

**ECCLESTON C.E. PRIMARY SCHOOL**

**HISTORY END POINTS AND KNOWLEDGE**

**By the end of Year 1, our children will;**

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| **Knowledge** |
| **Toys** | Understand that change is happening all the time and that we can learn from the pastKnow that we can learn from artefacts and other sourcesUnderstand that toys have changed over the years |
| **Important People** | Have an understanding of people who have influenced life todayKnow that we can learn from the lives of other people |
| **Significant Local History Events** | Know where they live in relation to the United Kingdom and have an understanding of the historical context of Chester and EcclestonHave an understanding of the relevance of the Duke of Westminster and our proximity to the estate |
| **Skills** |
| **Toys**  | Sequence events and objects into chronological orderBegin to describe similarities and differences in artefactsBegin to identify different ways to represent the past, such as photos, stories, how adults talk about the past |
| **Important People** | Begin to develop research skillsAsk and answer questions |
| **Significant Local History Events** | Ask and answer questionsUse a range of sources to find out about characteristics of the pastIdentify people who can help with their research, e.g. vicar, villagers, church staff, estate staff |
| **Vocabulary** |
| **Toys** | past, present, artefact, memories, older, newer |
| **Important People** | interview, research |
| **Significant Local History Events** | Chester, Cheshire, Eccleston, village, Duke, Westminster, estate, vicar, interview, church |

**By the end of Year 3, our children will;**

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| **Knowledge** |
| **Romans** | Know that Julius Caesar attempted to invade Britain in 55BCKnow that Julius Caesar attempted again to invade Britain in 54BC with more successUnderstand the spread of the Roman Empire on the world map between 44BC and AD305Understand the impact the Romans had on straight roads for transporting legions and trading goods and that some of these can still be found todayUnderstand the significance of Hadrian’s WallUnderstand the importance of Chester as a Roman city and be able to identify local features of Roman history |
| **The Great Fire of London** | Know that the fire started on 2nd September 1666 in Thomas Farriner’s bakery in Pudding Lane as a result of the bakery fires not being put out properlyKnow that the fire spread quickly due to the houses being made of wood and straw, they were close together and it was windy and dryUnderstand that people tried to extinguish the fire with leather buckets and water but this did not workKnow that Charles II ordered buildings to be pulled down in order to limit the spreadKnow that the fire was eventually extinguished on Thursday 6th September as the winds died downKnow that Samuel Pepys was a prominent diarist at the time and that his diary provides vital information for us to learn about the fireKnow that St Paul's Cathedral was destroyed by the fire |
| **Travel and Transport**  | Understand how travel has changed over timeUnderstand how we can learn about history from changes in transportUnderstand how these evolved in complexity, materials and usesUnderstand how travel has changed and evolved in living memoryKnow about the Wright Brothers |
| **Significant Individuals** | Know that Mary Anning was an English fossil collector and palaeontologistKnow that Amelia Earhart was the first woman to fly solo across the Atlantic OceanKnow that Neil Armstrong was the first man to walk on the moon |
| **Inventors and Inventions** | Know that Alexander Bell was born in 1847 in EdinburghKnow about Bell’s work with the deaf, including setting up a school for the deaf which had Helen Keller among its pupilsUnderstand the term ‘visible speech’Know that in 1874, Bell worked with Thomas Watson on ways to transmit soundKnow that the telephone was invented in 1877 and that there is some controversy surrounding who invented itKnow that Leonardo de Vinci’s drawings contributed to the invention of parachuteKnow that Leonardo de Vinci’s drawings contributed to many other future inventions |
| **Skills** |
| **Romans** | Be able to place the key dates for the Roman period on a timelineBe able to sequence events and artefacts related to the RomansCompare this period with todayStudy change through mapsUse a range of sources to find out about this period of historyUse non-fiction books and e-learning for individual researchCommunicate knowledge and understanding in a variety of ways, e.g. discussion, presentations, writing, annotations or drama |
| **The Great Fire of London** | Place the time studied on a time lineSequence events Identify reasons for and results of people’s actionsIdentify and give reasons for different ways in which the past is representedDistinguish between different sources and evaluate their usefulnessObserve small details – artefacts, picturesAsk and answer questionsCommunicate knowledge and understanding in a variety of ways – discussions, pictures, annotations, writing, drama Find out about the everyday lives of people in time studiedDevelop empathy and understanding |
| **Travel and Transport** | Sequence changesPlace events on TimelineDistinguish between different sources and evaluate their usefulnessCompare pictures and photographs of transport from the pastCreate a class museum |
| **Significant Individuals** | Study change through the lives of significant individualsSelect and record information relevant to the studyAsk and answer questions Communicate knowledge and understanding in a variety of ways – discussions, pictures, annotations, writing, drama Distinguish between different sources and evaluate their usefulness |
| **Inventors and Inventions** | Describe memories of key events in livesFind out about people and events in other timesPlace events on a timeline |
| **Vocabulary** |
| **Romans**  | Caledonia, Celts, emperor, legion, Roman Empire, Boudicca, amphitheatre, Rome. Legion, Julius CaesarInvasion, tunic, Colosseum, Romanisation, British Resistance |
| **The Great Fire of London** | St Pauls Cathedral, diary, firebreak, bakery, unhygienic, London, Samuel Pepys, disaster, River Thames, devastation, impact, Plague, thatched |
| **Travel and Transport** | Wooden, plastic, 20th Century, 21st Century, vehicles, transport, platform, compare, contrast |
| **Significant Individuals** | Palaeontologist, fossils, Jurassic coast, Atlantic Ocean, explorers, discovery |

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| **Inventors and Inventions**  | legacy, telephone, transmit, inventor, invention, visible speech, parachute |

**By the end of Year 5, our children will;**

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| **Knowledge** |
| **Ancient Greece** | Be able to locate Greece on a mapKnow about events at the Ancient Greek OlympicsKnow that Ancient Greece was divided into city-states and that each city-state ruled itselfKnow the difference between Athenians and SpartansKnow about the importance of the Greek godsKnow how children were educated in Ancient GreeceKnow what the Ancient Greeks contributed to the modern world |
| **Changes in Britain – Stone Age to Iron Age** | Know when the Stone Age began and when the Iron Age began and be able to place both these periods on a timelineKnow what Stone Age men, women and children didKnow the difference between the Stone Age, Bronze Age and the Iron AgeUnderstand the Prehistoric way of lifeKnow where iron comes fromKnow what a hillfort is |
| **Famous Mountain Expeditions** | Know that Edmund Hillary and Tenzing Norgay are considered to be the first men to ever successfully reach the summit of Mount Everest on May 29th 1953Know that Edmund Hillary was the expedition leader and Tenzing Norgay was a sherpaKnow that there is a possibility George Mallory *may* have conquered Everest before them, and understand the reasons why this can never be provedKnow that the conquest of Everest was announced on the eve of the coronation of Elizabeth IIKnow that the Queen knighted Sir Edmund Hillary on his return to Britain and the two men became heroes across the worldKnow about Pete Schoening and the wooden ice axe that saved five lives during his unsuccessful expedition to conquer K2 on August 10th 1953Know that K2 was finally conquered the following year by an Italian expeditionKnow that British man Bear Grylls conquered Everest in 1998 and is one of Everest’s youngest conquerors |
| **Vikings and Anglo Saxons** | Know where the Vikings came from and be able to plot these locations on maps of the UK and EuropeKnow that the Viking period ranges from AD 787 to AD 1066Understand how and why the Vikings invaded BritainHave an understanding of how the Vikings lived, including homes, food and clothesHave an understanding of Viking godsBe able to describe transport systems of the timeKnow that when they arrived, most Vikings were Pagans, but as time went on, many became ChristiansKnow that King Alfred was King of Sussex and defended Sussex from a Viking invasionKnow that Athelstan was the first King to unite the English KingdomsUnderstand the importance of Tatton Park as a source of learning about this period |
| **Ancient Egypt** | Be able to locate Egypt on a mapKnow that ancient Egyptians lived around 5000 years ago and be able to put this onto a timelineKnow the importance of the River NileKnow that the Egyptians left behind some important monuments including the pyramidsUnderstand the word pharaohKnow who Tutankhamen was and understand his importance in allowing us to learn more about the periodKnow that an archaeologist named Howard Carter discovered the tomb of Tutankhamen Be able to name the main Egyptian gods and goddessesUnderstand the term hieroglyphics and be able to make simple representations |
| **Skills** |
| **Ancient Greece** | Place events from period studied on a timelineUse terms related to the period and begin to date eventsUnderstand more complex terms such as BC/ADMake comparisons between different times in historyBegin to identify primary and secondary sourcesRecord and communicate knowledge in different forms and work independently and in groups to do thisConfidently use the library and internet to research independently |
| **Changes in Britain – Stone Age to Iron Age** | Place events from period studied on a timelineUse terms related to the period and begin to date eventsUnderstand more complex terms such as BC/ADMake comparisons between different times in historyBegin to identify primary and secondary sourcesRecord and communicate knowledge in different forms and work independently and in groups to do thisConfidently use the library and internet to research independently |
| **Famous Mountain Expeditions** | Research historical mountain expeditions thoroughlyDiscuss similarities and differences between various mountain expeditionsIdentify key events in an historical expeditionPlan, perform and photograph a freeze-frame drama of an expeditionBegin to identify primary and secondary sourcesRecord and communicate knowledge in different forms and work independently and in groups to do thisConfidently use the library and internet to research independently |
| **Vikings and Anglo Saxons** | Place events from period studied on a timelineUse terms related to the period and begin to date eventsUnderstand more complex terms such as BC/ADMake comparisons between different times in historyBegin to identify primary and secondary sourcesRecord and communicate knowledge in different forms and work independently and in groups to do thisConfidently use the library and internet to research independently |
| **Ancient Egypt** | Place events from period studied on a timelineUse terms related to the period and begin to date eventsUnderstand more complex terms such as BC/ADMake comparisons between different times in historyBegin to identify primary and secondary sourcesRecord and communicate knowledge in different forms and work independently and in groups to do thisConfidently use the library and internet to research independently |
| **Vocabulary** |
| **Ancient Greece** | Acropolis, Parthenon, assembly, democracy, Olympics, tyrant, city-states, Athenians, Spartans |
| **Changes in Great Britain – Iron Age to Stone Age** | Prehistoric, Celts, warrior, smelting, spear head, arrowhead, dagger, sword, hillfort, roundhouse, wattle and daub |
| **Famous Mountain Expeditions** | mountain range, mountaineer, expedition, altitude, summit, conquer, Sherpas, environment, avalanche, glacier, crevasse, ascent, descent, oxygen, equipment |
| **Vikings and Anglo Saxons** | Lindisfarne, monasteries, Alfred the Great, long boat, Pagan, runes, Jorvik, archer, Wessex |
| **Ancient Egypt** | Pharoah, Tutankhamen, hieroglyphics, Nile, archaeologist, Egyptology, tomb, Sphinx |

**By the end of Year 6, our children will;**

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| **Knowledge** |
| **Ernest Shackleton** | Know that Ernest Shackleton was born in Ireland in 1874 and died in 1922Understand that Ernest Shackleton was regarded as a highly inspirational explorer of the Antarctic and South Pole regionsKnow that in 1901, Shackleton embarked on his first expedition to the South PoleKnow that in 1908, Shackleton again embarked on an expedition to the South Pole, this time with more successKnow that his greatest success was in 1914. Understand that the ship had to be abandoned on this expedition and that the crew were stranded on the ice and miraculously all survivedHave an understanding of ship life during the time |
| **World War 2** | Know the key dates for this period, including the start and finish dates, when rationing was introduced in Great Britain, the Battle of Britain, The Blitz, D-Day and the Normandy invasion, VE day and the atomic bombing of Hiroshima and NagasakiKnow the names of key world leaders during this time such as Adolf Hitler, Winston Churchill, Neville Chamberlain, Harry Truman, Franklin Roosevelt and Joseph StalinUnderstand that children were evacuated from home during this periodUnderstand what is meant by the BlitzUnderstand how life changed in England including topics like air raid shelters, rationing, women’s’ land army and black outsKnow that atomic bombs were dropped on Hiroshima and NagasakiHave an understanding of the Holocaust and the persecution of Jews, in particular Anne Frank |
| **The Mayans** | Know that the Mayans were a civilisation of the Americans and were spread among a group of city states that were independent and ruled separately but shared a common cultureKnow that many cities built large palaces, pyramids and other buildings that are still standing todayUnderstand the Mayan class societyUnderstand how advanced achievements in astronomy, maths and writing wereUnderstand that modern day Mayans still live within Central AmericaUnderstand the key dates for the period and be able to place them on a timeline |
| **Skills** |
| **Ernest Shackleton** | Place current study on timeline in relation to other studiesUse relevant dates and termsSequence up to 10 events on a timelineKnow key dates, characters and events of time studiedRecognise primary and secondary sourcesUse a variety of ways to communicate knowledge and understanding including extended writingBe aware that different evidence will lead to different conclusionsConfidently use the library or e-learning for independent research |
| **World War 2** | Place current study on timeline in relation to other studiesUse relevant dates and termsSequence up to 10 events on a timelineKnow key dates, characters and events of time studiedRecognise primary and secondary sourcesUse a variety of ways to communicate knowledge and understanding including extended writingBe aware that different evidence will lead to different conclusionsConfidently use the library or e-learning for independent research |
| **The Mayans** | Place current study on timeline in relation to other studiesUse relevant dates and termsSequence up to 10 events on a timelineKnow key dates, characters and events of time studiedRecognise primary and secondary sourcesUse a variety of ways to communicate knowledge and understanding including extended writingBe aware that different evidence will lead to different conclusionsConfidently use the library or e-learning for independent researchCompare and contrast ancient civilisations |
| **Vocabulary** |
| **Ernest Shackleton** | explorer, expedition, Nimrod, significant, Antarctic, South Pole |
| **World War 2** | Blitz, invasion, Nazi, Fascism, evacuee, Holocaust, rationing, air raid shelter, atomic, persecution  |
| **The Mayans** | cenote, Classic Period, code, glyph, Itzamma, pyramid, sacrifice |