



HISTORY END POINTS

St. Cross Catholic Primary School



Year 1		
Unit of Work	NC Expectations:	Unit End Points:
Toys	Children at the expected standard will: learn about changes within living memory.	Children can: - understand that all civilisations had toys - understand how toys have changed over time using first hand information - understand the use of questionnaires - understand and use the term chronology - appreciate the difference between continuity and change - understand how mechanical toys work
Communication	Children at the expected standard will: learn about changes within living memory.	Children can: - understand how we communicate and share information with each other - understand that there are different ways of communicating - acknowledge that the means of communication have developed over time - understand the changes in the telephone and television and how they have influenced people's lives - understand the difference between the World Wide Web and the Internet - explain some of the changes that the WWW and Internet have made within living memory - understand the importance of Sir Tim Berners-Lee as an inventor - collect historical evidence, analyse and present findings, and think critically about the past
Mary Seacole and Edith Cavell	Children at the expected standard will: learn about the lives of significant individuals in the past who have contributed to national and international achievements.	Children can: - begin to have an understanding of the past - have a chronological understanding of the lives of Mary Seacole and Edith Cavell - understand and use the terms significant and achievement - understand how nursing has stayed the same but also changed - understand how significant individuals have contributed to international achievements

Year 2		
Unit of Work	NC Expectations:	Unit End Points:
The History of The Rye House Plot and The Royal Gunpowder Mills	Children at the expected standard will: study significant historical events, people and places in their own locality.	Children can: - understand the historical development of Rye House - understand the chronology of late 17th century and describe what the Rye House plot was and understand the various motives for it - understand that historical evidence is not always impartial - explain the history of gunpowder - begin to understand how important the Waltham Abbey Mills were - observe and record information and present historical findings
Christopher Columbus and Neil Armstrong	Children at the expected standard will: learn about the lives of significant individuals in the past who have contributed to national and international achievements.	Children can: - begin to have an understanding of the past - begin to use chronology - explain the terms significant and achievement - explain how achievements improved the lives of many people - explain how explorers have some things in common - understand how significant individuals have contributed to international achievements
The Great Fire of London	Children at the expected standard will: learn about events beyond living memory.	Children can: - have a chronological understanding of how the fire started and spread - understand the terms cause and effect - use the term significant correctly - understand how the fire changed people's living conditions for the better - use different types of evidence to become informed - understand the significance of the fire in history

Year 3		
Unit of Work	NC Expectations:	Unit End Points:
Changes in Britain from the Stone Age to the Iron Age	Children at the expected standard will: study changes in Britain from the Stone Age to the Iron Age	Children can: - sequence periods of prehistory - understand the duration of periods - begin to understand the concept of historical narrative - identify difference between their own lives and those from a different period of history - examine non-written sources of evidence - make deductions from primary sources - use evidence to support explanations and views - identify changes in peoples lives during the Stone and Iron Age
The Roman Empire and its impact on Britain	Children at the expected standard will: study the Roman Empire and its impact on Britain	Children can: - explain the difference between myth and fact - identify the area that the Romans conquered - explain expansion, contraction and fall of the empire - use historical vocabulary to explain events - sequence periods of history - sequence events chronologically and see it as a continuum, how one period followed another - understand the concept of invasion, resistance and conquest - understand cause and consequence - understand the role of archaeologists in discovering the past - identify the impact the Romans made on our lives
The History of Hoddesdon	Children at the expected standard will: complete a study over time, tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)	Children can: - understand how Hoddesdon has changed over time - identify significant people and events in Hoddesdon's history - understand how the Romans built roads and understand the route of Roman Roads locally - understand what Hoddesdon was like in 1086 - understand the care required to interpret historical sources - conduct a survey, present the results and draw valid conclusions - understand the need for the development of the New River - relate the development of the New River in relation to a historical timeline - investigate continuity and change with respect to the New River - observe and record information from artefacts, maps and documents to interpret the past

Year 4		
Unit of Work	NC Expectations:	Unit End Points:
Ancient Greece	Children at the expected standard will: study Greek life and the achievements and their influence on the western world.	Children can: - make links between periods of history studied - identify and use chronological vocabulary - understand the difference between British and world history - explain how the geography of Greece impacted its development - use specific evidence to support findings - use historical enquiry and draw conclusions from evidence - ask questions to deepen understanding - understand how civilisations became more successful - understand the essence of Greek mythology - explain the terms significance, influence and achievement - define the term legacy
Monarchs	Children at the expected standard will: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Children can: - understand who the monarchs were - understand some of complexities of King John's reign - understand the significance of the Magna Carta - recognise the importance of Queen Anne's reign - recognise the importance and changes when Queen Victoria was in power - appreciate how power changes between monarchs
The Tudors	Children at the expected standard will: study a significant period in British history that extends pupils' chronological knowledge beyond 1066	Children can: - begin to understand a different period from the past - understand the chronology of Tudor times - draw upon different types of evidence to inform their investigations - recognise the characteristics of Tudor buildings - understand the terms continuity , change similarities and differences - understand that different monarchs on the throne held different opinions on religion - understand the significance of Tudor exploration

Year 5		
Unit of Work	NC Expectations:	Unit End Points:
Ancient Egypt	Children at the expected standard will: study the earliest civilisations.	Children can: - make links between periods of history studied - identify similarities between periods - draw conclusions from evidence - understand societal roles and make comparisons - select evidence from multiple sources - understand the relevance of achievements to the success of a civilisation - make links between different civilisations
The Mayan Civilisation	Children at the expected standard will: study a non- European society that provides contrasts with British history	Children can: - make chronological links between new and existing learning - extract relevant information from a range of sources - ask enquiry questions to deepen understanding - identify social hierarchies - explain the achievements of the Maya - describe the benefits they brought - rank their value to a civilisation, with clear justifications - make comparisons to the narrative of British history - identify similarities and differences between two concurrent periods of history using evidence to draw contrast and trends
Britain's settlement by Anglo-Saxons and Scots	Children at the expected standard will: study Britain's settlement by Anglo-Saxons and Scots	Children can: - sequence periods of history and make comparisons between periods of history - explain terms such as duration, interval and concurrence - use correct historical vocabulary - explain scale and duration - identify some Anglo-Saxon place names - ask historically valid enquiry questions to further their understanding - use evidence to support views and identify limitations in learning from archaeology - identify the role of religion and monks on society at this time - explain the significance of the raid on Lindisfarne

Year 6		
Unit of Work	NC Expectations:	Unit End Points:
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Children at the expected standard will: study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Children can: - sequence the history of these periods - use terms such as duration, interval and concurrence - identify points of view of a writer - use primary sources to generate facts and questions - make links between national and world history - understand the importance of trade - understand and explain significance in a range of contexts - describe chronological narrative - identify key events at this time
World War II A study of an aspect of British history that extends pupil' chronological knowledge beyond 1066	Children at the expected standard will: study a significant point in British history	Children can: - understand the enormity of going to war - use correct terminology - understand the global extent of WWII - sequence the key events - understand the significance of the British victory in The Battle of Britain - identify the consequences of the victory, explaining the impact of the war - analyse information from the case study and empathise with living at this time
Be Geography Ready	Children at the expected standard will: have a secure understanding of NC and KS1 and KS2	Children can: - demonstrate a secure understanding historical knowledge from the periods in the NC - demonstrate a secure understanding of chronology - demonstrate a secure understanding of historical vocabulary