

History Unit End Points

	Autumn	Spring	Summer	Ongoing Revision
N/R				
1-2	<p>How was school different in the past?</p> <ul style="list-style-type: none"> • Correctly order and date four photographs on a timeline and add some dates. • Ask one question about schools in the past. • Make one comparison between schools in the past and present. • Use sources to research and develop an understanding of what schools were like 100 years ago. • Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. • Recognise two similarities and two differences between schools now and schools in the past. • State whether they would have preferred to go to school in the past or not and explain why. 	<p>How have explorers changed the world?</p> <ul style="list-style-type: none"> • Explain what explorers do • Name equipment or transport an explorer would need. • Sequence four photographs from different periods of time. • Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). • Identify where they travelled and write a sentence about the achievements of one explorer. • Select the most important events in a historical story. • Sequence events on a timeline and use this to retell the story. • Describe what they can see in a photograph. • Make inferences about what a person in an image could be saying and ask questions to further their understanding. • Recall information about past and present exploration. • Understand events in relation to the present day and compare how exploration has changed over time. 	<p>The Great Fire of London</p> <ul style="list-style-type: none"> • Explain how and why London was different in the 17th century. • Explain and order the key events of the Great Fire of London. • Explain how and why the fire spread and finally stopped and what changed afterwards. • Explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others 	<p>## During explorer unit, make explicit note (retrieval question for evidence) to the fact that “EVENTS IN HISTORY MAY LAST DIFFERENT AMOUNTS OF TIME + BEGINNING TO RECOGNISE HOW LONG EACH EVENT LASTED## e.g Great fire of London was over days, explorers voyages took weeks/months</p>

		<ul style="list-style-type: none"> Describe how an explorer is significant and how they impacted events or people's ideas. Present significant people using a coat of arms. 		
2-3	<p>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</p> <ul style="list-style-type: none"> Understand that prehistory was a long time ago. Accurately place AD and BC on a timeline. Identify conclusions that are certainties and possibilities based on archaeological evidence. Explain the limitations of archaeological evidence. Use artefacts to make deductions about the Amesbury Archer's life. Identify gaps in their knowledge of the Bronze Age. Explain how bronze was better than stone and how it transformed farming. Explain how trade increased during the Iron Age and why coins were needed. Identify changes and continuities between the Neolithic and Iron Age periods. 	<p>What did the ancient Egyptians believe?</p> <ul style="list-style-type: none"> Identify the ancient civilisations and key periods in ancient Egypt. Describe the physical features of Egypt. Explain the Egyptian creation story. Identify the characteristics of important gods or goddesses. Explain why the pyramids were built. Identify the stages and challenges of building a pyramid. Explain the links between ancient Egyptian beliefs and mummification. Name sources that can be used to find out about ancient Egyptian beliefs. Explain some Egyptian beliefs about the afterlife. 	<p>Why did the Romans settle in Britain?</p> <ul style="list-style-type: none"> Explain the meaning of empire and invasion. Understand the chronology of the Roman invasion of Britain. Identify the consequences of the Roman invasion. Create an interpretation of Boudicca using sources. Explain why the Romans needed a powerful army. Identify a soldier's equipment. Explain how the Roman army was organised and perform simple manoeuvres and drills. Make observations about an artefact. Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance 	

	<ul style="list-style-type: none"> Explain which period they would prefer to have lived in, providing evidence for their choice. 			
4-5	<p>How hard was it to invade and settle in Britain?</p> <ul style="list-style-type: none"> Explain how the Britons felt when the Romans left Britain. Suggest reasons for the Anglo-Saxon invasion of Britain. Name the key features of Anglo-Saxon settlements. Identify changes and continuities in settlements from prehistoric Britain. Make inferences about artefacts. Describe how Anglo-Saxon beliefs changed. Explain how missionaries spread Christianity. Explain the threat the Vikings posed to the Anglo-Saxons. Identify the qualities needed to be a monarch in 1066. 	<p>What was the Islamic Golden Age?</p> <ul style="list-style-type: none"> Explain how people from other civilisations have contributed to many ideas that impact on us still. Understand what Islamic civilisation left behind Know some of the differences in way of life between citizens of Baghdad and London c. AD 900. Make links with other cultures that contributed to the formation of theories that are still used within modern day Britain. Learn about some key Islamic figures such as Al-Zahrawi and Ibn Battuta Know the House of Wisdom was a centre for learning Use evidence and knowledge to justify judgements 	<p>What was the impact of World War 2 on the people of Britain?</p> <ul style="list-style-type: none"> Identify the causes of World War 2. Identify the different phases in the Battle of Britain. Make inferences and deductions about a photograph. Describe how children may have felt when evacuated. Evaluate the accuracy and reliability of sources. Describe the impact WW2 had on women's lives. 	
5-6	<p>What was life like in Tudor England?</p> <ul style="list-style-type: none"> Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. 	<p>Theme</p> <p>What does the census tell us about our local area?</p> <ul style="list-style-type: none"> Identify the type of information the census gives about people. 	<p>How has crime and punishment changed over time?</p> <ul style="list-style-type: none"> Understand what we mean by crime and punishment and describe some of its main features over time 	Anglo Saxons and Vikings

	<ul style="list-style-type: none"> • Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence. • Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements. • Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. • Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. • Make deductions using inventories and making judgements as to whether a person was rich or poor. • Explain how inventories are useful to historians and create a realistic inventory. 	<ul style="list-style-type: none"> • Use the census to make inferences about people from the past. • Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child. • Identify and describe the changes between periods of time using the census. • Use other primary and secondary sources to verify the data in a census. • Use a range of sources, including the census, to build an understanding of a period. • Describe the changes in the 1921 census. • Plan a local history enquiry using the census. 	<ul style="list-style-type: none"> • Describe some of the changes to the types of crimes committed over time • Describe how punishments have changed over time • Explain how crimes have been investigated over time • Understand how views of crime have changed over time • Evaluate how realistic stories about crime and punishment from the past are • Give opinion and feelings on crime over time, including the most concerning ones • Analyse a range of sources to evaluate crimes • Evaluate why some people commit crime and whether these motivations have changed over time 	
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