

**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 past  Know that we can learn from artefacts and other sources  Understand that toys have changed over the years |
| **Important People** | Have an understanding of people who have influenced life today  Know 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 Eccleston  Have an understanding of the relevance of the Duke of Westminster and our proximity to the estate |
| **Skills** | |
| **Toys** | Sequence events and objects into chronological order  Begin to describe similarities and differences in artefacts  Begin to identify different ways to represent the past, such as photos, stories, how adults talk about the past |
| **Important People** | Begin to develop research skills  Ask and answer questions |
| **Significant Local History Events** | Ask and answer questions  Use a range of sources to find out about characteristics of the past  Identify 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 55BC  Know that Julius Caesar attempted again to invade Britain in 54BC with more success  Understand the spread of the Roman Empire on the world map between 44BC and AD305  Understand the impact the Romans had on straight roads for transporting legions and trading goods and that some of these can still be found today  Understand the significance of Hadrian’s Wall  Understand 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 properly  Know that the fire spread quickly due to the houses being made of wood and straw, they were close together and it was windy and dry  Understand that people tried to extinguish the fire with leather buckets and water but this did not work  Know that Charles II ordered buildings to be pulled down in order to limit the spread  Know that the fire was eventually extinguished on Thursday 6th September as the winds died down  Know that Samuel Pepys was a prominent diarist at the time and that his diary provides vital information for us to learn about the fire  Know that St Paul's Cathedral was destroyed by the fire | | |
| **Travel and Transport** | | Understand how travel has changed over time  Understand how we can learn about history from changes in transport  Understand how these evolved in complexity, materials and uses  Understand how travel has changed and evolved in living memory  Know about the Wright Brothers |
| **Significant Individuals** | Know that Mary Anning was an English fossil collector and palaeontologist  Know that Amelia Earhart was the first woman to fly solo across the Atlantic Ocean  Know that Neil Armstrong was the first man to walk on the moon | | |
| **Inventors and Inventions** | Know that Alexander Bell was born in 1847 in Edinburgh  Know about Bell’s work with the deaf, including setting up a school for the deaf which had Helen Keller among its pupils  Understand the term ‘visible speech’  Know that in 1874, Bell worked with Thomas Watson on ways to transmit sound  Know that the telephone was invented in 1877 and that there is some controversy surrounding who invented it  Know that Leonardo de Vinci’s drawings contributed to the invention of parachute  Know 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 timeline  Be able to sequence events and artefacts related to the Romans  Compare this period with today  Study change through maps  Use a range of sources to find out about this period of history  Use non-fiction books and e-learning for individual research  Communicate 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 line  Sequence events  Identify reasons for and results of people’s actions  Identify and give reasons for different ways in which the past is represented  Distinguish between different sources and evaluate their usefulness  Observe small details – artefacts, pictures  Ask and answer questions  Communicate knowledge and understanding in a variety of ways – discussions, pictures, annotations, writing, drama  Find out about the everyday lives of people in time studied  Develop empathy and understanding | | |
| **Travel and Transport** | Sequence changes  Place events on Timeline  Distinguish between different sources and evaluate their usefulness  Compare pictures and photographs of transport from the past  Create a class museum | | |
| **Significant Individuals** | Study change through the lives of significant individuals  Select and record information relevant to the study  Ask 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 lives  Find out about people and events in other times  Place events on a timeline | | |
| **Vocabulary** | | | |
| **Romans** | Caledonia, Celts, emperor, legion, Roman Empire, Boudicca, amphitheatre, Rome. Legion, Julius Caesar  Invasion, 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 map  Know about events at the Ancient Greek Olympics  Know that Ancient Greece was divided into city-states and that each city-state ruled itself  Know the difference between Athenians and Spartans  Know about the importance of the Greek gods  Know how children were educated in Ancient Greece  Know 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 timeline  Know what Stone Age men, women and children did  Know the difference between the Stone Age, Bronze Age and the Iron Age  Understand the Prehistoric way of life  Know where iron comes from  Know 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 1953  Know that Edmund Hillary was the expedition leader and Tenzing Norgay was a sherpa  Know that there is a possibility George Mallory *may* have conquered Everest before them, and understand the reasons why this can never be proved  Know that the conquest of Everest was announced on the eve of the coronation of Elizabeth II  Know that the Queen knighted Sir Edmund Hillary on his return to Britain and the two men became heroes across the world  Know about Pete Schoening and the wooden ice axe that saved five lives during his unsuccessful expedition to conquer K2 on August 10th 1953  Know that K2 was finally conquered the following year by an Italian expedition  Know 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 Europe  Know that the Viking period ranges from AD 787 to AD 1066  Understand how and why the Vikings invaded Britain  Have an understanding of how the Vikings lived, including homes, food and clothes  Have an understanding of Viking gods  Be able to describe transport systems of the time  Know that when they arrived, most Vikings were Pagans, but as time went on, many became Christians  Know that King Alfred was King of Sussex and defended Sussex from a Viking invasion  Know that Athelstan was the first King to unite the English Kingdoms  Understand the importance of Tatton Park as a source of learning about this period |
| **Ancient Egypt** | Be able to locate Egypt on a map  Know that ancient Egyptians lived around 5000 years ago and be able to put this onto a timeline  Know the importance of the River Nile  Know that the Egyptians left behind some important monuments including the pyramids  Understand the word pharaoh  Know who Tutankhamen was and understand his importance in allowing us to learn more about the period  Know that an archaeologist named Howard Carter discovered the tomb of Tutankhamen  Be able to name the main Egyptian gods and goddesses  Understand the term hieroglyphics and be able to make simple representations |
| **Skills** | |
| **Ancient Greece** | Place events from period studied on a timeline  Use terms related to the period and begin to date events  Understand more complex terms such as BC/AD  Make comparisons between different times in history  Begin to identify primary and secondary sources  Record and communicate knowledge in different forms and work independently and in groups to do this  Confidently use the library and internet to research independently |
| **Changes in Britain – Stone Age to Iron Age** | Place events from period studied on a timeline  Use terms related to the period and begin to date events  Understand more complex terms such as BC/AD  Make comparisons between different times in history  Begin to identify primary and secondary sources  Record and communicate knowledge in different forms and work independently and in groups to do this  Confidently use the library and internet to research independently |
| **Famous Mountain Expeditions** | Research historical mountain expeditions thoroughly  Discuss similarities and differences between various mountain expeditions  Identify key events in an historical expedition  Plan, perform and photograph a freeze-frame drama of an expedition  Begin to identify primary and secondary sources  Record and communicate knowledge in different forms and work independently and in groups to do this  Confidently use the library and internet to research independently |
| **Vikings and Anglo Saxons** | Place events from period studied on a timeline  Use terms related to the period and begin to date events  Understand more complex terms such as BC/AD  Make comparisons between different times in history  Begin to identify primary and secondary sources  Record and communicate knowledge in different forms and work independently and in groups to do this  Confidently use the library and internet to research independently |
| **Ancient Egypt** | Place events from period studied on a timeline  Use terms related to the period and begin to date events  Understand more complex terms such as BC/AD  Make comparisons between different times in history  Begin to identify primary and secondary sources  Record and communicate knowledge in different forms and work independently and in groups to do this  Confidently 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 1922  Understand that Ernest Shackleton was regarded as a highly inspirational explorer of the Antarctic and South Pole regions  Know that in 1901, Shackleton embarked on his first expedition to the South Pole  Know that in 1908, Shackleton again embarked on an expedition to the South Pole, this time with more success  Know 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 survived  Have 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 Nagasaki  Know the names of key world leaders during this time such as Adolf Hitler, Winston Churchill, Neville Chamberlain, Harry Truman, Franklin Roosevelt and Joseph Stalin  Understand that children were evacuated from home during this period  Understand what is meant by the Blitz  Understand how life changed in England including topics like air raid shelters, rationing, women’s’ land army and black outs  Know that atomic bombs were dropped on Hiroshima and Nagasaki  Have 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 culture  Know that many cities built large palaces, pyramids and other buildings that are still standing today  Understand the Mayan class society  Understand how advanced achievements in astronomy, maths and writing were  Understand that modern day Mayans still live within Central America  Understand 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 studies  Use relevant dates and terms  Sequence up to 10 events on a timeline  Know key dates, characters and events of time studied  Recognise primary and secondary sources  Use a variety of ways to communicate knowledge and understanding including extended writing  Be aware that different evidence will lead to different conclusions  Confidently use the library or e-learning for independent research |
| **World War 2** | Place current study on timeline in relation to other studies  Use relevant dates and terms  Sequence up to 10 events on a timeline  Know key dates, characters and events of time studied  Recognise primary and secondary sources  Use a variety of ways to communicate knowledge and understanding including extended writing  Be aware that different evidence will lead to different conclusions  Confidently use the library or e-learning for independent research |
| **The Mayans** | Place current study on timeline in relation to other studies  Use relevant dates and terms  Sequence up to 10 events on a timeline  Know key dates, characters and events of time studied  Recognise primary and secondary sources  Use a variety of ways to communicate knowledge and understanding including extended writing  Be aware that different evidence will lead to different conclusions  Confidently use the library or e-learning for independent research  Compare 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 |