

### History End Points (Key Performance Indicators)

	Autumn	Spring	Summer
<b>EYFS</b>	<p><b>Early Learners</b>            I know who is in my family            I know who was born before me and who was born after            I know what I am doing now and what I did last</p> <p><b>Nursery</b>            I know the terminology of today, yesterday, last week            I know my family has history and that some people were born a long time before me            I know that some celebrations that we take part in started a long time ago</p> <p><b>Reception</b>            I know that people around me have specific jobs to do and that some of these jobs happened in the past too. I know that some people who have done important things are remembered and celebrated at certain times of the year            I know that the place I live is constantly changing and can use photos and other evidence to make simple oral comparisons            I know that stories can be set in different times and have a beginning, middle and an end.</p>		
<b>Year 1</b>	<p><b>How is my history different to yours?</b></p> <ul style="list-style-type: none"> <li>- To know when they were born</li> <li>- To place lifetime events on a simple timeline</li> <li>- To compare their own lives with that of their teacher</li> <li>- To begin to draw comparisons between themselves and Teacher</li> <li>- To use and sequence artefacts</li> <li>- To use language of time, old, new, now, then and yesterday</li> </ul>	<p><b>Did the Titanic change the way people travel?</b></p> <ul style="list-style-type: none"> <li>- Know the name of the company that built RMS Titanic</li> <li>- To know what RMS stands for</li> <li>- To know where the journey was going to and from</li> <li>- To know men, women and children travelled across three classes of travel</li> <li>- To know and explain simply why the titanic sank, different reasons</li> <li>- To know how some people were rescued</li> <li>- To know that laws were made after it sank to make the seas safer</li> </ul> <p><b>Is Florence Nightingale more important than Edith Cavell and Mary Seacole?</b></p> <ul style="list-style-type: none"> <li>- To know the name and professions of all three women</li> <li>- To know the reason each woman is remembered today</li> <li>- To begin to form an opinion on which is the more important person</li> <li>- To begin to understand the legacy/impact each woman left behind</li> </ul>	<p><b>Why did the Great Fire of London start and why hasn't it happened since?</b></p> <ul style="list-style-type: none"> <li>- To know that the GFoL happened in 1666</li> <li>- To know where the fire started</li> <li>- To know how the fire started and by whom</li> <li>- To know how the fire spread through London</li> <li>- To use sources to compare London pre- and post-fire</li> </ul>

		<ul style="list-style-type: none"> <li>- To identify similarities and differences between the three women</li> <li>- To know that all three women were all from 1800s</li> </ul>	
<b>Year 2</b>	<p><b>Did Victorian Children lead the same type of life that we do now?</b></p> <ul style="list-style-type: none"> <li>- To know Queen Victoria ruled in the Victorian era</li> <li>- To know examples of jobs that poor children had to undertake during this time</li> <li>- To know some differences between poor and wealthy children's daily lives</li> <li>- To compare the lives of Victorian children with that of children today</li> </ul>	<p><b>Who was 'The Father of the Railways' and was he really significant?</b></p> <ul style="list-style-type: none"> <li>- To know that George Stephenson lived in the North East during the Victorian Era</li> <li>- To know George Stephenson's nickname was the 'father of the railways'</li> <li>- To know George Stephenson invented the Rocket and what impact this had on trains</li> <li>- To know that the body shape of trains has changed over time</li> <li>- To know that the way trains are powered has changed over time</li> </ul>	<p><b>Was Grace Darling brave and did people like her lead to the launch of the RNLI?</b></p> <ul style="list-style-type: none"> <li>- To know where Grace Darling was from and when she lived</li> <li>- To know what her family did</li> <li>- To know what she is remembered for</li> <li>- To know what the RNLI is/does</li> <li>- To know the North East has the oldest lifeboat (Zetland)</li> </ul>
<b>Year 3</b>	<p><b>How did mining affect the people of Sunderland?</b></p> <ul style="list-style-type: none"> <li>- To know what coal is and how it was used in the past and today</li> <li>- To know how mining started a rivalry between Newcastle and Sunderland</li> <li>- To know transportation of coal was enhanced by George Stephenson</li> <li>- To compare different types of mines</li> <li>- To know when and why the mines in the North East closed</li> <li>- To know what life as a miner was like</li> </ul>	<p><b>Who were the most advanced, Stone Age or Iron Age?</b></p> <ul style="list-style-type: none"> <li>- Know that the numbers seem to get smaller in 'BC' and bigger in 'AD' (BC and BCE)</li> <li>- Know that they migrate from place to place in order to stay safe and warm, farm and hunt, according to the time of year.</li> <li>- Know how changes in resources influenced the change from Stone Age to Bronze Age to Iron Age</li> <li>- Know Skara Brae is a Stone Age source of evidence along with cave paintings</li> <li>- Draw conclusions from sources about which of the three periods was most advanced (supported)</li> </ul>	<p><b>Were Ancient Egyptians influencers of technology?</b></p> <ul style="list-style-type: none"> <li>- To know Ancient Egypt was a civilization (on the African continent) that spanned more than 4000 years (5500 BC-30BCE Death of Cleopatra V11)</li> <li>- To know the civilization was built on the banks of the River Nile and why</li> <li>- To know the Ancient Egyptians were great engineers and be able to give some examples</li> <li>- To know the importance of the Pharaohs in society</li> <li>- To know what mummification was and the role it played in the afterlife</li> <li>- To know the Egyptians created a recording strategy in the form of Hieroglyphs</li> </ul>
<b>Year 4</b>	<p><b>What impact did the Roman Empire have on Britain?</b></p> <ul style="list-style-type: none"> <li>- To know that it took the Romans three attempts to successfully invade Britain</li> <li>- To know that it was Julius Caesar and Emperor Claudius who invaded Britain (and when)</li> <li>- To know how and why the Celts resisted Roman rule</li> </ul>	<p><b>Did the Anglo-Saxons invade or migrate?</b></p> <ul style="list-style-type: none"> <li>- To know the Anglo Saxons arrived in UK from European continent in 401AD (BCE)</li> <li>- To know they were made from three tribes, Angles, Jutes and Saxons</li> <li>- To know they came for 'resources'</li> </ul>	<p><b>Did the Vikings invade or migrate?</b></p> <ul style="list-style-type: none"> <li>- To know the Viking age was AD700 to 1100 BCE</li> <li>- To know the Vikings came to Britain from Scandinavia (trading their wares)</li> <li>- To know why there was a struggle between the Anglo-Saxons and the Vikings (land and religion)</li> <li>- To use conflicting sources to draw conclusions</li> </ul>

	<ul style="list-style-type: none"> <li>- To know what the Romans introduced to Britain</li> <li>- To use sources to explore the legacy of the Romans in Britain</li> </ul>	<ul style="list-style-type: none"> <li>- To know their arrival had an impact on the Roman departure</li> <li>- To know they influenced the spread Christianity</li> </ul>	
<b>Year 5</b>	<p><b>Were the Ancient Greeks ahead of their time?</b></p> <ul style="list-style-type: none"> <li>- To know when this period took place, 800BCE-146BC and on the European continent</li> <li>- To know that democracy was a key feature of Greek city states</li> <li>- To know how city states came together to fight outside enemies</li> <li>- To know that the Olympic Games were founded in Ancient Greece and draw similarities and differences</li> <li>- To compare the daily lives of rich and poor members of society</li> <li>- To know what the Ancient Greeks left us and how that impacts life today</li> </ul>	<p><b>Did the Windrush generation change Britain forever?</b></p> <ul style="list-style-type: none"> <li>- To know the Windrush Generation is named after the ship they travelled on</li> <li>- To know why the Windrush Generation migrated and where from</li> <li>- To know how the Immigration Act in 1971 impacted on Windrush migrators and still is</li> <li>- To know how life was changed because of migration to Britain (NHS roles, riots, foods etc)</li> </ul>	<p><b>Should Women in History have had to campaign for their rights?</b></p> <ul style="list-style-type: none"> <li>- To name a range of powerful women they have looked at previously (and why) and compare their influence</li> <li>- To know who Emmeline Pankhurst was and that she formed the Womens Social and Political Union in 1903</li> <li>- To know the suffragettes were fighting for equality and equity and how they did that</li> <li>- To know the sequence of events leading to the eventual granting of votes for women</li> <li>- To use sources to justify opinions within a debate</li> </ul>
<b>Year 6</b>	<p><b>How did Conflict in WW2 change the lives for people who lived in Britain at that time?</b></p> <ul style="list-style-type: none"> <li>- To know WW2 took place 1939-1945, why it started and who led each side</li> <li>- To know who the Allies and Axis were</li> <li>- To understand how conscription changed the shape of society (men, women and children)</li> <li>- To know what impact the Blitz had on London</li> <li>- Know what happened at D Day and the impact on lives going forward</li> </ul>	<p><b>In the 15<sup>th</sup> and 16<sup>th</sup> Century many women were accused of being witches... were they really?</b></p> <ul style="list-style-type: none"> <li>- To know that witchcraft was previously a crime punishable by death</li> <li>- To know that people in the North East were sentenced to death for crimes of witchcraft</li> <li>- To know how witches were punished for their crimes</li> </ul>	<p><b>Presentation project: Choose a significant individual from History. Convince us that they are THE most significant individual of ALL time</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>