

History End Points



EARLY YEARS FOUNDATION STAGE

Early Years Foundation Stage Statements

In Pre School

- Begin to make sense of their own life-story and family's history

In Reception

- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past

Early Learning Goals :

Children at the expected level of development will:

- 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

On completion of Foundation Stage, a young historian at Moor End will:

- Talk about their own lives and their family history using appropriate language, For example 'when I was a baby'
- Use photographs to talk about familiar events that happened in their past
- Pupils can talk about the lives of people around them and their roles in society; Including our school post person and the local fire and police
- Be able to compare and contrast familiar traditional tales characters in stories that are set in the past
- Recognise that some things are different compared to stories people or events that are in the past

History End Points

END OF KEY STAGE 1



National Curriculum Objectives for KS1

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Children learn about what makes up their past in relation to past birthdays and how toys have changed over time)
- Events beyond living memory that are significant nationally or globally
(Children will learn about the Great Fire of London in 1666)
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different
Children will learn about Christopher Columbus and Neil Armstrong as well as Queen Victoria and the Royal Family
- Significant historical events, people and places in their own locality.

On completion of Key Stage 1, a young historian at Moor End will:

- have an awareness of local and national history using familiar words and phrases relating to the past/ passing of time.
- know where the people and events they study fit within a chronological timeline.
- identify similarities and differences between ways of life in different periods including Accrington (1600's) and London (1666).
- Understand how times have changed because of the significant events of The Great Fire of London.
- They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events surrounding Queen Victoria and the Royal Family.
- They understand some of the ways in which we find out about the people in the past and identify different ways in which it is represented. Including Samuel Peeps and Christopher Columbus.

History End Point

END OF KEY STAGE 2



National Curriculum Objectives for KS2:

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study of Burnley's involvement in the industrial revolution including Queen Street Cotton Mills
- The Great Plague- British history that extends pupils' chronological knowledge beyond 1066
- The Great British Empire and its impact on Lancashire- history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and in depth study of Ancient Egypt.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – (Mayan civilization c. AD 900)

On completion of Key Stage 2, a young historian at Moor End will:

- have developed a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by understanding where and when events happened over time.
- show an understanding of certain historical periods as an overview of knowledge as well as specific periods which have been studied in depth
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- regularly address and sometimes draw up historically valid questions (about change, cause, similarity and differences, and significance) about the topics studied.
- 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.