



Pear Tree Primary School

History Curriculum Planning - KSI End Points Being Our Best Selves

Year group	Autumn Term	Spring Term	Summer term
I	<p align="center">The Moon Landing + Space</p> <p>Significant individual (Neil Armstrong and Mae Jemison + other astronauts) + Significant historical event (moon landing)</p>	<p align="center">Toys – inventions and discoveries</p> <p align="center">An event within living memory</p>	
To investigate and interpret the past	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past • Identify some of the different ways the past has been represented 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past • Identify some of the different ways the past has been represented 	

- I can spot old and new things in a picture
- I can ask and answer questions, choosing parts of sources (pictures/photographs/stories/artefacts) to show I know and understand key features
- I understand some of the ways in which we find out about the past
- I can identify different ways in which the past is represented.
- I understand that history can be shown in different ways e.g. photos/artefacts/stories/pictures
- I can explain what an object from the past might have been used for

- I can spot old and new things in a picture
- I can ask and answer questions, choosing parts of sources (pictures/photographs/stories/artefacts) to show I know and understand key features
- I understand some of the ways in which we find out about the past
- I can identify different ways in which the past is represented
- I can ask and answer questions about old and new objects
- I understand that history can be shown in different ways e.g. photos/artefacts/stories/pictures
- I can explain what an object from the past might have been used for

Chronological understanding

- Place events and artefacts in order on a timeline
 - Label timelines with words or phrases such as: past, present, older and newer
 - Recount changes that have occurred in their own lives
 - Use dates where appropriate
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- **I can 2/3 add events or objects onto a timeline of Space history**
 - **I can use words and phrases e.g. old, new and a long time ago when describing events/people from the Space topic**
 - **I can remember and retell parts of the event e.g. the moon landing**

- Place events and artefacts in order on a timeline
 - Label timelines with words or phrases such as: past, present, older and newer
 - Recount changes that have occurred in their own lives
 - Use dates where appropriate
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- **I can 2/3 add events or objects onto a timeline about the history of toys**
 - **I can use words and phrases e.g. old, new and a long time ago when describing toys**
 - **I can remember and retell parts of a family memory of toys**

<p>Knowledge and understanding of past events, people and changes in the past</p>	<ul style="list-style-type: none"> • Describe historical events • Describe significant people from the past • Recognise that there are reasons why people in the past acted as they did <ul style="list-style-type: none"> • I can recognise that some objects belonged to the past when discussing the Space topic e.g. the change in rockets/technology over time • I can give at least one reason how some people have helped us to have better lives e.g. Neil Armstrong/Mae Jemison • I can explain why we remember Neil Armstrong (for example) • I can retell the events and people linked to the first space flight or the moon landing (for example) • I can identify differences and similarities between early and modern space rockets • I am learning about Neil Armstrong/Mae Jemison 	<ul style="list-style-type: none"> • Describe historical events • Describe significant people from the past • Recognise that there are reasons why people in the past acted as they did <ul style="list-style-type: none"> • I can recognise that some objects belonged to the past when discussing the Toy topic e.g. the change in games over time • I can explore the similarities and differences between toys that my grandparents/parents played with and toys today 	
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To communicate historically	<ul style="list-style-type: none">• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time• Show an understanding of the concept of national and a nation's history• Show an understanding of key historical concepts • I can retell simple stories using words such as old, new, young, days, months• I can retell an event using key vocabulary e.g. the moon landings• I can give reasons why I've chosen to describe certain aspects of an astronaut's life (for example)	<ul style="list-style-type: none">• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time• Show an understanding of the concept of national and a nation's history• Show an understanding of key historical concepts • I can retell simple stories using words such as old, new, young, days, months• I can give reasons why toys have changed over time	
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History Curriculum Planning - KSI End Points

Being Our Best Selves

Year group	Autumn Term	Spring Term	Summer term
2		The Great Fire of Nantwich/London Significant historical event and Individual	Castles The Battle of Hastings Significant historical event
To investigate and interpret the past		<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past • Identify some of the different ways the past has been represented • I understand that history can be shown in different ways e.g. photos/artefacts/stories/pictures • I can ask and answer questions, choosing parts of sources (pictures/photographs/stories/artefacts) to show I know and understand key features • I understand some of the ways in which we find out about the past • I can identify different ways in which the past is represented • I can explain what an object from the past might have been used for 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past • Identify some of the different ways the past has been represented • I understand that history can be shown in different ways e.g. photos/artefacts/stories/pictures • I can ask and answer questions, choosing parts of sources (pictures/photographs/stories/artefacts) to show I know and understand key features • I understand some of the ways in which we find out about the past • I can identify different ways in which the past is represented • I can explain what an object from the past might have been used for

<p>Chronological understanding</p>		<ul style="list-style-type: none"> • Place events and artefacts in order on a timeline • Label timelines with words or phrases such as: past, present, older and newer • Recount changes that have occurred in their own lives • Use dates where appropriate • I can add 3 or more events or objects onto a timeline of the Great Fire of London/Nantwich • I can use words and phrases e.g. such as 'nowadays', 'in the past', 'previously'. when describing events/people from Great Fire of London/Nantwich 	<ul style="list-style-type: none"> • Place events and artefacts in order on a timeline • Label timelines with words or phrases such as: past, present, older and newer • Recount changes that have occurred in their own lives • Use dates where appropriate • I can add 3 or more events or objects onto a timeline of the Battle of Hastings • I can use words and phrases e.g. such as 'nowadays', 'in the past', 'previously' when describing events/people from the Battle of Hastings
<p>Knowledge and understanding of past events, people and changes in the past</p>		<ul style="list-style-type: none"> • Describe historical events • Describe significant people from the past • Recognise that there are reasons why people in the past acted as they did • I can retell the story of the Great Fire of Nantwich/London • I can recognise similarities, differences and changes in The Great Fire of London and Nantwich • I am learning about Nicholas Brown and the impact he had on The Great Fire of Nantwich • I am learning about Queen Elizabeth I and the impact she had on The Great Fire of Nantwich 	<ul style="list-style-type: none"> • Describe historical events • Describe significant people from the past • Recognise that there are reasons why people in the past acted as they did • I can retell the story of the Battle of Hastings • I can identify several causes, motives and effects of the Battle of Hastings • I am learning about Beeston Castle and the impact it had on our local area • I am learning about the Battle of Hastings and the impact it had nationally

<p>To communicate historically</p>		<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time • Show an understanding of the concept of nation and a nation's history • Show an understanding of key historical concepts • I can use words and phrases e.g. such as 'nowadays', 'in the past', 'previously'. when describing events/people from The Great Fire of Nantwich/London • I can use drama, art or writing to show The Great Fire of Nantwich/London 	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time • Show an understanding of the concept of nation and a nation's history • Show an understanding of key historical concepts • I can use words and phrases e.g. such as 'nowadays', 'in the past', 'previously'. when describing events/people from The Battle of Hastings • I can use drama, art or writing to show Battle of Hastings
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History Curriculum Planning – KS2 End Points

Being Our Best Selves

Year group	Autumn Term	Spring Term	Summer term
3	Stone Age to Iron Age	The Romans	
To investigate and interpret the past	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past • Suggest suitable sources of evidence for historical enquiries • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Suggest causes and consequences of some of the main events and changes in history <ul style="list-style-type: none"> • I know that the past can be shown in different ways (pictures/photographs/stories/artefacts) • I can use evidence from Stone Age Boy and other books to help me understand the past • I can recognise the difference between historical sources and their validity to the passage of time 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past • Suggest suitable sources of evidence for historical enquiries • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Suggest causes and consequences of some of the main events and changes in history <ul style="list-style-type: none"> • I know that the past can be shown in different ways(pictures/photographs/stories/artefacts) • I can use evidence from Escape from Pompeii and other books to help me understand the past • I can recognise the difference between historical sources and their validity to the passage of time 	

Chronological understanding	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Identify periods of rapid change in history and contrast them with times of relatively little change • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline • Use dates and terms accurately in describing events • I can sequence events/objects/people onto a timeline of Stone Age to Iron Age • I can use and understand a wider range of words and phrases relating to the passage of time including ‘century’, BCE/AD and decade’ • I know that the Stone Age was divided into 3 stages: the Paleolithic/Mesolithic and the Neolithic • I can show these on a timeline • I can recognise the similarities/differences and changes between the Paleolithic/Mesolithic and the Neolithic ages 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Identify periods of rapid change in history and contrast them with times of relatively little change • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline • Use dates and terms accurately in describing events • I can sequence events/objects/people onto a timeline of The Romans • I can use and understand a wider range of words and phrases relating to the passage of time including ‘century’, BCE/AD and decade’ • I can sequence many of the main features of The Romans and explain my reasons why 	
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<p>Knowledge and understanding of past events, people and changes in the past</p>	<ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men and women and children • I can describe some similarities and differences between the Earlier and New Stone Ages • I can comment on how life changed for people during the different periods of the Stone Age • I can describe in some detail some of the most significant features of the Stone Age. • I can provide reasons why two accounts of the same event might be different • I can give reasons for similarities, differences and changes during the Stone Age to Iron Age • I can understand what humans needed for survival in the Stone Age • I can understand what was found at Skara Brae and why it is important • I can understand what copper mining meant to the people of the Bronze Age • I can understand how evidence about Stonehenge can give us different answers about the past • I can understand how and why hillforts were developed in the Iron Age 	<ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men and women and children • I understand the impact that the Roman invasion on Britain had and its impact on the lives of the Celts • I can explain why Roman achievements were significant • I can outline the event in Pompeii and describe the causes and consequences of the event in Pompeii • I know why Mount Vesuvius wiped out Pompeii • I can explain how and why there were different viewpoints about Boudicca • I can explain the spread of the Roman Empire and recall key facts about the invasion of Britain • I can understand why the Romans built new roads in Britain, know where some of the main roads ran from and know how the roads were made • I know how the Roman Empire affected different people and how they felt and reacted to the changes being made • I can describe who Emperor Hadrian was, why he built a wall and describe the features of the wall • I can understand the religious beliefs The Romans had, and I know some of the gods and goddesses they worshipped • I can explain what Roman baths were and know about the different features they contained 	
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<p>To communicate historically</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and lagacy • Use literacy, numeracy and computing skills in order to communicate information about the past • Use original ways to present information and ideas • I can make connections between The Stone Age, Bronze Age and The Iron Age • I can use and understand a wider range of words and phrases relating to the passage of time including ‘century’, BCE/AD and decade’ and add these to a time line (See knowledge organiser for topic specific words) • I can present my work in imaginative ways using art, drama and written work 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and lagacy • Use literacy, numeracy and computing skills in order to communicate information about the past • Use original ways to present information and ideas • I can make connections between The Romans and The Stone Age, Bronze Age and The Iron Age • I can present my work in imaginative ways using art, drama and written work • I can use and understand a wider range of words and phrases relating to the passage of time including ‘century’, BCE/AD and decade’ and add these to a time line (See knowledge organiser for topic specific words) 	
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History Curriculum Planning – KS2 End Points

Being Our Best Selves

Year group	Autumn Term	Spring Term	Summer term
4	Ancient Civilisations Ancient Egyptians	Ancient Civilisations Ancient Greece	
To investigate and interpret the past	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past • Suggest suitable sources of evidence for historical enquiries • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Suggest causes and consequences of some of the main events and changes in history • I know that the past can be shown in different ways(pictures/photographs/stories/artefacts)I can use evidence from maps, books and other secondary sources to help me understand the past • I can use pictures to find out information about life in ancient Egypt • I can compare ancient Egypt to other civilisations I have learned about 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past • Suggest suitable sources of evidence for historical enquiries • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Suggest causes and consequences of some of the main events and changes in history • I know that the past can be shown in different ways (pictures/photographs/stories/artefacts) • I can use evidence from maps, books and other secondary sources to help me understand the past • I can present my work in imaginative ways using art, drama and written work • I can consider if the Greek Empire was a positive experience for all involved and explore the long-term legacy of the Ancient Greeks • I can recognise the difference between historical sources and their validity to the passage of time • I know why the Trojan War started and I can discuss why it is considered to be a myth 	

Chronological understanding	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Identify periods of rapid change in history and contrast them with times of relatively little change • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline • Use dates and terms accurately in describing events • I can sequence events/objects/people onto a timeline of the Ancient Civilisations • I can use and understand a wider range of words and phrases relating to the passage of time including century, BCE/AD and decade and chronological • I know that the Ancient Civilisations were divided into different time periods • I can show these on a timeline • I can recognise the similarities/differences and changes between some of the Ancient Civilisations 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Identify periods of rapid change in history and contrast them with times of relatively little change • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline • Use dates and terms accurately in describing events • I can sequence events/objects/people onto a timeline of The Ancient Greeks • I can use and understand a wider range of words and phrases relating to the passage of time including 'century', BCE/AD and decade and chronological • I can sequence many of the main features of The Ancient Greeks and explain my reasons why 	
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Knowledge and understanding of past events, people and changes in the past

- Compare some of the times studied with those of the other areas of interest around the world
- Describe the social, ethnic, cultural or religious diversity of past society
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men and women and children

- I can describe and give reasons for changes when comparing ancient Egypt to other civilisations I have learned about
- I can comment on how life changed when comparing ancient Egypt to other civilisations I have learned about
- I can describe in some detail some of the most significant features of the Ancient Egyptians.
- I can retell and order the key steps in the mummification process
- I can retell the key events of the Tutankhamun discovery story
- I can read and understand how hieroglyphics were used
- I can compare and contrast the powers of different Egyptian gods
- I can provide reasons why two accounts of the same event might be different

- Compare some of the times studied with those of the other areas of interest around the world
- Describe the social, ethnic, cultural or religious diversity of past society
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men and women and children

- I can describe some similarities and differences between the Olympic games in ancient Greek times and the modern Olympic Games and give reasons why things have changed
- I can comment on how Alexander the Great's empire grew and the effects of this
- I understand the impact that enslavement had on life and society in ancient Greece
- I can discuss what I know about the Olympic games (ancient and modern)
- I can describe some of the key beliefs of the ancient Greeks and how they worshipped
- I can name and describe some of the ancient Greek gods and goddesses
- I can explain why the Trojan war was significant.
- I can describe in some detail some of the most significant features of the ancient Greeks gathering information from secondary sources
- I can provide reasons why two accounts of the same event might be different e.g. The Trojan War

<p>To communicate historically</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and lagacy • Use literacy, numeracy and computing skills in order to communicate information about the past • Use original ways to present information and ideas • I can make connections between Ancient Civilisations • I can use and understand a wider range of words and phrases relating to the passage of time including ‘century’, BCE/AD and decade, trade, civilisation and chronological. (See knowledge organiser for topic specific words) • I can present my work in imaginative ways using art, drama and written work 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and lagacy • Use literacy, numeracy and computing skills in order to communicate information about the past • Use original ways to present information and ideas • I can make connections between life in ancient Athens and life in ancient Sparta. I can present my work in imaginative ways using art, drama and written work • I can use and understand a wider range of words and phrases relating to the passage of time including ‘century’, BCE/AD and decade, trade, civilisation and chronological. (See knowledge organiser for topic specific words) 	
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History Curriculum Planning – KS2 End Points

Being Our Best Selves

Year group	Autumn Term	Spring Term	Summer term
5	Local Study The study of salt production	Invaders and Settlers Anglo Saxons	
To investigate and interpret the past	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past • Suggest suitable sources of evidence for historical enquiries • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Suggest causes and consequences of some of the main events and changes in history • I know that the past can be shown in different ways(pictures/photographs/stories/artefacts)I can use evidence from maps, books and other secondary sources to help me understand the past • I can use pictures to find out information about life in Nantwich (past and present) • I can compare Nantwich in the past to the present day • I can consider the impact that salt/brine has had on the local economy since Roman Times 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past • Suggest suitable sources of evidence for historical enquiries • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Suggest causes and consequences of some of the main events and changes in history • I know that the past can be shown in different ways (pictures/photographs/stories/artefacts) • I can use evidence from maps, books and other secondary sources to help me understand the past • I can identify true facts about Anglo-Saxon religious beliefs and practices and use these to ask and answer my own questions • I can recognise the difference between historical sources and their validity to the passage of time 	

<p>Chronological understanding</p>	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Identify periods of rapid change in history and contrast them with times of relatively little change • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline • I can sequence the history of salt/brine onto a timeline of Nantwich • I can use and understand a wider range of words and phrases relating to the passage of time including century, BCE/AD, decade and chronological • I can understand the passage of time in my local area • I can show these on a timeline starting with brine in Roman Times in Nantwich • I can recognise the similarities/differences and changes of salt production over time 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Identify periods of rapid change in history and contrast them with times of relatively little change • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline • Use dates and terms accurately in describing events • I can sequence events/objects/people onto a timeline of The Anglo Saxons • I can use and understand a wider range of words and phrases relating to the passage of time including century, BCE/AD and decade, archaeologist, thanes, kingdoms, shire, witan, wergild, Christianity, missionary, pagan and chronological • I can sequence many of the main features of The Anglo Saxons and explain my reasons why 	
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<p>Knowledge and understanding of past events, people and changes in the past</p>	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school • Give a broad overview of life in Britain during both World Wars • Compare some of the times studied with those of the other areas of interest around the world • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men and women and children • I can recognise the similarities/differences and changes of salt production over time • I can comment on how life has changed in Nantwich from Roman Times to the present day • I can describe in some detail some of the most significant features of salt production and its impact on the market town of Nantwich • I can explain where to find The Willows and Old Biot in Nantwich • I can explain why there is a brine bath called Snow Hill in Nantwich • I can explain why Victorians would visit The Brine Bath Hotel to ‘take’ the waters 	<ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men and women and children • I know when the Anglo Saxons invaded Britain and what the seven kingdoms were. • I understand how the Anglo Saxons have influenced Britain by explaining some of the place names they established and their meanings • I can identify true facts about Anglo-Saxon religious beliefs and practices and use these to ask and answer my own questions • I can explain the work of some of the people who were influential in converting the Anglo Saxons to Christianity and I know about some of the important Christian buildings that they founded • I can explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped • I can describe a typical Anglo-Saxon village and explain what jobs the people did • I can understand how the Anglo Saxons have influenced Britain by explaining some of the place names they established and their meanings. • I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture • I can take notes and answer questions to show I understand about the work of the people who helped to convert the Anglo-Saxons to Christianity 	
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<p>To communicate historically</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and lagacy • Use literacy, numeracy and computing skills in order to communicate information about the past • Use original ways to present information and ideas <ul style="list-style-type: none"> • I can make connections between Nantwich now and Nantwich dating back to Roman Times • I can use and understand a wider range of words and phrases relating to the passage of time including ‘century’, BCE/AD, Roman, medieval, transport, tax, brine, decade and chronological • I can present my work in imaginative ways using art, drama and written work 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and lagacy • Use literacy, numeracy and computing skills in order to communicate information about the past • Use original ways to present information and ideas <ul style="list-style-type: none"> • I can make connections between life in Anglo Saxon Britain and compare it to other Invaders and Settlers and I have studied • I can present my work in imaginative ways using art, drama and written work • I can use and understand a wider range of words and phrases relating to the passage of time including century, BCE/AD and decade, archaeologist, thanes, kingdoms, shire, witan, wergild, Christianity, missionary, pagan and chronological (See knowledge organiser for topic specific words) 	
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History Curriculum Planning – KS2 End Points

Being Our Best Selves

Year group	Autumn Term	Spring Term	Summer term
6	British History WWII		Invaders and Settlers The Vikings
To investigate and interpret the past	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past • Suggest suitable sources of evidence for historical enquiries • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Suggest causes and consequences of some of the main events and changes in history • I know that the past can be shown in different ways (pictures/photographs/stories/artefacts) • I can use evidence from maps, books and other secondary sources to help me understand the past • I can use pictures, photographs, stories and artefacts to find out information about life in WWII • I can compare Britain in WWII to the present day • I can consider the impact that WWII has had on Modern Day Britain • I can describe what happened during some key events from World War II and order events on a timeline 		<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past • Suggest suitable sources of evidence for historical enquiries • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Suggest causes and consequences of some of the main events and changes in history • I know that the past can be shown in different ways (pictures/photographs/stories/artefacts) • I can use evidence from maps, books and other secondary sources to help me understand the past • I can use pictures/photographs/stories/artefacts to find out information about life in Viking Times • I can compare Viking Britain to the present day • I can consider the impact that The Vikings had on Modern Day Britain • I can describe what happened during some key events from The Vikings and order events on a timeline

Chronological understanding	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Identify periods of rapid change in history and contrast them with times of relatively little change • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline • Use dates and terms accurately in describing events • I can sequence the history of WWI onto a timeline marking on the key events accurately • I can explain why World War II began and order events from World War II on a timeline • I can use and understand a wider range of words and phrases relating to the passage of time including century, BCE/AD, decade and chronological • I can recognise the similarities/differences and changes in WWI and WWII over time 		<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Identify periods of rapid change in history and contrast them with times of relatively little change • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline • Use dates and terms accurately in describing events • I can sequence the history of The Vikings onto a timeline marking on the key events accurately • I can explain why The Vikings invaded and order events on a timeline • I can use and understand a wider range of words and phrases relating to the passage of time including century, BCE/AD, decade and chronological • I can recognise the similarities/differences and changes in The Viking Age and compare to other Invaders and Settlers over time
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<p>Knowledge and understanding of past events, people and changes in the past</p>	<ul style="list-style-type: none"> • Give a broad overview of life in Britain during both World Wars • Compare some of the times studied with those of the other areas of interest around the world • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men and women and children • I can explain why World War II began • I can describe what happened during some key events from World War II and order events on a timeline • I can describe some of the most significant features of WWI and WWII • I can recognise the similarities/differences and changes between WWI and WWII over time I can comment on how life has changed from WWII to the present day • I can describe how people's diets were different during World War II and answer questions about the implementation of rationing • I can say what type of jobs women did during World War II • I can write a letter in role as an evacuee from World War II • I can explain what the Holocaust was and describe some events that happened 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school • Give a broad overview of life in Britain during both World Wars • Compare some of the times studied with those of the other areas of interest around the world • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men and women and children • I can explain when and where the Vikings came from and why they raided Britain • I can describe what happened during some key events from The Vikings and order events on a timeline • I can recognise the similarities/differences and changes between The Vikings and other Invaders and Settlers over time • I can compare the significance of Anglo-Saxon kings during the Viking period • I can explain who King Ethelred II was and say when and why Danegeld was introduced • I can identify and explain key aspects of Viking life
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<p>To communicate historically</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and lagacy • Use literacy, numeracy and computing skills in order to communicate information about the past • Use original ways to present information and ideas • I can use and understand a wider range of words and phrases relating to the passage of time including century, BCE/AD, and chronology (See knowledge organiser for topic specific words) • I can present my work in imaginative ways using art, drama and written work 		<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and lagacy • Use literacy, numeracy and computing skills in order to communicate information about the past • Use original ways to present information and ideas • I can use and understand a wider range of words and phrases relating to the passage of time including century, BCE/AD, and chronology (See knowledge organiser for topic specific words) • I can present my work in imaginative ways using art, drama and written work
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