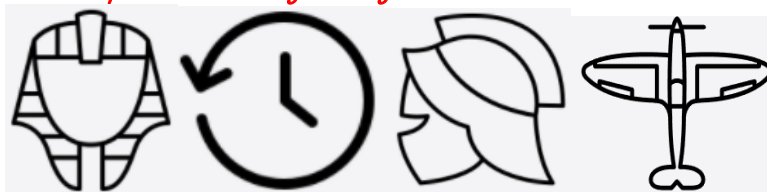


Curriculum Sequencing and End Points for History

Our Curriculum End Points aim to ensure children have key milestones in to meet in our three focussed strands: **Chronology, Enquiry and Knowledge & Interpretation**. History is taught three times a year in each year group and has been carefully sequenced. We teach history in three units: **Local History, British History (Changes within living memory in KSI) and Ancient History (Changes beyond living memory in KSI)**.

"A person without the knowledge of their past history, origin and culture is like a tree without roots." Marcus Garvey



Chronology

End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<p>Children at the expected level of development will:</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><u>Local History</u> To use phrases before, after and then when explaining about trains in the past.</p> <p>To know how to use a timeline to place important events in order eg place the Rainhill Trials and my birth and add new learning of Samuel Taylor</p> <p><u>Changes within living memory</u> To know how to use a timeline to place historical events in</p>	<p><u>Local History</u> To add key dates in relation to the glass industry and Pilkington's on a timeline and compare with previous learning.</p> <p>To add key dates in relation to Thomas Beecham and the pharmaceutical industry on a timeline and compare with previous learning.</p> <p><u>British History</u> I can describe time periods using BC, AD, decade and century linked to the Stone Age, Bronze Age and Iron Age</p>	<p><u>Local History</u> To produce a timeline to show the key events in Sir David Gambles life.</p> <p>To have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from past learning on a timeline</p> <p><u>British History</u> I can describe time periods using BC, AD, decade and century using intervals of 10, 100, 1000 linked to Anglo Saxons and Vikings</p>

	<p>chronological order e.g present day, 1990's and 1960's.</p> <p>To order three significant queens in history and compare the length of reigns between Victoria and Elizabeth I and II</p> <p><u>Changes beyond living memory</u></p> <p>I can use a timeline to place key events about the Wright Brothers in chronological order.</p> <p>I can use a timeline to show when the Great Fire of London occurred in history and how long it ago it occurred.</p>	<p>I can describe time periods using BC, AD, decade and century linked to Roman Britain</p> <p><u>Ancient History</u></p> <p>I can recognise that the Bronze Age - Iron Age in Britain was the same time as Ancient Egypt and Mayans</p> <p>To know the significant events in Ancient Greece and place on a timeline.</p>	<p>To know how to use a timeline to place historical events in chronological order using intervals of 10,100,1000 and break it down further into periods of months linked to WW2 and its effect on Britain</p> <p><u>Ancient History</u></p> <p>I can identify the order of significant events in Maya history and can place them on timeline</p>
--	---	---	---

Historical Enquiry

End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<p>Children at the expected level of development will:</p> <p>Know some similarities and differences between things</p>	<p><u>Local History</u></p> <p>To explore a variety of sources to find answers</p>	<p><u>Local History</u></p> <p>To ask questions to explore the impact of</p>	<p><u>Local History</u></p> <p>To devise historical questions to explore the significant impact of Sir David Gamble on the town of St Helens.</p>

in the past and now, drawing on their experiences and what has been read in class

to questions about George Stephenson

To know that St Helens has a Victorian heritage and we can compare modern Taylor Park to Victorian Taylor Park.

Changes within living memory

I can use my knowledge of this period of history to interview visitors and ask questions about life in 60's and 90's.

I can ask appropriate questions about Queen Elizabeth and Queen Victoria's reign

Changes beyond living memory

I can create and ask relevant questions based on the Wright Brothers.

To select and combine information about the GFOL from different sources.

I can understand the roles of Charles II, Samuel Pepys and

Pilkington's on the life of a person in St Helens.

To address and devise historical questions in relation to the pharmaceutical industry and St Helens.

British History

I can identify similarities between Stone - Bronze - Iron (and Maya)

I can explain how Romans advanced life in Britain

Ancient History

I can discuss how their beliefs are the different from religious beliefs today.

To formulate questions, find answers and consider Ancient Greek life

To ask questions, creating questions that develop understanding about change, cause and significance regarding St Helens Pals and WWI

British History

I can identify similarities and difference between life on Anglo-Saxon Britain and life in Viking Britain

I can explore motives and reasons for invasion during WW2 and present my findings

Ancient History

To be an archaeologist following these steps: Observe Analyse Investigate Interpret Reflect Communicate

	Thomas Farriner within the Great Fire of London (begin to realise that there are reasons why people acted the as they did)		
--	--	--	--

Knowledge and Interpretation

End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<p>Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society;</p>	<p style="text-align: center;"><u>Local History</u></p> <p>To explain how George Stephenson helped people to transport people and explore different places.</p> <p>To explore the impact the life of Samuel Taylor had on the town of St Helens</p> <p style="text-align: center;"><u>Changes within living memory</u></p> <p>I can understand the differences between the focused eras (1960s and 1990s) with given examples</p> <p>I can recognise the significance of each queen studied and the</p>	<p style="text-align: center;"><u>Local History</u></p> <p>To explore the impact of Pilkington glass nationally and internationally.</p> <p>To explore how the pharmaceutical industry has changed over time.</p> <p style="text-align: center;"><u>British History</u></p> <p>I can explain change over time from Stone - Bronze - Iron Age</p> <p>I understand the reasons why Romans invaded Britain</p> <p style="text-align: center;"><u>Ancient History</u></p> <p>I can explain how Egyptians buried their</p>	<p style="text-align: center;"><u>Local History</u></p> <p>To explore how the Gamble building an its significance to St Helens has changed over time.</p> <p>To have a strong knowledge about historical events, from local history in relation to St Helens PALS and their role in WWI</p> <p style="text-align: center;"><u>British History</u></p> <p>I know the similarities and differences of events and artefacts studied linked to Anglo-Saxon and Viking Britain</p> <p>I can summarise the main events in Anglo-Saxon and Viking Britain and explain the impact they have had on life today</p>

impact each queen had on their empire.

Changes beyond living memory

I understand how the first successful motor-operated airplane was built.

I can identify a variety of different forms of transport.

I can identify similarities and differences between ways of life in different periods.

I can identify the impact of The Great Fire of London had on life today.

dead and understand the mummification process.

I can locate Ancient Greece, Athens and Sparta on a map.

I can identify some of the similarities and differences between life in Athens and Sparta.

I understand the impact of WW2 in relation to invasion within Britain over time

Ancient History

I know about the ancient Maya ball game and its cultural significance and compare it with other spectator sports

I can explain some of the similarities and differences between the Maya and other mathematical/Writing systems.