



Skills End Points for History

YEAR ONE

Chronological understanding

Knowledge

Historical enquiry

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| <ul style="list-style-type: none"> - Use words and phrases like: old, new and long time ago. - Discuss things that happened when they were little. - Recognise that some stories that they have read or heard happened a long time ago. - Know that some objects belonged to the past and begin to try and put them in chronological order. - Explain how they've changed since they were born. | <ul style="list-style-type: none"> - Appreciate that some famous people have helped our lives be better today. - Recognise that we celebrate certain events because of what happened a long time ago (Bonfire night, Christmas, Easter). - Begin to identify the main differences between old and new objects. - Identify that objects are from the past (e.g. an old telephone or tape/record). | <ul style="list-style-type: none"> - Answer questions about old and new objects. - Spot old and new things. - Answer questions using pictures/photographs. - Try and give a plausible explanation about what an object was used for in the past. |
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Further Learning

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| <ul style="list-style-type: none"> - Put up to five objects/events in chronological order. - Use phrases like: very old and when mummy and daddy were little. - Use the words before and after correctly. - Explain why they think a story was set in the past. | <ul style="list-style-type: none"> - Explain why different objects were different in the past (irons, tvs etc.) - Tell us about an important historical event that happened in the past. - Explain differences between past and present life and how the lives of children have changed. | <ul style="list-style-type: none"> - Answer questions using a range of artefacts/photographs provided. - Find out about a famous person from the past. |
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Skills End Points for History

YEAR TWO

Chronological understanding	Knowledge	Historical enquiry
<ul style="list-style-type: none"> - Use phrases such as, 'Before I was born / When I was younger.' - Use words such as 'before', 'after', 'past', 'present', 'then' and 'now' in their learning. - Use the words past and present correctly. - Sequence events in chronological order and give reasons for their order. 	<ul style="list-style-type: none"> - Recount the life of someone famous from Britain who lived in the past understanding what that person did (e.g. Florence Nightingale). - Recount some interesting facts from a historical event (e.g. Great Fire of London). - Identify how the world is different now to when their grandparents were around. - Begin to understand British history and some famous people and events from its history. 	<ul style="list-style-type: none"> - Find out something from the past through talking to somebody older than them. - They can answer questions about a topic they have been taught about/read about. - Research the life of someone famous through reading about them. - Research a famous British event through reading about it.

Further Learning

<ul style="list-style-type: none"> - Sequence objects in order and give reasons for their order (e.g. different technology). - Sequence events about their own life. - Try to work out how long ago an event happened. 	<ul style="list-style-type: none"> - Give examples of things that are different in their life from a long time ago. - Explain why someone in the past acted the way they did. - Explain how their local area was different in the past. - Explain what parliament is and begin to understand democracy. 	<ul style="list-style-type: none"> - Explain at least two ways they can find out about the past (e.g. books, internet). - Begin to explain why different people might have a different view of an incident. - Research a famous event that has happened elsewhere in the world.
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Skills End Points for History

YEAR THREE

Chronological understanding	Knowledge	Historical enquiry
<ul style="list-style-type: none"> - Children will describe key events and periods using the words: BC, AD and decade, ancient and century. - Describe events from the past using dates. - Use a timeline within a specific period to set out the order of how things happened. - Begin to use mathematical knowledge to work out how long ago event have happened. 	<ul style="list-style-type: none"> - Appreciate the differences in communication, diet and clothing compared with today. - Picture what life was like for early settlers in Britain. - Recognise that Britain has had lots of different groups of people living in is in the past, including invaders. - Explain why certain events happened the way they did in history. - Suggest why and how certain people acted in history. 	<ul style="list-style-type: none"> - Recognise how people have acquired the information on the topics they are studying (archeologists / primary sources). - Use various sources when researching historical topic. - Begin to research a specific event from the past. - Begin to write using historical information. - Identify similarities between periods in history.

Further Learning

<ul style="list-style-type: none"> - Begin to recognize the different time periods that exist between different groups that invaded Britain 	<ul style="list-style-type: none"> - Appreciate why Britain would have been an important country to have invaded and conquered. - Understand the impact of wars on the people involved. - Explain that wars start for specific reasons. - Empathise with invaders and what they would have experienced during an invasion e.g. homesickness. 	<ul style="list-style-type: none"> - Begin to use search engines and information on the internet to find information.
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Skills End Points for History

YEAR FOUR

Chronological understanding	Knowledge	Historical enquiry
<ul style="list-style-type: none"> - Plot basic chronology on a timeline using dates and images. - Use dates and historical knowledge in their work. - Confidently use a timeline within a specific period to set out the order of how things happened. - Use mathematical skills to work out how long it was between periods and how long ago something occurred. 	<ul style="list-style-type: none"> - Explain how event in the past have helped shape our lives. - Appreciate wars have happened from a very long time ago and the different reasons for these wars (e.g. invasion, conquering, resources, religion) - Understand the different between wealthy and poor people in the periods learnt. - Appreciate how items found in the past help is to build an accurate picture of our understanding. 	<ul style="list-style-type: none"> - Research what it as like for different people in the period studied e.g. what was it like for children? - Give more than one reason to support a historical argument. - Communicate knowledge and understanding orally and in writing.

Further Learning

<ul style="list-style-type: none"> - Begin to buildup a picture of main events that happened in Britain/the world in different centuries. 	<ul style="list-style-type: none"> - Understand people's way of life in the past was dictated by their work. - Understand what people ate was different because of the availability of food. - Understand in greater detail that wealthier people would have had a very different way of living, impacting on their health and education 	<ul style="list-style-type: none"> - Independently, or as part of a group, present an aspect of history they have researched.
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Skills End Points for History

YEAR FIVE

Chronological understanding	Knowledge	Historical enquiry
<ul style="list-style-type: none"> - Use dates and historical knowledge in their work. - Have an understanding of a basic timeline of Britain from the Stone Age to the Modern Age. - Use mathematical skills to work exact time scales and differences between dates. - Begin to put key historical figures and events into their historical periods (e.g. when Winston Churchill was alive) 	<ul style="list-style-type: none"> - Describe historical events from different periods they are/have studied. - Make comparisons between historical periods; explaining how things have changed/stayed the same. - Make comparisons between different countries in historical periods e.g. how Tudor life differed to Aztec. - Appreciate that significant historical events have helped shape the world/country we know today. - Develop an understanding of how crime/punishment has developed over the years/differs in different civilizations. 	<ul style="list-style-type: none"> - Research basic aspects of society in different civilisations e.g. if they had schools/sports etc. - Present information researched individually or as part of a group. - Appreciate how different sources and artefacts have helped us understand more about British lives in the present and past.

Further Learning

<ul style="list-style-type: none"> - Begin to appreciate that some civilizations were advanced for their time. - Narrate the timeline of the topic being studied. 	<ul style="list-style-type: none"> - Understand people's way of life in the past was dictated by their work. - Understand in greater detail the difference in jobs/lives of those living in the past. - Appreciate how plagues and other major events have changed medicine and compare how medicine has changed. 	<ul style="list-style-type: none"> - Look at an individual's life from the past and research/learn the influence he/she has had (Hernan Cortes, Alfred the Great etc.).
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Skills End Points for History

YEAR SIX

Chronological understanding

- Say where a period of history fits on a timeline (particularly timeline of British history).
- Have a good, indepth understanding of the chronology of Britain between the Stone Age and 1066 (and beyond if appropriate).
- Understand how the period being studied began and how and why it ended (e.g. Anglo-Saxon starts and end).
- Use mathematical understanding to work out the time between two different periods including when using BC.

Knowledge

- Summarise main events from a specific period and explain their order.
- Begin to understand that Britain has had an influence on other countries.
- Begin to understand the things Britain has taken from other countries.
- Recognise and describe different and similarities/changes in continuity between different periods of history.

Historical enquiry

- Research basic aspects of society in different civilisations e.g. if they had schools/sports etc.
- Present information researched individually or as part of a group.
- Appreciate how different sources and artefacts have helped us understand more about British lives in the present and past.

Further Learning

- Begin to appreciate that some ancient civilizations were advanced for their time.
- Narrate the timeline of the topic being studied.
- Explain how and why Britain is a diverse country that has gone through many periods of change.
- Make links between incidents and how/why they have impacted one another (e.g. Black Death leading to Peasants' Revolt).
- Begin to understand why there may be different interpretations of events.
- Begin to rank which events in history have had bigger impact on future changes.
- Pose and answer their own historical questions.



Queen Victoria – Significant Figure

Be able to name some places around the world named after Victoria – Victoria Falls / Victoria Square (Athens)

Know that Victoria was succeeded by Edward VII.

Know that Queen Victoria became queen at only 18 years old.

- Know that Queen Victoria was queen for a long period and this period was called the 'Victorian Period'.

Know more than 5 members of the commonwealth under Victoria.

- Know that there are lots of places in Britain named after Victoria.

Know that Queen Victoria became the Empress of India.

Know that Victoria's first language was German.

Know that Queen Victoria ruled for over 60 years.

- Know Queen Victoria's husband was Albert from Germany.

Know that Queen Victoria reigned from 1837 to 1901.

- Know that Queen Victoria had lots of homes including Buckingham Palace.

Know that Victoria had many hobbies such as singing and painting.

Know that Victoria had to learn Hindustani as she became the Empress of India.

Know that Victoria had 9 children.

Know that Victoria and Albert made Christmas Trees popular in Britain.

Know that Victoria only wore black from 1861 and explain why.

- Understand that Britain looked after lots of the world under Queen Victoria.

Core End Points

All children

Additional End Points

Most children

Further End Points

Some children



Gunpowder Plot & Bonfire Night:

Know a letter was sent to Lord Monteaagle and this is how the plot was stopped.

Know the plotters started to dig a tunnel to access beneath parliament.

Know that Guy Fawkes was executed after being discovered.

- Know that in 1605, **James I** was the King of England.
- Know that **Guy Fawkes** tried to blow up parliament.
- Know that **gunpowder** was what they had tried to use to blow up parliament.
- Know that Guy Fawkes was found with all the barrels and so the plot was stopped.
- Know that this event is known as 'the gunpowder plot'.
- Now that **bonfire night** is a way of us now remembering this event.
- Know that bonfire night takes place each year on **November 5th**.

Know that 36 barrels were hidden under parliament.

Know what the word 'conspirator' means.

Know that Catholics follow the Pope's teachings.

Know others involved in the plot such as Thomas Percy.

Know that Guy Fawkes was a Catholic and didn't think Catholics were treated very well by the king.

Know that King James was a protestant.

Know that Guy Fawkes was born in York in 1570.

Know that it was King James that ordered everyone to celebrate with bonfires on the 5th November every year.

Core End Points

All children

Additional End Points

Most children

Further End Points

Some children



Great Fire of London:

Know the Great Fire of London started on 2nd September in a bakery on Pudding Lane in London

Know that Samuel Pepys wrote a diary that is good evidence to tell us what happened.

Know that Samuel Pepys' diary is a primary source.

Know that streets were rebuilt wider to stop future fires spreading.

Understand that the mayor didn't do enough to try and stop the fire.

Know that Thomas Farriner was the baker whose bakery started the fire.

Name a famous building destroyed by the fire e.g. St Paul's Cathedral

Know that 6 people died as a result of the fire.

Know that 13,200 homes were destroyed due to the fire.

- The Great Fire of London started in 1666 in a bakery on Pudding Lane in London.
- Know that the houses were close together and streets were narrow.
- Know that the houses were built of wood and straw.
- Know the wind blew the fire from house to house.
- Understand the basics of why the fire spread so quickly (see above).
- Know that Charles II was the king of England at the time.
- Know the fire stopped due to houses being torn down and the wind stopping.
- Know that the new homes were built of bricks so it couldn't happen again.

Know the fire spread quickly because it hadn't rained for a long time.

Know that a fire service was created due to the fire.

Know the difference between houses in 1666 and houses now.

Know that, at first, only people who paid for the services would have had the fire service put out their fire.

Know the fire burned for 4 days.

Know that houses were built with wood and straw in 1666 because it was cheap and quick.

Core End Points

All children

Additional End Points

Most children

Further End Points

Some children



Ancient Rome End Points:

Be able to explain Roman life.

Know what the Romans did as entertainment e.g. gladiatorial battle

Know three British places that were founded by the Romans e.g. Chester

Know the basic of what a Celtic village was like.

Understand who the Celts were and the features of a Celtic person e.g. clothes they wore, painted faces

Know why Romans came to Britain.

Know how a gladiators life would differ from a regular Roman's life.

Know Roman Numerals up to 100.

Begin to understand why the Iceni tribe are important to the history of Britain.

Be able to write the first ten Roman Numerals.

Know the names of the different members of the Roman army.

Know five Latin words.

Have a basic understanding of how Rome's armies worked and the vocab associated with them e.g. legions, centurions.

Know the basic reason why the Romans left Britain

Know what language the Romans used.

Have good knowledge on why Romans left Britain and the issues they were facing elsewhere.

- Understand how and when the Roman Empire started.
- Understand how and when the Romans came to Britain.
- Know who Boudica was and what she did.
 - Know some of the achievements that the Romans brought to Britain e.g. roads, aquaducts, towns etc.
- Know key Roman figures from the period e.g. Julius Cesar, Emperor Augustus.
- Know some of the buildings Romans built e.g. amphitheatre, baths

Core End Points

All children

Additional End Points

Most children

Further End Points

Some children



Ancient Greece End Points:

Know many of the principal islands of Ancient Greece and the seas surrounding Greece

Know that three runners were sent from the city of Elis to visit all the cities in Greece. They announced the beginning of the Olympic Truce when all wars would end to allow the games to take place.

Know that the Sanctuary of Zeus in Olympia had a 13-metre-high gold statue Zeus which was one of the ancient Seven Wonders of the World

Know some of the islands of Ancient Greece

Know that Knossos is the capital of Crete and place of the Minotaur's labyrinth.

Know some of the main Greek Gods, such as Poseidon and Athena, and what they were Gods of.

Know that Athens was run by the Ekklesia which met once a year.

Know that the Olympics included chariot racing, javelin and wrestling.

Know the story of Troy and the Trojan Horse

- Know where Greece is located.
- Know that the Olympic games were held every four years.
- Be able to share the story of a Greek legend.
- Know Ancient Greek's had their own alphabet.
- Know the Greeks worshipped a family of Gods that lived on Mount Olympus.
 - Know that the first democracy in the world was Athens.
- Name two types of Greek buildings such as theatres, temples.
- Know that Zeus was the king of the Gods.

Know that only males that had been in the army could vote.

Know the main city states of Athens and Sparta.

Know famous Greek sites such as the Parthenon, Acropolis, Mount Olympus.

Know what fables are and be able to share an example of Aesop's fables.

Understand that Greek states were ruled by democracy and have a basic grasp of what this means (representation of population).

Know that the word democracy comes from 'demos' (people) and 'kratos' (rule)

Know that Hippocrates is the founder of modern medicine.

Have a good knowledge of different, more obscure, Greek Gods e.g. Dionysus, Demeter.

Have a good knowledge of the a range of events that were held in the Olympics.

Identify 5 Greek alphabet letters

Core End Points

All children

Additional End Points

Most children

Further End Points

Some children



Ancient Egypt End Points:

Know examples of temples built for the Gods e.g. Temple of Karnak.

Know some basic hieroglyphs and their meaning.

Know where the story of Moses's freeing of the slaves can be found in the Bible.

Know the importance of Thebes and Luxor in Lower and Higher Egypt.

Name some important Egyptian Pharaohs

Know the pyramids were one of the seven wonders of the world

Know that the Nile floods were crucial in bringing food to Ancient Egypt

Know the pyramids were tombs for pharaohs and that 130 pyramids have so far been discovered.

Know about the Great Sphinx at Giza.

Know the basics of the story of Tutankhamun's tomb.

Know the whole story of Moses (from being a baby in the bulrush).

Know that Cairo is and was the capital of Egypt.

- Know where Egypt is located, its continent and where the Nile is.
- Know that the Nile was key to Egyptian life and that all major cities were founded along the river.
- Know that Ancient Egypt was ruled by a Pharaoh.
- Know that Ancient Egyptian worshipped many Gods.
- Know the Ancient Egyptians could write
- Know what hieroglyphics are and begin to use them.
- Know why the pyramids were built.
- Know Egyptians believed in an afterlife and the basics of mummification

Know the climate of Egypt and use this to explain the importance of the Nile.

Know of the importance of the Rosetta Stone.

Know Egyptians wrote hieroglyphs on papyrus

Have in indepth understanding of mummification e.g. canopic jars, sarcophagus etc.

Know the Ancient Egyptians built great temples for their Gods

Know that the Nile was important in bringing trade to and from Egypt

Know the pyramid of Khufu is the largest pyramid (along with the pyramid of Khafre).

Know why Tutankhamun's tomb was important (in all the evidence and artifacts it provided).

Know the name of the sun God Ra.

Core End Points

All children

Additional End Points

Most children

Further End Points

Some children



Stone Age to Bronze Age End Points:

Know that people were able to use a grindstone to make flour which was used to make bread.

Know a wide range of jobs that people had in the Bronze Age including bee keeper and weaver.

Know how the Bronze Age came to an end.

Know that Bronze Age communities led to people having jobs such as shepherd, spinner and blacksmith.

Know that they were able to make bread.

Know that they could mine other metals including gold and silver which they used to make jewellery.

Know that they were able to mine tin and copper and use this to create Bronze starting the Bronze Age.

Know the basics of Neolithic communal life e.g. building fences, fires to keep warm

Know that they made basic clay pots for cooking and storing food.

Know that during this period Stone Henge was built.

Know that Neolithic people lived in tribes and some built forts.

Know that the wheel was invented during the Bronze Age.

- Know that Stone Age Britain began around 11,000 years ago when the ice sheets melted.
- Know that the ancient Britons were hunter gatherers.
- Know around 4000 years ago the New Stone Age began and humans began to use basic tools.
- Know that humans at this point began to farm, keeping animals and growing crops.
 - Know that 2000 years ago humans worked out the process of how to make Bronze.
 - Know that the creation of bronze allowed humans to make tools, weapons and jewellery.
- Know that Bronze Age people lived in tribes with roles in their community.

Know that wildlife in Britain during this period was very different and included mammoths, rhinos and hippos.

Know that ancient Britons lived in caves and decorated them using cave paintings.

Have a basic understanding of how ancient Britons made tools e.g. using flints and sticks.

Know that ancient Britons wore clothes made of animal fur and skins.

Know the term Neolithic.

Understand that many of the animals and plants that no longer exist can be found as fossils today.

Know of examples where cave paintings have been discovered e.g. Lascaux in France.

Know that Stone Age people had basic canoes that they used to fish from.

Know that they began to develop religious beliefs and the significance of this in the building of Stone Henge.

Core End Points

All children

Additional End Points

Most children

Further End Points

Some children



Bronze Age to Iron Age End Points:

- Know that the Bronze Age began in 2000BC.
- Know that in the Bronze Age people called the 'Beaker' people settled in Britain.
- Know that Bronze Age people kept sheep to make wool.
- Know that the Iron Age followed the Bronze Age and began about 1000 years ago when people learnt how to make iron.
- Know some of the ways people used iron to help them including making better ploughs and weaponry.

Know that the Beaker people brought new metal working skills with them.

Know that people made cotton through a process called 'weaving'

Know that steel is made through smelting iron.

Understand that many of the animals and plants that no longer exist can be found as fossils today.

Core End Points

All children

Additional End Points

Most children

Further End Points

Some children



Anglo-Saxons and Vikings End Points:

Know how Alfred the Great eventually managed to defeat the Vikings (foundation of a navy, standing army etc.)

Know the different tribes that were in charge of the seven kingdoms.

Begin to learn the names and roles of Anglo-Saxon/Viking Gods e.g. Thor, Odin, Freya.

Understand that Britain was split into seven kingdoms under the Anglo-Saxons and begin to learn their names.

Learn of the downfall of Edward the Confessor in 1066.

Understand the symbolism behind different Viking objects e.g. shields, boats etc.

- Understand that Anglo-Saxons came to Britain after Romans.
- Understand that there were different tribes within the Anglo-Saxon influx.
- Begin to understand the different Gods of the Anglo-Saxon/Viking religion.
- Know the kind of jobs and roles everyday Anglo-Saxons had in their society.
- Understand why the Anglo-Saxons came to Britain.
- Understand why the Vikings came to Britain.
- Understand that Anglo-Saxons were from the same part of the world.
- Understand the importance of fighting and Gods in Vikings society.
- Understand that Britain was split into different kingdom at this point.
- Understand that longboats and longhouses were important to Vikings and Anglo-Saxons.

Know that Alfred the Great helped fight the Vikings after initially losing to them.

Have a good understanding of the chronology of Alfred the Great's life.

Understand and explain why longhouses played an important role in Anglo-Saxon and Viking life.

Begin to see how the English language was influenced by Anglo-Saxons e.g. days of the week.

Begin to write using runes to send messages to one another.

Know that Athelstan was the first King of England.

Understand the links between writing and magic made by the Anglo-Saxons (e.g. Spells/spelling)

Research and understand Viking Art such as Urnes Style.

Know the story of Lindisfarne and its impact at the time.

Know the non-Roman tribes that were here before the Anglo-Saxons (Bretons, Scots, Picts)

Know why the Romans left Britain

Core End Points

All children

Additional End Points

Most children

Further End Points

Some children



Aztecs and Mayans End Points:

Be able to do sums involving the Aztec and Maya way of counting.

Know that Tenochtitlan is where Mexico City is built.

Understand, in depth, how the Spanish came to America and how they ended the Aztec civilization through war and disease.

Know the differences in how the Spanish and Aztecs fought.

Be able to compare Britain during the Aztec period (Tudor period) and the Aztecs.

Know how the Aztecs and Maya used to count and do Maths.

Discuss chocolate and how it differs from chocolate we know today.

Know Hernan Cortes and his story when meeting the Aztecs.

Understand that the Aztecs fought the Spanish but were killed mainly by disease

Know that the Aztecs worshipped different Gods and they represented different areas of their lives.

- Know that the capital of the Aztec civilization was called 'Tenochtitlan'
- Know some of the buildings that could be found in Tenochtitlan e.g. barbers, cafes, schools.
- Know that Aztecs and the Maya worshipped many different Gods.
- Know that the Aztecs were warriors that enjoyed fighting.
- Know that Aztecs sacrificed things to their Gods, including humans.
- Know the country the Aztecs lived in is now Mexico.
 - Know that the Aztecs spoke Nahuatl
- Know that chocolate was important to the Aztecs
- Know that the Aztecs had slaves
- Know that Aztec and Maya children went to school
- Know that Aztec and Maya people played sports.
- Know that the Spanish brought an end to the Aztec civilization

Know a very basic outline of the creation story for Aztecs (the Five Worlds)

Know that the Maya built cities inspired by the stars.

Know the basic rules of the sports Aztec and Maya used to play.

Know what an Aztec and Maya codex is.

Know some of the features of individual Aztec Gods e.g. Tlaloc has protruding teeth, Huizilopochtli has a flame sword.

Know the names of some different Gods of the Aztec civilization and what they represented

Know the Aztec creation story well and explain each world that was created before our own.

Know the term Mesoamerica.

Core End Points

All children

Additional End Points

Most children

Further End Points

Some children



Black Death and Peasants' Revolt End Points:

Know all the main players in the Peasants' Revolt story including Watt Tyler, Simon of Sudbury, John of Gaunt etc.

Know the exact order that Black Death symptoms occurred.

Know some of the different ways people of the time tried to treat the Black Death.

Explain several different ways that people tried to treat the Black Death linking them to their supposed causes e.g. sweet smelling herds to block out bad smells which passed the plague.

Know what people think caused the Black Death (e.g. planets aligning, bad smells)

- Know where the Black Death came from.
- Know how the Black Death was passed from person to person.
- Know basic dates of the Black Death including that it arrived in Britain in 1347.
- Know some of the symptoms of the Black Death (not necessarily in order).
- Have a basic understanding of what happened to society after the Black Death.
- Learn basic vocab about the Black Death e.g. spasm, pus.
- Know that the Black Death was a reason the Peasants' Revolt occurred.
- Know the Peasants' Revolt occurred in 1381.
- Know the king was not doing anything to make people's lives easier in 1381.
- Know that peasants were paid very little and being taxed a lot.

Know the basic route the Black Death took to get to Britain (e.g. it originated in Kazakhstan/China).

Know the exact route the Black Death took to get to Britain referring to the The Silk Road

Know all of the ways the king could have alleviated the peasants' troubles and begin to think about why he didn't.

Know what people think caused the Black Death (e.g. planets aligning, bad smells)

Know that the Black Death killed around half of Europe.

Know the exact timeline along with the route of the Black Death's journey to Britain

Know the roles people like Watt Tyler, Simon of Sudbury, John of Gaunt had in the peasants' revolt story.

Know all the reasons the Peasants' were upset in 1381 e.g. Poll tax, war with French etc.

Know many of the ways the King could have alleviated the peasants' troubles.

Know who Watt Tyler and Richard II were and what role they played in the peasants' revolt.

Know that the peasants' revolt began in Essex/East Anglia

Know the journey the peasants' took from East Anglia to London and know importance of places like Maidstone.

Core End Points

All children

Additional End Points

Most children

Further End Points

Some children



The Blitz (World War II) End Points:

Know what reparations were and how they impact Germany

Explain what a reserved occupation was and give examples.

Understand what the Treaty of Versailles was.

List some evacuation reception areas and why they were chosen.

List three cities heavily impacted by the Blitz and why

List some jobs created during the Blitz

- Explain some key events leading up to World War II.
- Label a map to show allied and axis powers.
- Explain the law of conscription.
- Explain the impact of the Blitz on British society.
 - Have a basic understanding of when, where and why children were evacuated.
- Compare the roles of men and women during World War II.
- Explain why rationing food was necessary.
 - Understand how clothing was affected during war time.
- Describe what prejudice means and identify how Jewish people were persecuted.
 - I can explain how propaganda was used during World War II.

Know who Neville Chamberlain and Winston Churchill were

Understand the impact the Treaty of Versailles had on the start of WWII.

Explain why propaganda was used and the effect it had

List rationed foods and why they were rationed.

Know who Hitler was and the name of the party he led (Nazis - National Socialist Party)

Understand what a conscientious objector was.

Know facts about the Blitz e.g. how many nights in a row London was bombed.

Know the people eligible to be evacuated.

Know the dates of when WWII started and ended

Know the name of the German airforce (Luftwaffe) and the British (RAF) and know the Spitfire was used.

Core End Points

All children

Additional End Points

Most children

Further End Points

Some children

Neil Armstrong (Y1)– Significant Figure

Do everything in



1 Corinthians 16:13-14

- Know what it means for a person to be significant in history.
- Know that Neil Armstrong was the first person to land on the moon.
- Know about Neil Armstrong's life and make a timeline of events.
- Know why Neil Armstrong was a significant person in history - He showed the world that human beings could explore new places beyond earth.
- Know how different sources can provide information about the moon landing – photos, eye witness accounts, news footage, books.

Core End Points

All children

Additional End Points

Most children

Further End Points

Some children



- Know that toys have changed over time.
- Know modern toys would use batteries and electricity.
- Know modern toys would be built from plastic and older toys built from natural materials (e.g. wood).
- Explain how we can find out about old toys.
- Ask simple questions about toys past and present.

Core End Points

All children

Additional End Points

Most children

Further End Points

Some children