

HISTORY



End Point measures EYFS – Y6

Topic Theme		End Points
EYFS	ELG Understanding the World	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, char
Year 1	Toys Through Time	<ul style="list-style-type: none"> • Know that children’s lives today are different to those of children a long time ago and begin to recognise and explain why • Identify and explore the uses of old toys including handcrafted wooden toys, ceramic dolls, skittles, hoops and ribbon sticks • Present information on a chronological timeline • Organise toys chronologically based on when they were made • Explain how toys change within my lifetime
	Great Fire of London	<ul style="list-style-type: none"> • Name a famous person from the past and explain why they are famous (Samuel Pepys) • Investigate a range of historical sources • Say what year the Great Fire of London happened
Year 2	How has travel changed through time?	<ul style="list-style-type: none"> • Compare old and new objects and artefacts and describe similarities and differences and how they have changed over time. • Know the name of a famous person, or a famous place, close to where they live (Lord Levehulme) • Know how the local area is different to the way it used to be a long time ago (Boat museum canal – E.Port) • Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)
	Explorers	<ul style="list-style-type: none"> • Know about an event or events that happened long ago, even before their grandparents were born (Y2 Captain Cook) • Know about a famous person from outside the UK and explain why they are famous (Neil Armstrong)
Year 3	Stone Age to the Iron Age	<ul style="list-style-type: none"> • 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 • Know the main differences in technology between the stone, bronze and iron ages • Know what is meant by ‘hunter-gatherers’
	The Roman Empire and its impact on us	<ul style="list-style-type: none"> • Know how Britain changed from the iron age to the end of the Roman occupation • Know how the Roman occupation of Britain contributed to an advancement of technology in British society • Understand how Boudicca led a resistance to the Roman occupation • Know about the famous Roman emperor Julius Caesar
Year 4	Was Ancient Greece the same as modern Greece?	<ul style="list-style-type: none"> • Recognise the differences between the Athenians and the Spartans and how it led to conflict • Know about the influence the gods had on Ancient Greece including Zeus, Athena and Poseidon • Know at least five sports from the Ancient Greek Olympics – running, chariot racing, boxing, javelin and pankration

	Who were the Ancient Egyptians?	<ul style="list-style-type: none"> • Complete an in-depth study on the Ancient Egypt civilisation • Know about the key features of what life was like in Ancient Egypt
Year 5	Anglo Saxons and Vikings	<ul style="list-style-type: none"> • Know how Britain changed from the end of the Roman Empire to the Battle of Hastings in 1066 • Know about how the Anglo-Saxons attempted to bring about law and order into the country • 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 • To understand where the Vikings came from and how they used longboats to arrive in Britain • To know about the importance of the Viking raid on Lindisfarne and what it teaches us about the beliefs of the Viking people • To use a timeline to show where the Anglo Saxon and Viking invasions fit in with wider British chronology based on prior learning
	The History of Home (Ellesmere Port)	<ul style="list-style-type: none"> • Know about the formation of Ellesmere Port from several small farms to the industrial linchpin it became • Know about the rise and fall of the canal network in Ellesmere Port and the impact it had on the town
Year 6	The Maya	<ul style="list-style-type: none"> • Know about the impact that the Maya civilisation had on the world, with a focus on trade, art and mathematics • place the Maya civilisation within known chronological history, drawing on prior knowledge • compare and contrast Britain and Mesoamerica circa 900AD • Discuss the hierarchy(Kings, Council, Nobles and Warriors, Merchants, Commoners, Slaves) of the Maya civilisation and discuss its impact on their success and downfall
	World War Two	<ul style="list-style-type: none"> • Know when, where and why children were evacuated in World War II • Understand the importance and significance of the role of women during World War II • Recall a variety of key events from World War II (Germany invade Poland, Japan attack USA, The Blitz, D-Day, Hiroshima) • Describe how people's diets were different during World War II due to the implementation of rationing • Explain the importance of World War II as a turning point in British history • Know the strong connections to World War II in Ellesmere Port and Liverpool • Understand the issues associated with World War II in our locality (housing, The Blitz, evacuation, trade, community)