

End Points & The National Curriculum

Topic Theme		Development Matters & Early Learning Goals	
EYFS	Ourselves & People Who Help Us	<p>Understanding the World – Past and Present</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> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories, including figures from the past</li> <li>• Begin to make sense of their own life story and family’s history</li> <li>• Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	
	Marvellous Minibeasts & How does your garden grow?		
	Under the Sea & Up in the Air		
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Year 1	Toys Through Time	<ul style="list-style-type: none"> <li>• Explain how toys change within my lifetime</li> <li>• Organise toys chronologically based on when they were made</li> <li>• Present information on a chronological timeline</li> <li>• Identify and explore the uses of old toys including handcrafted wooden toys, ceramic dolls, skittles, hoops and ribbon sticks</li> <li>• Know that children’s lives today are different to those of children a long time ago and begin to recognise and explain why</li> <li>• Know about an event or events that happened long ago, even before their grandparents were born (Great Fire of London)</li> <li>• Say what year the Great Fire of London happened</li> <li>• Investigate a range of historical sources</li> <li>• Name a famous person from the past and explain why they are famous (Samuel Pepys)</li> </ul>	
	The Great Fire of London		
	Once Upon a Time		
Year 2	Travel	<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• The 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 [for example, Christopher Columbus and Neil Armstrong]</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>	
	Explorers		
	Wellbeing in our world		

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Year 3	The Stone Age to the Iron Age	<ul style="list-style-type: none"> <li>• Know the different ways that Britain changed from the beginning of the Stone age to the end of the Iron age including transport, materials and settlements</li> <li>• Know the main differences in technology between the Stone, Bronze and Iron Ages</li> <li>• Know what is meant by 'hunter gatherers'</li> </ul>	
	Who were the Romans and what have we learnt from them?	<ul style="list-style-type: none"> <li>• Know how Britain changed from the iron age to the end of the Roman occupation</li> <li>• Know how the Roman occupation of Britain contributed to an advancement of technology in British society</li> <li>• Understand how Boudicca led a resistance to the Roman occupation</li> <li>• Know about the famous Roman emperor Julius Caesar</li> </ul>	<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> </ul>
Year 4	Was Ancient Greece the same as modern Greece?	<ul style="list-style-type: none"> <li>• Recognise the differences between the Athenians and the Spartans and how it led to conflict</li> <li>• Know about the influence the gods had on Ancient Greece including Zeus, Athena and Poseidon</li> </ul>	<ul style="list-style-type: none"> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</li> </ul>
	Who were the Ancient Egyptians?	<ul style="list-style-type: none"> <li>• Know at least five sports from the Ancient Greek Olympics – running, chariot racing, boxing, javelin and pankration</li> <li>• Complete an in-depth study on the Ancient Egypt civilisation</li> <li>• Know about the key features of what life was like in Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul>
Year 5	Invasions and Settlements: The Battle for the Kingdom of England	<ul style="list-style-type: none"> <li>• Know how Britain changed from the end of the Roman Empire to the Battle of Hastings in 1066</li> <li>• Know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>• Know that during the Anglo-Saxon period Britain was divided into the kingdoms of Mercia, Northumbria, Essex, Wessex, Sussex, East Anglia, and Kent and discuss how these boundaries can still be seen in modern Britain today</li> </ul>	<ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul>
	What's so special about North America?	<ul style="list-style-type: none"> <li>• To understand where the Vikings came from and how they used longboats to arrive in Britain</li> <li>• To know about the importance of the Viking raid on Lindisfarne and what it teaches us about the beliefs of the Viking people</li> <li>• To use a timeline to show where the Anglo Saxon and Viking invasions fit in with wider British chronology based on prior learning</li> </ul>	<ul style="list-style-type: none"> <li>• A local history study.</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> </ul>
	The History of Home (Ellesmere Port)	<ul style="list-style-type: none"> <li>• Know about the formation of Ellesmere Port from several small farms to the industrial linchpin it became</li> <li>• Know about the rise and fall of the canal network in Ellesmere Port and the impact it had on the town</li> </ul>	<ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots.</li> </ul>

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Year 6	Life in World War II	<ul style="list-style-type: none"> <li>• Know about the impact that the Maya civilisation had on the world, with a focus on trade, art and mathematics</li> <li>• Place the Maya civilisation within known chronological history, drawing on prior knowledge</li> <li>• Discuss the hierarchy (Kings, Council, Nobles and Warriors, Merchants, Commoners, Slaves) of the Maya civilisation and discuss its impact on their success and downfall</li> <li>• Compare and contrast Britain and Mesoamerica circa 900AD</li> <li>• Know about a theme in British history (World War Two) that extends pupils' chronological knowledge beyond 1066</li> <li>• Explain the importance of World War Two as a turning point in British history</li> <li>• Understand the issues associated with World War Two in our locality (housing, The Blitz, evacuation, trade, community)</li> </ul>	<ul style="list-style-type: none"> <li>• A non-European society that provides contrasts with British history – one study chosen from Mayan civilization c. AD 900.</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>• A local history study.</li> </ul>
	Who were the Maya?		