


<p style="text-align: center;"><b><u>EYFS</u></b></p> <p><i>Past and Present</i></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now,</li> <li>- drawing on their experiences and what has been read in class;</li> </ul> <p>- Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>	<p style="text-align: center;"><b><u>Year 1</u></b></p> <p>By the end of Year 1, children should <i>know</i>:</p> <ul style="list-style-type: none"> <li>How toys have changed throughout time;</li> <li>How the event of the first flight had a significant impact on the world;</li> <li>The names of great explorers who influenced our world.</li> </ul> <p>By the end of Year 1, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> <li>Sequence events in their life;</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time;</li> <li>Match objects to people of different ages;</li> <li>Use words to show the passing of time: old, new, past, present, before, after;</li> <li>Recognise the difference between past and present in their own and others' lives;</li> <li>Know and recount episodes from stories about the past;</li> <li>Begin to show an understanding of what makes a person significant;</li> <li>Use stories to encourage children to distinguish between fact and fiction;</li> <li>Can make deductions about artefacts, spotting clues to function and use;</li> <li>Compare adults talking about the past;</li> <li>Find answers to simple questions about the past from sources of information;</li> <li>Realise that we can find out about events and people's lives by using a range of sources;</li> <li>Communicate knowledge in a range of ways.</li> </ul>	<p style="text-align: center;"><b><u>Year 2</u></b></p> <p>By the end of Year 2, children should <i>know</i>:</p> <ul style="list-style-type: none"> <li>How the significant event of The Great Fire of London changed London;</li> <li>How our school and locality has changed over time;</li> <li>How seaside holidays have changed and developed since our grandparents were small.</li> </ul> <p>By the end of Year 2, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> <li>Sequence artefacts closer together in time using references;</li> <li>Sequence photographs, pictures or events from their own lives or the lives of others;</li> <li>Use a wider range of time terms such as: past, present, older, newer;</li> <li>Recognise why people did things, why events happened and what happened as a result;</li> <li>Identify differences between ways of life at different times;</li> <li>Compare two versions of a past event;</li> <li>Compare pictures of photographs of people or events in the past;</li> <li>Discuss reliability of photos/accounts/stories;</li> <li>Use a source to answer questions about the past from observations;</li> <li>Communicate knowledge in a range of ways.</li> </ul>
<p style="text-align: center;"><b><u>Year 3</u></b></p> <p>By the end of Year 3, children should <i>know</i>:</p> <ul style="list-style-type: none"> <li>How Britain changed from the Stone Age to the Iron Age;</li> <li>How the Roman Empire was established and developed and how this had an impact on Britain.</li> </ul> <p>By the end of Year 3, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> <li>Place the time studied on a timeline;</li> <li>Use dates and terms related to the study unit and passing of time;</li> <li>Sequence several events or artefacts;</li> <li>Understand time terms such as: prehistory, ancient, century, decade;</li> <li>Find out about everyday lives of people in time studied;</li> <li>Describe some similarities and differences occurring within topics studied and compare with our life today;</li> <li>Identify reasons for and results of people's actions;</li> <li>Understand why people may have wanted to do something;</li> <li>Identify and give reasons for different ways in which the past is represented;</li> <li>Distinguish between different sources and different versions of the same story;</li> <li>Look at representations of the given period;</li> <li>Use a range of sources to find out about a period;</li> <li>Observe small details in artefacts and pictures;</li> <li>Answer given enquiry questions and begin to ask their own;</li> <li>Select and record information relevant to the study;</li> <li>Begin to use the library and internet for research;</li> <li>Recall, select and organise historical information and communicate their knowledge and understanding.</li> </ul>	<div style="text-align: center;">  <p style="font-size: 2em; color: purple; margin-top: 10px;"><b>Victoria Road Primary School History End Points</b></p> </div>	<p style="text-align: center;"><b><u>Year 4</u></b></p> <p>By the end of Year 4, children should <i>know</i>:</p> <ul style="list-style-type: none"> <li>Where and when a range of early civilizations occurred and the achievements of these;</li> <li>The achievements of Ancient Egypt and the impact these had on society;</li> <li>The life and achievements of Ancient Greece and their influence on the western world.</li> </ul> <p>By the end of Year 4, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> <li>Place events from a period studied on a timeline;</li> <li>Use terms related to the period and begin to date events;</li> <li>Understand more complex terms such as BC/AD;</li> <li>Use evidence to reconstruct life in time studied;</li> <li>Make valid statements about the main similarities, differences and changes occurring within topics;</li> <li>Identify key people, features and events of time studied;</li> <li>Look for links and effect in the time studied;</li> <li>Offer a reasonable explanation for some events;</li> <li>Look at the evidence available and begin to evaluate the usefulness of different sources;</li> <li>Begin to give their own view about a historical event and justify with given evidence;</li> <li>Use evidence to build up a picture of a past event;</li> <li>Choose relevant material to present a picture of one aspect of life in time past;</li> <li>Ask a variety of questions and use text books and given internet sites for research;</li> <li>Recall, select and organise historical information and communicate their knowledge and understand in a range of ways.</li> </ul>
<p style="text-align: center;"><b><u>Year 5</u></b></p> <p>By the end of Year 5, children should <i>know</i>:</p> <ul style="list-style-type: none"> <li>Explain why the Anglo-Saxons settled in Britain and impact this had;</li> <li>Explore whether the Vikings reputation of vicious was accurate and explain their reasons for this;</li> <li>Understand how the Industrial Revolution impacted Runcorn.</li> </ul> <p>By the end of Year 5, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> <li>Know and sequence key events of a time studied;</li> <li>Use relevant terms and period labels;</li> <li>Study different aspects of different people;</li> <li>Examine causes and results of great events and the impact on people;</li> <li>Compare life in early and late times studied;</li> <li>Compare an aspect of life with the same aspect in another period;</li> <li>Provide an overview of the most significant features, events or people;</li> <li>Compare accounts of events from different sources and offer some reasons for different versions of events;</li> <li>Begin to identify primary and secondary sources;</li> <li>Use evidence to build up a picture of a past event;</li> <li>Select relevant sections of information and begin to carry out a historical enquiry to answer a given question;</li> <li>Use the library and given internet sites for research with increasing confidence;</li> <li>Select and organise information to produce structured work making appropriate use of dates and terms.</li> </ul>	<p style="text-align: center;"><b><u>Year 6</u></b></p> <p>By the end of Year 6, children should <i>know</i>:</p> <ul style="list-style-type: none"> <li>How the port of Liverpool changed over time;</li> <li>Why and when World War 2 started and how the Battle of Britain was a turning point for Britain;</li> <li>The achievements of the Maya Civilization and its impact on society.</li> </ul> <p>By the end of Year 6, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> <li>Place current study on a timeline in relation to other studies;</li> <li>Begin to develop scaled timelines;</li> <li>Use relevant dates and terms;</li> <li>Sequence up to 10 events on a timeline;</li> <li>Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings;</li> <li>Compare beliefs and behaviour with another time studied;</li> <li>Explain the role and significance of different cause and effect of a range of areas of development;</li> <li>Know key dates, characters and events of the time studied;</li> <li>Link sources and work out how conclusions were arrived at;</li> <li>Consider ways of checking the accuracy of interpretations;</li> <li>Be aware that different evidence will lead to different conclusions;</li> <li>Recognise primary and secondary sources with confidence;</li> <li>Use a range of sources to find out about an aspect of time past;</li> <li>Bring knowledge gathered from several sources together in a fluent account;</li> <li>Carry out an independent historical enquiry to their own question;</li> <li>Confidently use the library and internet for research;</li> <li>Select and organise information to produce structured work making appropriate use of date and terms.</li> </ul>	