



## Hallaton Primary School – Overview for History – End Points

Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Understand events in their own lives – arrival of siblings, family birthdays – and the passage of time.</p> <p>Know that Hallaton School was built along time ago – 150+ years.</p> <p>Look at pictures of people from the 19<sup>th</sup> and subsequent centuries to begin to appreciate historical differences in time. (e.g. Mary Anning)</p> <p>Know that technology has changed over time – appreciate that we haven't always had phones, mobiles, TV, cars, trains, planes etc.</p>	<p><b>Toys:</b> Changes within living memory: Toys old and new (Victorian, Post WWII, Modern, Toy Museum)</p> <p><b>Space – Astronauts past and present:</b> The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Nature Explorers:</b> Charles Darwin, John Edmonstone, David Attenborough</p> <p><b>Castles of the UK:</b> What was it like to live in a castle?</p> <p><b>Adventurers:</b> Grace Darling; the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Seaside Holidays in the Past:</b> How do seaside holidays today differ from 100 years ago?</p> <p><b>The Great Fire of London:</b> events beyond living memory that are significant nationally or globally. (Samuel Pepys, Sir Christopher Wren, Thomas Farriner, King Charles II)</p> <p><b>Polar Explorers:</b> Race to South Pole - Captain Scott, Roald Amundsen Shackleton, Matthew Henson.</p>	<p>Changes in Britain from the Stone Age to the Iron Age:</p> <ul style="list-style-type: none"> <li>- Linked to rocks and fossils in science and Hallaton Hoard.</li> </ul> <p>The achievements of the earliest civilisations: Ancient Egypt.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> <li>- World War II (e.g. Evacuation, Battle of Britain, VE Day)</li> </ul> <p>The Roman Empire and its impact on Britain. (Link to YR2 Hallaton Hoard): the achievements of the earliest civilisations.</p> <p>A non-European society that provide contrast with British history: The Mayans</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <p>The Victorians, The Industrial Revolution.</p> <p>A non-European society that provide contrast with British history: Shang Dynasty</p> <p>A local history study: The War of The Roses/The Fall of The House of York</p> <p>World War I - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>The achievements of the earliest civilisations : Ancient Greece:</p> <ul style="list-style-type: none"> <li>- A study of Greek life and achievements and their influence on the western world.</li> </ul> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>

	<p><b>People who changed our world:</b> Nelson Mandela, Emeline Pankhurst. The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Local History: Hallaton.</b> Significant historical events, people and places in our own locality – Hallaton Hoard, Motte and Bailey Castle, buildings and roads in Hallaton.</p> <p><b>Remembrance Day:</b> War Memorials (Hallaton and famous ones e.g. National Memorial Arboretum, Cenotaph, Menin Gate, Tomb of the Unknown Soldier in Westminster Abbey)</p>		
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## Hallaton Primary School – End Points for History

Reception	Year 1 or Year 2	Year 3 or Year 4	Year 5 or Year 6
Understand Chronology			
Understand “yesterday”, “today” and “tomorrow” as being in the past, present and future.	Sequence 3 or 4 artefacts in order of time.	Place the time period studied on a time line.	Talk about chronological knowledge of local, national and global history studied.
Talk about events in their own lives, using appropriate vocabulary.	Name 2 or 3 people who contributed in the past to national achievements.	Place events, people and changes of British, local & world history on a timeline.	Use relevant terms and period labels, with reference to the school’s Timeline.
	Identify some similarities and differences between ways of life at different times.	Use dates and terms related to the study unit and passing of time.	
	Be able to articulate where people and events studied fit on a basic timeline.	Use BC/BCE /AD	

Reception	Year 1 or Year 2	Year 3 or Year 4	Year 5 or Year 6
<b>Artefacts</b>			
Talk about similarities and differences between familiar objects from the past and current (e.g. phone / computer / washing implements).	Compare pictures or photographs of people, artefacts or events in the past and discuss their reliability.	Use a range of artefacts to find out about a period.	Understand primary and secondary sources of evidence, giving examples of each and explaining how these support our understanding of the past.
Begin to develop an awareness that things have changed and developed over time.	Find answers to simple questions about the past by looking at artefacts e.g. objects from the Great Fire of London.	Begin to evaluate the usefulness of different artefacts.	Be aware that different evidence may lead to different interpretations of the past.
Use vocabulary such as old, oldest, new, modern.	Talks about artefacts from different time periods and be able to say which is the oldest.		Evaluate the usefulness of different artefacts.

Reception	Year 1 or Year 2	Year 3 or Year 4	Year 5 or Year 6
<b>Build an Overview of World History and Investigate &amp; Interpret Cause and Effect</b>			
Know that certain events e.g. Remembrance Day take place every year and how they are linked to the past.	Talk about why the key people studied acted as they did e.g. the Mayor during the Great Fire of London.	Describe how the past can be represented or interpreted in a few different ways	Compare different accounts of events.  Offer some reasons for different versions of events.
Begin to be able to talk about similarities and differences between familiar objects from the past and current (e.g. phone / computer / washing implements).	Talk about the impact of what happened as a result of events and what happened afterwards.	Identify key features and significant events of the time periods studied.  Compare with our lives today.	Talk about the different historical periods studied, using key dates.  Discuss the connections and common threads between the time periods studied.
Talk about and discuss events that happened in the past (from their own lives and also from the school's History Curriculum Timeline) and begin to explore why they remain important today, (e.g. Mary Anning dinosaur discovery).	Discuss and record the reasons for and results of people's actions.	Discuss and be able to articulate why people acted as they did, and the result of these actions – the cause/s and effect/s.	Demonstrate an increasing understanding of continuity and change and the significance of these.
		Find out about everyday lives of people in the time periods studied.	Talk and write about historical events in terms of cause and effect using

			evidence to support and illustrate their explanation.
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