the kings in the Anglo-Saxon period - Give reasons for the Viking raids and explain some of their consequences - Describe the main events of the Viking and Anglo-Saxon struggle for the kingdom of England - Understand that Vikings were both raiders and traders - Use evidence to ask and answer questions about the past - Begin to understand that some evidence is more reliable than others 	<p>Where and when did the earliest civilisations appear and what was Ancient Egypt like?</p> <ul style="list-style-type: none"> - Know where and when the first civilisations appeared - Identify some of the similarities in the first civilisations - Describe some of the main characteristics of the Ancient Egyptian period - Use a range of evidence to investigate the past - Understand that civilisations changed over time and represent some of these changes accurately on a timeline - Understand that sometimes accounts of the past may differ
<p>Year 5</p>	<p>How has Hartlepool changed through time?</p> <ul style="list-style-type: none"> - Select and investigate evidence to identify ways in which Hartlepool has changed over time - Understand that the importance of Hartlepool has changed over time and there are reasons for this - Begin to understand how national and international events affect the story of Hartlepool - Describe the Bombardment of Hartlepool and its impact - Describe in some detail how Hartlepool has changed over time 	<p>What is the most important legacy of Ancient Greece?</p> <ul style="list-style-type: none"> - Locate the Greek civilisation on a timeline of ancient civilisations. - Use artefacts to find out about life in Ancient Greece - Use specialised vocabulary and terminology such as ancient, modern, civilisation, citizens, democracy - Show understanding of how city states in Ancient Greece were ruled and how democracy in Ancient Athens is different from that in the UK today - Be able to talk about the influence of the Ancient Greek language on modern English - Select and combine information from different sources about the recent past and Ancient Greece. - Describe in detail the significant achievements of the Ancient Greeks. - Justify their ideas using evidence.
<p>Year 6</p>	<p>What was life like on the Home Front?</p> <ul style="list-style-type: none"> - Understand the significance of the Battle of Britain and the Blitz - Use a variety of sources to draw conclusions about life on the home front - Describe a number of aspects of life on the Home Front with interesting detail - Understand that different versions of the past exist, giving some reasons for this 	<p>How was life different for the Maya c AD900?</p> <ul style="list-style-type: none"> - Understand when and where the Maya live and compare the Maya timeline with that of UK historical periods - Describe life in Maya cities - Understand the importance of writing as historical evidence - Compare Maya, Roman and our own number systems - Describe the cultural significance of pok-ta-pok - Understand that Maya culture is often misrepresented and be able to give some examples of this