

St. Peter's Endpoints in History

| <u>Year</u> | <u>Term/ Big question</u> | <u>NC objectives</u> | <u>Learning outcomes</u> | <u>Enrichment</u> |
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| EYFS | Space/ Winter - Advent 2 | <ul style="list-style-type: none"> • EYFS - Understanding the world/ ELG: Past and Present • Children at the expected level of development will: <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, characters and events encountered in books read in class and storytelling. | <ul style="list-style-type: none"> • To know how to talk about past birthday celebrations | |
| | Growing/ Healthy Living - Spring 2 | <ul style="list-style-type: none"> • EYFS - Understanding the world/ ELG: Past and Present • Children at the expected level of development will: <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, characters and events encountered in books read in class and storytelling. | <ul style="list-style-type: none"> • To know how I have changed from when I was a baby | |
| | Seaside/ Pirates - Pentecost 1 | <ul style="list-style-type: none"> • EYFS - Understanding the world/ ELG: Past and Present • Children at the expected level of development will: <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, characters and events encountered in books read in class and storytelling. | <ul style="list-style-type: none"> • To know how to recount experiences, including photos, from the past of parents and grandparents' holidays • To know what holidays were like in the past • To know how seasons have changed | |
| | Dinosaurs/ Minibeasts - Pentecost 2 | <ul style="list-style-type: none"> • EYFS - Understanding the world/ ELG: Past and Present • Children at the expected level of development will: | <ul style="list-style-type: none"> • To know that dinosaurs lived a very long time ago. | |

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| | | <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, characters and events encountered in books read in class and storytelling. | | |
| Year 1 | Toys | <ul style="list-style-type: none"> • Changes within living memory. | <ul style="list-style-type: none"> • To know about the types of toys available today. • To know how to describe their favourite toy. • To know about toys from the past through talking to family members. • To know how a type of toy has changed and improved over time. • To know that toys have changed since the early 1920's • To know the differences between old and new toys • To know how to sort toys chronologically onto a timeline. | Newark museum |
| | Queen Elizabeth II and local history - Hansom cab | <ul style="list-style-type: none"> • Changes within living memory. • Significant historical events, people and places in their own locality. | <ul style="list-style-type: none"> • To know who Queen Elizabeth 2nd was. • To know some facts about Queen Elizabeth 2nd. • To know the family tree of Queen Elizabeth 2nd as a way of looking at their history. • To know how to research some facts about the Hansom Cab. • To know some facts about The Hansom Cab. Who made it and what was it? | Visit cab in Atkins building |
| Year 2 | Great fire of London | <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally - Great Fire of London • The lives of significant individuals in the past who have contributed to national and international achievements - Samuel Pepys • To know where events fit within a chronological framework. • Ask and answer questions using stories and other sources. • Understand some ways in which we find out about the past. | <ul style="list-style-type: none"> • To know how London has changed. • To know the timeline for The Great Fire of London. • To know how to use different sources to ask and answer questions. • To know how to describe the events of the fire by writing a diary as if I am Samuel Pepys. • To know how to annotate a painting of the fire to understand how we find out about the past. | |
| | Nurturing nurses | <ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements- Florence Nightingale, Mary Seacole, Edith Cavell • Ask and answer questions using stories and other sources. • Understand some ways in which we find out about the past. | <ul style="list-style-type: none"> • To know what and who significant individuals are. • To know the impact Florence Nightingale had on hospitals and nursing. • To know the life of and the impact made by Mary Seacole on nursing. • To know the life of and the impact made by Edith Cavell on nursing. | |

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| | | | <ul style="list-style-type: none"> To know how to consolidate the learning of these three significant individuals by writing a factual report. | |
| | Transport | <ul style="list-style-type: none"> Events beyond living memory that are significant first petrol car, first steam train, first aeroplane flight. Significant individuals Ford, Benz, Wright brothers, Amelia Earhart, Stephenson To know where events fit within a chronological framework. Ask and answer questions using stories and other sources. Understand some ways in which we find out about the past. | <ul style="list-style-type: none"> To know how transport has changed to create a timeline. To know how to draw and label a Viking Longboat To know the history of cars and compare them. To know about the new railway lines To know and understand the history of flight and write as a diary as though they are one of the Wright Brothers. To know about new transport and compare past and present. | |
| Year 3 | <p>Stone age, bronze age, iron age</p> <p>How did life change from the stone age to iron age?</p> | <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age | <ul style="list-style-type: none"> To know what humans needed for survival in the Stone Age. To know what was found at Skara Brae and why it was important. To know what copper mining meant for the people of the Bronze Age. To know how evidence of Stonehenge can give us different answers about the past. To know how and why hillforts were developed in the Iron Age. To know how evidence about the Druids can give us different answers about the past. To know how all the events learnt lie in relation to each other. | |
| | <p>Romans</p> <p>How did the Roman invasion affect Britain?</p> | <ul style="list-style-type: none"> The Roman Empire and its impact on Britain This could include: <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: culture and beliefs, including early Christianity | <ul style="list-style-type: none"> To know about the spread of the Roman Empire and recall key facts about the invasion of Britain. To know why the Romans built new roads in Britain and know how the roads were made. To know how the Roman Empire affected different people and how they felt and reacted to the changes that were being made. To know who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. To know what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped. To know what Roman Baths were and know about the different amenities they contained. | |
| Year 4 | <p>Anglo Saxons and Scots</p> <p>What was life like in Anglo-Saxon Britain?</p> | <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) | <ul style="list-style-type: none"> To know about the Scots invading North Britain from Ireland. To know about the invasion of Britain by the Anglo Saxons and how they influenced Britain. To know about Anglo-Saxon village life. To know about Anglo-Saxon jobs in village life To know what artefacts can tell us about Anglo Saxon culture. | |

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| | | <ul style="list-style-type: none"> Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne | <ul style="list-style-type: none"> To know about the Anglo-Saxons converting to Christianity. | |
| | <p>The Vikings</p> <p>Were the Vikings brutal murderers?</p> | <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice (as taken from National Curriculum) Edward the Confessor and his death in 1066 | <ul style="list-style-type: none"> To know when the Vikings invaded Britain. To know where the Vikings came from and why they raided Britain. To know about the resistance by Alfred the Great and Athelstan. To know about King Ethelred II. To know about Anglo-Saxon laws and justice. To know about Edward the Confessor and his death in 1066. | |
| | <p>A local history study – Battle of Bosworth</p> <p>How important was the Battle of Bosworth?</p> | <ul style="list-style-type: none"> A local history study | <ul style="list-style-type: none"> To know about Richard III. To know about the Battle of Bosworth. To know about the events of the Battle of Bosworth. To know about the discovery of Richard III. To know about the significance of Richard III in Leicester. | Battle of Bosworth trip |
| Year 5 | <p>Ancient Greece</p> <p>What was life like in Ancient Greece and how did it influence the Western world today?</p> | <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world Develop a chronologically secure knowledge and understanding of British, local and world history Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources | <ul style="list-style-type: none"> To know who the Ancient Greeks were. To know about Daily Life in Ancient Greece and the similarities and differences between Athens and Sparta. To know about the Olympics in Ancient Greece. To know about the differences between the Olympics during Ancient Greek times and now. To know about Greeks Gods and Goddesses To know about the Battle of Marathon. | |
| | <p>Tudors – Kings and Queens</p> <p>What influences did the Tudors have on how we live today?</p> | <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Develop a chronologically secure knowledge and understanding of British, local and world history | <ul style="list-style-type: none"> To know where the Tudors are placed on a timeline and how this relates to The Battle of Bosworth. To know who Henry VIII was. To know who Henry VIII's wives were. To know facts about Edward VI. To know what Queen Elizabeth was famous for. | Tudor Day |

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| | | <ul style="list-style-type: none"> Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources | <ul style="list-style-type: none"> To know the events of the Spanish Armada and how Queen Elizabeth I became more powerful. | |
| | <p>Tudors - Life</p> <p>What influences did the Tudors have on how we live today?</p> | <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Develop a chronologically secure knowledge and understanding of British, local and world history Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources | <ul style="list-style-type: none"> To know what Tudor clothes and houses were like. To know what Tudor food and drink was like. To know famous people during the Tudor period including Sir Walter Raleigh and Sir Francis Drake. | |
| Year 6 | <p>Ancient Egyptians</p> <p>What were the Ancient Egyptians' biggest achievements?</p> | <ul style="list-style-type: none"> The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China | <ul style="list-style-type: none"> To know when ancient Egypt existed and where it is. To know some different roles in ancient Egyptian society and how it was organised. To know how the River Nile was essential for ancient Egyptian farming and everyday life. To know what happened in the ancient Egyptian ritual of mummification. To know what hieroglyphs are. To know some artefacts that Ancient Egyptians were buried with. To know who Tutankhamen was and how the preservation of artefacts can teach us about the past. To know how Ancient Egyptian Gods guided people's lives. | |
| | World War Two | <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological | <ul style="list-style-type: none"> To know what World War II was and where and when it took place. | |

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| | How did WW2 affect the lives of people in Britain? | <ul style="list-style-type: none"> • knowledge beyond 1066 • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • note connections, contrasts and trends over time and develop the appropriate use of historical terms. • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources | <ul style="list-style-type: none"> • To know what the Blitz was and which areas were most likely to be affected. • To know about the experiences and feelings of evacuees • To know what rationing was, why it was necessary and how it impacted on people's lives. • To know what the Battle of Britain was. • To know how women helped with the war effort | |
| | <p>Ancient Maya</p> <p>How was life in the Mayan civilisation different to life in Britain?</p> | <ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | <ul style="list-style-type: none"> • To know who the Mayans were and where they lived. • To know about Mayan religion and beliefs. • To know the city states of the Maya and how society was organised. • To know about the Mayan number system. • To know about everyday life for the Mayan people. • To use a range of sources to learn about the Mayan civilisation. • To know about Mayan writing. • To know about Mayan food. • To know about the decline of the Mayan civilisation | |