

## End Point Document - History

	Substantive knowledge	Disciplinary Knowledge
EYFS	<p><b>Important People</b>            Parents            Grandparents            Siblings/babies            Other family members e.g. aunts, uncles, cousins            The Grimm brothers            Aesop            Parents and grandparents            Lewis Carroll - Alice in Wonderland            Palaeontologists - William Buckland 1819            Stephen Jay Gould 1941            Mary Anning</p> <p><b>Within Living Memory</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> </ul> <p><b>Beyond living Memory</b></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p><b>Chronology</b>            Identifying that things have happened in the past, relating to themselves and within living memory</p> <p><b>Sources</b>            Understanding that items can tell us about someone or something - a piece of uniform, an item of clothing, an object from a certain place or event</p> <p><b>Similarities and Differences</b>            Look at their lives and discuss what is similar and what is different.</p> <p><b>Significance and Interpretation</b>            Understanding that some events and people from history are important because they have achieved something or had an effect</p> <p><b>Enquiry</b>            Starting to ask simple questions about people or events from within living memory</p> <p><b>Cause and consequence</b>            Identifying that certain choices have a consequence to them - building a castle/wearing armour will make you safer etc.</p> <p><b>Continuity and change</b>            Identify that some things within living memory have changed and some things have stayed the same - growing up, changing teachers/classrooms etc.</p>
Y1	<p><b>Important People</b>            Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p><b>Within Living Memory</b>            Changes within living memory -used, where appropriate, to reveal changes in national life</p> <p>Significant historical events, people and places in their own locality</p> <p><b>Beyond living Memory</b>            Events from beyond living memory that are significant nationally or globally.</p> <p>Significant historical events, people and places in their own locality</p> <p>Be aware of the past, using common words &amp; phrases relating to time</p> <p><b>Vocabulary</b>            Use wide vocabulary of everyday historical terms</p> <p><b>Enquiry</b>            Ask and answer questions</p>	<p><b>Chronology</b>            Begin to identify that some things have happened before they were born - relating to family such as parents and grandparents            Identifying that events and people from the past may have occurred across a greater period of time than just themselves            Identifying that events and changes have happened in order            Fit people/events into chronological framework</p> <p><b>Sources</b>            Analyse a variety of artefacts/objects/images to infer about an individual or event - jobs in the past            Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events - clothing, housing etc            Understand some ways we find out about the past            Identify different ways in which past is represented            Choose and use from stories and other sources to show understanding</p> <p><b>Similarities and Differences</b>            Identify similarities / differences between periods</p> <p><b>Significance and Interpretation</b>            Identifying why certain people/events are significant in history - achievements, impact etc.            Identifying why some individuals are significant both locally and nationally            Begin to understand what makes someone or something significant</p> <p><b>Cause and consequence</b>            Identifying that certain events and individuals have had major consequences in history -            Identifying that history can affect the local area, as well as nationally and globally -            Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect'</p> <p><b>Continuity and change</b>            Identifying that changes have happened in history that can impact on today            Identifying that there are reasons for continuities and changes and stating some of these            Identifying that continuity or change can be a good thing or a bad thing</p>

<p><b>Y2</b></p>	<p><b>Important People</b> Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p><b>Within Living Memory</b> Changes within living memory -used, where appropriate, to reveal changes in national life</p> <p><b>Beyond living Memory</b> Events from beyond living memory that are significant nationally or globally.</p> <p><b>Vocabulary</b> Use wide vocabulary of everyday historical terms</p> <p><b>Enquiry</b> Ask and answer questions Understand some ways we find out about the past</p>	<p><b>Chronology</b> Identifying and comparing people from different periods of time - Range of explorers Identifying how periods of time can impact on individuals and events Demonstrate a basic understanding of why certain events happened at certain times with some reasoning - 'Christopher Columbus voyaged around the world because not much was known and new ships allowed them to Neil Armstrong went in a rocket because technology was much better than when Cook was alive'</p> <p><b>Sources</b> Understanding the difference between primary and secondary sources Make reasoned interpretations about individuals and events by using a small selection of focused sources</p> <p><b>Similarities and Differences</b> Make simple observations about different types of people, events, beliefs within a society</p> <p><b>Significance and Interpretation</b> Identifying why certain people/events are significant in the wider context of history Identifying that certain individuals and events have had an impact locally, nationally and internationally</p> <p><b>Cause and consequence</b> Identifying that certain events and individuals have had major consequences in history Identifying how events from history are so significant that they are remembered each year - Remembrance and Bonfire Night Identifying specific causes and effects from different periods and beginning to establish links between them</p> <p><b>Continuity and change</b> Identifying that changes throughout history have had important consequences - development of fire service, understanding of the world from Christopher Columbus Identifying WHY some things have stayed the same throughout history - people living in towns/cities, explorers trying to find new things etc.</p>
<p><b>Y3</b></p>	<p><b>Religion</b> Stonehenge Egyptian - Gods and goddesses Greek - Gods and goddesses</p> <p><b>Conflict</b> Iron Age use of weapons, early invasions, Anthony &amp; Cleopatra Trojan horse, Spartans Athenians,</p> <p><b>Important people</b> No records discussion, Tutankhamun, Cleopatra, Howard Carter Homer, Aristotle, Plato</p> <p><b>Settlements</b> hunters and settlers, attracted to rivers, Skara Brae Nile for irrigation, location of pyramids Greek empire</p> <p><b>Democracy</b> No records discussion Pharaohs</p> <p><b>Lifestyle</b> Stone Age animals, Bronze Age farming Pyramid building buildings and architecture, Olympics</p>	<p><b>Chronology</b> Placing Stone, Bronze and Iron Ages into wider chronological contexts - make references to Ancient Egypt and pyramids/achievements Placing early civilisations into chronological context - in-depth Egyptians Placing early civilisations into context - in-depth Egyptians Developing an understanding of concurrence of civilisations around the world during these times including the ancient civilizations of Egypt and Greece.</p> <p><b>Sources</b> Identifying primary and secondary sources - artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages</p> <p><b>Similarities and Differences</b> What changes occurred from Stone to Bronze to Iron age? How did life in Ancient Greece and Egypt compare with life in Britain during that time? Similarities and differences between religion in ancient Egypt and Ancient Greece. How did the Ancient Egyptian's care for their dead in comparison the life today?</p> <p><b>Significance and Interpretation</b> Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p> <p><b>Enquiry</b> What did the Stone Age teach us? What impact did the Greeks have on life today? Why is Tutankhamun's Tomb such an important discovery? Small independent enquiry using pre-selected primary and secondary sources Begin to make independent decisions and use evidence to justify</p>

		<p><b>Cause and consequence</b>  Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally  Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life  Identifying the causes and effects of the Nile on the importance of Egypt.  Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p> <p><b>Continuity and change</b>  Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> <li>• religion</li> <li>• conflict</li> <li>• important people</li> <li>• settlement</li> <li>• democracy</li> <li>• lifestyle</li> </ul> <p>And then comparing these against the achievements of the Ancient Greeks and Egyptian's.</p>
Y4	<p><b>Religion</b>  Gods v Christianity  Gods v emerging Christianity- monks  Valhalla  law and order, Thanes/churls/thralls  Christianity- Norman churches</p> <p><b>Conflict</b>  Boudicca, Hadrian's Wall  Legacy- inventions-bath house's heating etc  raid on Lindisfarne  Battle of Hastings- was William lucky?</p> <p><b>Important people</b>  Boudicca- background to powerful Roman Emperors, plus Julius Caesar who led invasion of Britain  Difference between invaders and settlers  Beowulf, King Alfred, Guthrum  Harold, William the Conqueror</p> <p><b>Settlements</b>  Heritage- name places/language  Heritage- name places/language, villages  Heritage- name places/language, castles</p> <p><b>Democracy</b>  Oligarchy (powerful families) Romans were ruled by an Emperor  Monarchy</p> <p><b>Lifestyle</b>  notions of community/hierarchy/every day life/entertainment  farming/clothing/crafts</p>	<p><b>Chronology</b>  Placing Stone, Bronze and Iron Ages into wider contexts  Placing Ancient Romans and Roman Britain into the wider context of historical chronology  Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology  Placing the Normans into the wider context of historical chronology</p> <p><b>Sources</b>  Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified  Identify why Boudicca is such a significant individual for both British and Roman British history  Identify why interpretation of these sources is critical to our understanding of the past  Identify the importance of the discovery at Sutton Hoo and its impact on how we understand the Anglo-Saxons.  Discuss the importance of the Bayeux tapestry – civil and military architecture such as castle mounds, armour consisting of a nasal helmet, hauberk and oblong shield and seafaring in the Viking tradition.</p> <p><b>Similarities and Differences</b>  How did Britain change after the invasion of the Romans, Anglo-Saxons and Vikings – What impact did they have on Britain today i.e. Welsh/Cornish language.  Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</p> <p><b>Significance and Interpretation</b>  Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio  Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence</p> <p><b>Enquiry</b>  How much did the Romans really impact Britain?  Independent enquiry using a range of primary and secondary sources  Make independent decisions and using evidence to justify</p> <p><b>Cause and consequence</b>  Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today  Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.</p>

		<p>Identifying that one event can have multiple effects - invasions of Britain by AS and V</p> <p>Identifying the cause and effects of the Norman invasion on Britain - language, politics, land ownership</p> <p>Continuity and change</p> <p>Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• religion</li> <li>• conflict</li> <li>• important people</li> <li>• settlement</li> <li>• democracy</li> <li>• lifestyle</li> </ul> <p>Identifying the similarities and differences between the Anglo-Saxons and Roman Britain through:</p> <ul style="list-style-type: none"> <li>• religion</li> <li>• conflict</li> <li>• important people</li> <li>• settlement</li> <li>• democracy</li> <li>• lifestyle</li> </ul> <p>Identifying the similarities and differences between the Anglo-Saxons and Normans through:</p> <ul style="list-style-type: none"> <li>• religion</li> <li>• conflict</li> <li>• important people</li> <li>• settlement</li> <li>• democracy</li> <li>• lifestyle</li> </ul>
Y5	<p><b>Religion</b> Roman Catholic church, protestants Islam</p> <p><b>Conflict</b> Spanish Armada, Mary Queen of Scots, Henry 6 wives The battle of Baghdad Divide between classes</p> <p><b>Important people</b> Henry VII - 1485-1509 Henry VIII - 1509-1547 Edward VI - 1547-1553 Jane Grey - July 1553 Mary I - 1553-1558 Elizabeth I - 1558-1603 Adelard of Bath-English monk, Ibn Battuta, Al-Zahrawi Samuel Greg</p> <p><b>Settlements</b> Life in Tudor Towns, Tudor explorers Islam spreads to Persia, Palestine, Syria, Lebanon, Iraq and Egypt Changing areas-towns, villages-comparison of pre IR and after.</p>	<p><b>Chronology</b> Placing Stone, Bronze and Iron Ages into wider contexts Placing Ancient Romans and Roman Britain into wider context Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology Placing the Ancient Greeks into the wider context of historical chronology Deeper understanding of concurrent civilisations around the world and their impact on later civilisations - Ancient Islam Tudors Local Study - Canals/Industrial revolution</p> <p><b>Sources</b> Identify why viewpoints differ and why bias might skew these viewpoints Identify why the amount of written primary sources varies depending on individual time periods Discuss different sources of evidence to discover more information on Henry VIII Use a variety of sources to create an argument for and against the reformation Look at a variety of sources to discuss the silk road.</p> <p><b>Similarities and Differences</b> What changes did Henry VII make to Britain - How was life different after that? Comparison of Ancient Islam to now. How did the industrial revolution change our locality?</p> <p><b>Significance and Interpretation</b> Identify why interpretations can change in light of new evidence - discuss the deformation of the churches. Discussions around misinterpretation of Muslim religion Questioning the validity of sources and contradictions - Why would Samuel Gregg think it was fine to employ children in his factories.</p>

	<p><b>Democracy</b>  destroying power of church  The principles of democracy, freedom, equality, tolerance and social justice  womens suffrage groups, trade unions</p> <p><b>Lifestyle</b>  Tudor punishment  Architecture of Baghdad-round, school and education  Terrible working conditions, low wages</p>	<p><b>Enquiry</b>  Independent selection of sources to provide evidence  Making independent decisions using a range of evidence to justify  Was Henry justified in his choice of wives?  What was the major achievement of ancient Islam?  What was the effect of the industrial revolution in our locality?</p> <p><b>Cause and consequence</b>  Identifying the causes and effects of the Tudor Monarchy on Britain - changes in housing, religion, language, politics etc.  non-European society that provides contrasts with British history - Ancient Islam  Identifying how the industrial revolution has affected our locality.  Identifying the continuity and change throughout Tudor Britain from Norman Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• religion</li> <li>• conflict</li> <li>• important people</li> <li>• settlement</li> <li>• democracy</li> <li>• lifestyle</li> </ul> <p>Identifying the continuities and changes of Ancient Islam achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> <li>• religion</li> <li>• conflict</li> <li>• important people</li> <li>• settlement</li> <li>• democracy</li> <li>• lifestyle</li> </ul> <p>Identifying the continuity and change Through the Industrial revolution to the modern day through comparison of:</p> <ul style="list-style-type: none"> <li>• religion</li> <li>• conflict</li> <li>• important people</li> <li>• settlement</li> <li>• democracy</li> <li>• lifestyle</li> </ul>
Y6	<p><b>Religion</b>  Quakers  Christianity, Judaism</p> <p><b>Conflict</b>  The British Empire  Gunpowder Plot, political parties  Waterloo, WW1, WW2 + Maps</p> <p><b>Important people</b>  Queen Victoria, Isambard Kingdom Brunel, Alexander Graham Bell, Elizabeth Garrett Anderson, Charles Dickens, Charles Darwin, Mary Seacole, Joseph Lister  Napoleon, Duke of Wellington, Franz Ferdinand, Gavrilo Princip, Kaiser Wilhelm, Lord Kitchener, Walter Tull, David Lloyd George, Wilfred Owen, Vera Brittain, Winston Churchill, Adolf Hitler, Anne Frank, Alan Turing  Guy Fawkes, Robin Hood, Elizabeth Fry, Dick Turpin, Sir Robert Peel</p> <p><b>Settlements</b>  The British Empire  Influence of different invasions (Romans, Vikings, Normans, resettlement as punishment)</p>	<p><b>Chronology</b>  Placing Stone, Bronze and Iron Ages into wider contexts  Placing early civilisations into context - in-depth Egyptians  Placing Ancient Romans and Roman Britain into wider context  Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology  Placing the Ancient Greeks into the wider context of historical chronology  Placing Ancient Islam into chronological context of historical chronology  Placing Victorian Britain into chronological context  Placing WW1/WW2 into chronological context</p> <p><b>Sources</b>  Conducting an enquiry about the greatest impact of the Victorians on today - using sources as evidence in a debate  Identify the effectiveness of sources as evidence  Use sources of evidence as the basis for an opinion  Begin to make references to evidence as justification  Similarities and Differences  Comparison of life pre-Victoria and post.</p>

<p><b>Democracy</b>  Emmeline Pankhurst and suffrage  Power struggle during WW2</p> <p><b>Lifestyle</b>  Industrial Revolution, Railways, Workhouses,  The home front and the role of women, rationing,  Link between lifestyle changes and crimes i.e. smugglers, highwaymen, poachers etc.</p>	<p>Rich and poor  Change in roll of women during WW1/WW2  Europe  Changes throughout time - Consideration of different crime and punishments and what was considered acceptable,  <b>Significance and Interpretation</b>  Identifying the significance of Victorian achievements and their impact on today  Understanding why others might choose alternative achievements  Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now - who felt more of their impact, us or them?  Interpret the achievements of Alan Turing and his impact on life today.  Interpret the impact of Guy Fawkes and what would have happened if he succeeded.  <b>Enquiry</b>  Independently identifying important achievements from the Victorians -  Critical thinking, reasoning, research and debate  Independent selection of sources, arguments and evidence to justify opinion  Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate  <b>Cause and consequence</b>  Identifying why Victorian inventors created so many inventions that are still around today  Identifying the effect of Victorian inventions on today's world as either positive or negative  Identifying the cause and effect of WW1 on Britain  Identifying the cause and effect of different punishment.  <b>Continuity and change</b>  Identifying the continuity and change from Victorian Britain, WW1 to the modern day through comparison of:</p> <ul style="list-style-type: none"> <li>• religion</li> <li>• conflict</li> <li>• important people</li> <li>• settlement</li> <li>• democracy</li> <li>• lifestyle</li> </ul> <p>Identifying the continuity and change in crime and punishment to the modern day through comparison of:</p> <ul style="list-style-type: none"> <li>• religion</li> <li>• conflict</li> <li>• important people</li> <li>• settlement</li> <li>• democracy</li> <li>• lifestyle</li> </ul>
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