

WHOLE SCHOOL END POINTS
 HISTORY



		Autumn	Spring	Summer
Cycle A	EY	Celebrations (Personal History)	Dinosaurs	Growing up
	Y1/2	Fire of London	School Days	Homes Near and Far
	Y3/4	Railway Revolution	Stone Age to Iron Age	Ancient Egyptians
	Y5/6	Arctic Journeys	Teesside at War	
Cycle B	EY	My Family (Personal History)	Castles	Pirates
	Y1/2	Remembrance	Florence Nightingale	Seas and Coasts
	Y3/4	Invaders and Settlers: Romans		Invaders and Settlers: Saxons and Vikings
	Y5/6	Ancient Greeks	Changes in Britain since 1948	Mayans

		Cycle A		
		Autumn	Spring	Summer
Early Years		Celebrations (Personal History)	Dinosaurs	Growing up
		<ul style="list-style-type: none"> Talks about past and present events in their own life and in the lives of family members 	<ul style="list-style-type: none"> Is increasingly able to order and sequence events using everyday language related to time 	<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling
Year 1/2		Fire of London	School Days	Homes Near and Far
		<ul style="list-style-type: none"> Know where and when the fire started Sequence key events of the fire Provide reasons for why the fire spread Know who Samuel Pepys is and why he is significant 	<ul style="list-style-type: none"> Use common words and phrases relating to the passing of time Describe the everyday lives of people in a period within or beyond living memory 	<ul style="list-style-type: none"> Describe similarities/differences between homes today Describe how homes have changed over time Describe features of homes in the Victorian era Know what artefacts can tell us about the past
Year 3/4		Railway Revolution	Stone Age to Iron Age	Ancient Egyptians
		<ul style="list-style-type: none"> Sequence events in a simple narrative using some vocab that marks the passing of time. Give examples of similarity / difference between Billingham now and in 1940s Give examples of what a historical source can tell us about life in the past Begin to explain the impact of industry on Billingham 	<ul style="list-style-type: none"> Sequence periods of pre-history on a timeline Give examples of how we find out about pre-historic periods Compare and contrast life across the 3 periods of pre-history Describe reasons for the importance of the Skara Brae site 	<ul style="list-style-type: none"> Describe key features of Ancient Egyptian civilization Describe how society in Ancient Egypt was organised Give examples of how we find out about Ancient Egypt Describe the impact of landscape / The Nile on people's lives
Year 5/6		Arctic Journeys	Teesside at War	
		<ul style="list-style-type: none"> Identify historically significant people and events from a period of history and give some detail about what they did or what happened. Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. Explain how people and events in the past have influenced life today; 	<ul style="list-style-type: none"> Explain how everyday life changed or continued during different periods. Sequence and make connections between periods of world history on a timeline. 	

		Cycle B		
		Autumn	Spring	Summer
Early Years		My Family (Personal History)	Castles	Pirates
		<ul style="list-style-type: none"> Talks about past and present events in their own life and in the lives of family members 	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling
Year 1/2		Remembrance	Florence Nightingale	Seas and Coasts
		<ul style="list-style-type: none"> To know where World War 1 is placed on our timeline To know who Walter Tull was and why we remember him To give examples of how our local community remember 	<ul style="list-style-type: none"> Know who Florence Nightingale was and why she is significant Give examples of how Florence improved conditions in Scutari Compare the life and achievements of Florence and other famous nurses 	<ul style="list-style-type: none"> Give examples of how seaside holidays have changed over time Describe what photographs can tell us about seaside holidays in the past Know who James Cook was and why we remember him
Year 3/4		Invaders and Settlers: Romans		Invaders and Settlers: Saxons and Vikings
		<ul style="list-style-type: none"> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart Explain how people and events in the past have influenced life today Explain how people and events in the past have influenced life today 		<ul style="list-style-type: none"> Find and analyse a wide range of evidence about the past; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Identify and note connections, contrasts and trends over time in the everyday lives of people;
Year 5/6		Ancient Greeks	Changes in Britain since 1948	Mayans
		<ul style="list-style-type: none"> "Give some of the advantages and Disadvantages of democracies and monarchies? " "Give some similarities and Differences between the two city-states of Athens and Sparta?" Use given sources to gather or find specific information N name some ancient Greek ideas or developments that still influence us today 	<ul style="list-style-type: none"> Identify some of the main changes in Britain since 1948 Identify key characteristics of different decades. Identify sim/dif between types of sources available in different periods in the past. 	<ul style="list-style-type: none"> Provide valid reasons for the growth of the Maya civilization Raise valid historical questions and make inferences beyond the literal. Explain the hierarchical structure of Mayan civilization Make deductions about the purpose of an object from its physical clues.