

History Curriculum - End Points

Record of progression of essential knowledge and vocabulary

Key Knowledge can be divided into two main mains: firstly, interesting facts that will remain with pupils forever in their long-term memory and secondly, knowledge that individuals need to learn as part of the national curriculum.

Year 1 Essential Knowledge	Year 1 Essential Vocabulary Generic Vocabulary	
<p style="text-align: center;"><u>Changes Within Living Memory</u></p> <p><u>How has shopping changed within living memory?</u></p> <p><u>Must know</u> Know how shopping is carried out in modern times Know how shopping was carried out in the past Be able to identify shops in local area Be able to create a timeline of popular UK foods Know how to sort fruit and vegetables into the seasons in which they grow.</p> <p><u>Could know</u></p> <ul style="list-style-type: none"> • Know sweet treats from the past • Know how food was rationed during WW2 • Know History means 'in the past' 	<ul style="list-style-type: none"> • Shops • Shopping • Modern • Self-service • Online • Markets • Deliveries • Supermarket • Local area • Buy /Sell • Butcher • Baker • Greengrocer • Deli • Favourite foods • Originated 	<p style="text-align: center;">EYFS</p> <ul style="list-style-type: none"> • A long time ago • Same/Different • Change • People • Lives • Order • Compare <p style="text-align: center;">KS1</p> <p style="text-align: center;">Revisit all the words from EYFS plus introduce new words:</p> <ul style="list-style-type: none"> • Timeline • Chronological • Years

		<ul style="list-style-type: none"> • Decade • Sequence • Fact/ opinion • Artefact • Era • Current • Event • Source • Evidence • Invention
Year 1 Key Knowledge	Key Vocabulary	Generic Vocabulary
<p>Significant historical events, people places in our own local area.</p> <p>Who or what is important in our local area's history?</p> <p><u>Must know</u></p> <ul style="list-style-type: none"> • Know what significant means • Know a significant place near school e.g. train station/park /market 	<ul style="list-style-type: none"> • Significant • Events • Past • National • Global • Local • Remembrance • Park • Station • Market • Historical maps • Evidence • Route 	<ul style="list-style-type: none"> • Question • Reason • Connections • Century/ Decade • Living Memory • Different Periods of Time • Modern • Past/ Present/ Future • Memory • Information • Similarity, Difference • Lives • Memorial

<ul style="list-style-type: none"> • Know how people remember significant events in the past e.g. Remembrance Day • Understand a simple timeline to show when events happened in the local area • How to use maps to find out about the local area • To be able to identify why a local event was significant using a variety of sources • To identify some significant people from the past who lived in our local area • To be able to investigate if my family know about a significant person from the past who lived in our area • To be able to place pictures of significant people, places and events in chronological order <p><u>Could know</u></p> <ul style="list-style-type: none"> • To be able to show learning about people, places and events in the local area. 	<ul style="list-style-type: none"> • Event • Evidence • Sources • Programme • Photographs 	<ul style="list-style-type: none"> • Monument • Timeline • Order • Compare • Artefact • Research • Questionnaire • Living memory • Oral history • Historian
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Year 2 Key Knowledge	Year 2 Key Vocabulary Generic Vocabulary	
<p style="text-align: center;"><u>The Great Fire of London</u></p> <p><u>Must Know</u></p> <ul style="list-style-type: none"> • Know that in the past houses in London were built mainly of wood, wattle and daub, and many had straw roofs. • Know that the streets of London were narrow and that the fire jumped from house to house. • Know that there were no fire brigade and so everyone had to help put out fires using buckets and hand pumps. • Know that the fire started accidentally in a baker's shop in Pudding Lane. • Know that people had to grab what they could carry and run for their lives. • Know that people escaped on boats on the River Thames. • Know that people buried valuables in their gardens to keep them safe. • Know that Samuel Pepys buried a whole cheese in his garden because it was too heavy to carry. • Know that when the fire was over, most of the city had been destroyed and needed to be re-built. 	<ul style="list-style-type: none"> • Bakery • Flammable • Ignite • Leather Buckets • Samuel Pepys • Christopher Wren • London • Pudding Lane • King Charles II • River Thames • Fire Brigade • St Pau's Cathedral • Diary • Thomas Farriner 	<p style="text-align: center;">As per KS1 (above)</p>

- Know that many of the new buildings can be seen today and that a monument was built where the fire started.

Could Know

- Know that a great architect Sir Christopher Wren was asked to design a much better city with wider streets and safer buildings made from brick and stone.
Know that Wren's greatest work was the new St Paul's Cathedral.

**Year 2
Key Knowledge**

How were the lives of famous explorers the same or different?

Must know:

- Where Ibn Battuta travelled.
- Compare life when Ibn Battuta travelled to life today.
- Say what Christopher Columbus discovered and some of the key events from his expedition.
- What life was like for Christopher Columbus and why is he significant.
- Some of the key events from Ernest Shackleton's life.

**Year 2
Key Vocabulary**

- Explorer
- Period of time
- Achievements
- Aspects of life
- Way of life
- Merchants
- Evidence
- Compare and contrast
- Source
- Evidence

**Year 2
Generic Vocabulary**

Source
Evidence
Significant
Compare
Contrast
Similar
Different

<p>research and ask questions</p> <ul style="list-style-type: none"> • The differences and similarities between the lives of Neil Armstrong and Sunita Williams. <p>Could know:</p> <ul style="list-style-type: none"> • To identify similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> • Significant • Explorer • Expedition • Key features of events • Expedition • Reason • Hero • Antarctic • Astronaut • Pilot • Marathon • Astronaut • Pilot • NASA • Travel • Equipment • Communication 	

<p style="text-align: center;">Year 3 Key Knowledge</p>	<p style="text-align: center;">Year 3</p>	
	<p style="text-align: center;">Key Vocabulary</p>	<p style="text-align: center;">Generic Vocabulary</p>
<p style="text-align: center;"><u>Stone Age to Iron Age</u></p> <p><u>Must know</u></p> <ul style="list-style-type: none"> • Understand the use of AD/BC. • Know that the Old Stone Age (Palaeolithic) makes up 99.5 % of our History. • Know how the periods of time are divided into Old Stone Age (Palaeolithic) Middle Stone Age (Mesolithic) and New Stone Age (Neolithic). • Know what is meant by 'hunter gatherers'. • Know that the New Stone Age (Neolithic) saw the first farmers in Britain. • Know the main differences between the Stone, Bronze and Iron Ages. • Know how to identify reliability of artefacts and analyse evidence to draw conclusions. • Know that archaeology is important, and that evidence is ever changing. <p><u>Could Know</u></p> <ul style="list-style-type: none"> • Features of houses • Theories surrounding Stonehenge • Significance of findings and begin to critically discuss using reasoning 	<ul style="list-style-type: none"> • Archaeologist • Artefact • Palaeolithic • Mesolithic • Neolithic • Chronology • Tribal • Hunter-gatherers • Shelter • Civilisation • Settlement • Prey • Skara Brae • Stonehenge 	<p style="text-align: center;">Lower KS2</p> <p>Revisit words from KS1 plus introduce new words:</p> <ul style="list-style-type: none"> • Chronological • Millennium • Century/ Decade • Bc/ Bce • Ad/ Ce • Era • Time Period • Similarities • Differences • Cause • Consequence • Prehistoric • Evidence • Primary/Secondary Sources • Achievements • Ancient • Modern • Archaeology • Contrasts • Trends Over Time

		<ul style="list-style-type: none">• Influence• Significant• Impact• Achievements• Process Of Change• Landscape• Settlements• Empire• Diversity Societies• Slave• Citizen• Dynasties• Relationship• Identity Challenges• Influence• Reveal• Technology• Climate• Travel• Road System• Trade• Art and Culture• Overview• Connections• Regional, National and International
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Year 3 Key Knowledge	Year 3 Key Vocabulary	Year 3 Generic Vocabulary
<p style="text-align: center;"><u>What did the first civilisations have in common and what were their achievements?</u></p> <p><u>Must know</u></p> <ul style="list-style-type: none"> • Different early civilisations were developing at the same time • Know that writing and number were key in the development of early civilisations • Know the significant achievements of these early civilisations, eg: Sumer - the first cities, writing, the wheel; Indus Valley - early drainage systems, trade, early writing and a grid system of roads; the Shang Dynasty - writing, the calendar, chariots, large underground tombs, bronze bowls, jade, silk and weapons; Egypt - pyramids, hieroglyphics, medicine, irrigation. • Similarities and differences between Ancient Egypt and Stone Age Britain. <p><u>Could know</u></p> <ul style="list-style-type: none"> • Local geography contributed to the successes of these civilisations. • The lasting impact of these early civilisations on Britain today, eg: paper, basket, rope, medicines. 	<ul style="list-style-type: none"> • Civilisation • Valley • Cuneiform • Pictographs • Hieroglyphics • Script • Symbols • Rosetta Stone • Jade • Seal • Drainage • Pharaoh • Pyramids • Tomb • Mausoleum • Sumer • Indus Valley • Shang Dynasty • Egypt • Hunting • Gathering • Harvesting • Stone Age 	<p>Revisit words from KS1 and introduce new words:</p> <ul style="list-style-type: none"> • BC, AD, BCE, CE

	<ul style="list-style-type: none"> • Irrigation • Papyrus 	
Year 4 Key Knowledge	Year 4 Key Vocabulary	Year 4 Generic Vocabulary
<p style="text-align: center;"><u>Ancient Greeks</u></p> <ul style="list-style-type: none"> • Locate Ancient Greece on a timeline in relation to other periods they have studied. • Know the Geography of Ancient Greece and how it is linked to influencing other countries • Know what Democracy is and how this has he Ancient Greeks have influenced our lives today • Know what daily life was like in Ancient Greece • Know about the Acropolis and how it has shown what life was like in Ancient Greece • Know the influence of the Ancient Greeks on modern architecture • Know the events that took place during the first Olympics and how this has influenced modern events. • Conduct research on how the Greeks have influenced many aspects of life today 	<ul style="list-style-type: none"> • Mountainous • Minoan • Rocky Terrain • Natural Resources • Peninsula • Islands • Mediterranean Sea • Colonies • Empire • Athens • Sparta • Democracy • Laws • Civilisation • Justice • Culture • Apollo • Delphi • Parthenon • Ephesus • Acropolis • Colonnades 	<ul style="list-style-type: none"> • Revisit words from KS1 and KS2 words above, plus new words below: • Architecture • Religion • Worship • Sacrifice • Beliefs • Temples • Senate • Inventions • Peace • Power • Conquer • Laws • Justice • Medicine • Leisure • Baths • Theatre • Myths

	<ul style="list-style-type: none"> • Parthenon • Agora • Propylaea • Erectheum • Citadel • Hippocrates • Euclid • Archimedes • Philosophers • Aristotle • Plato • Socrates 	<ul style="list-style-type: none"> • Legends • Education • Prosperity • Wealth
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Year 4	Year 4
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Key Knowledge	Key Vocabulary		Generic Vocabulary
<p style="text-align: center;"><u>The Romans in Britain</u></p> <p><u>Must know</u></p> <ul style="list-style-type: none"> • The Romans attempted to invade twice before they were successful • The reasons why they wanted to invade Britain, eg: mineral resources, expand the Empire, trade with Britons. • The reasons why the Roman army were so successful in building up the Roman Empire, eg: the way they were organised, the training, their armour and weaponry. • The primary sources about life in Roman Britain, eg: Vindolanda tablets, Cassius Dio. • Some tribes welcomed the Romans and some didn't, eg: Boudicca's revolt • Draw comparisons between a Celtic village and a Roman fort, eg: settlements, facilities. <p><u>Could know</u></p> <ul style="list-style-type: none"> • Primary resources are not always reliable, eg: Roman opinions of the Celts were biased, no Celtic primary sources 	<ul style="list-style-type: none"> • Centurion • Emperor • Londinium • Invade/invasion • Romanisation • Julius Caesar • Claudius • Boudicca • Hadrian's Wall • Latin • Artefact • Tribe • Cavalry 	<ul style="list-style-type: none"> • Chronological Order • Timeline • Conquer • Conquest • Trade • Garrison • Archaeologist • Celts • Vindolanda Tablets • Cassius Dio 	<p style="text-align: center;">As per Lower KS2 (above)</p>

<ul style="list-style-type: none"> The names of the divisions of the Roman army and the specific names of the armour and weaponry. 			
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Year 5 Key Knowledge	Year 5 Key Vocabulary	Year 5 Generic Vocabulary
<p style="text-align: center;"><u>The Anglo Saxons and Vikings</u></p> <p><u>Must Know</u></p> <ul style="list-style-type: none"> About Roman withdrawal from Britain in c.AD 410 and fall of the western Roman Empire Be able to describe why, where and when the Anglo-Saxons invaded Britain and explain what the seven Anglo-Saxon kingdoms were. Be able to describe a typical Anglo-Saxon village and explain what jobs the people did to use historical evidence to draw some conclusions about the person in the Sutton Hoo burial. To examine objects from the burial in detail To begin realise the limitations of evidence from artefacts To explain when and where the Vikings came from and why they raided Britain. Be able to select and organise information to answer a key question 	<ul style="list-style-type: none"> Dark Ages Anglo Saxon Viking Withdraw Power vacuum Invader Jute Retreat Kingdom Livestock Weaving Craft Plough Chief artefact excavation archaeology historian sources evidence interpretation longship 	<p style="text-align: center;">Upper KS2</p> <p style="text-align: center;">Revisit all words from KS1/lower KS2 plus introduce new words:</p> <ul style="list-style-type: none"> Cause and effect Propaganda Bias Society Empire Point of view Objectivity Subjectivity Consequences Legacy Modern British Values Laws Invasions

- To use a range of sources to see how historical events are depicted
- Be able to order events chronologically
- To understand how evidence, arguments and interpretations can change as new evidence becomes available.
- To understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings.

Could Know

Be able to explain the similarities and difference between Anglo Saxons and Vikings

- pillage
- raid
- norse
- Lindisfarne
- Alfred The great
- Athelstan
- Wessex
- Depicted
- Impression
- Monk
- Stereotypical
- artists impression
- conquer
- Daneslaw
- re-unite
- Excavation
- Jorvik
- Settler
- Craftsmen
- root meaning village
- town
- county
- kingdom
- migration

- Expansion
- Kingdoms
- Settlements
- Village life
- Peasantry
- Hierarchy
- Laws and justice
- Withdrawal
- Contexts
- Cultural
- Economic
- Military
- Political
- Religious
- Social History; Short- and Long-Term Timescales.
- Civilization
- Gender
- Period/ era
- Achievements
- Influence
- Scholars
- Dynasties
- Symbolic
- Renowned

		<ul style="list-style-type: none"> • Conquer • Navigation • Civilisation • Comparison • Calendar • Astronomy • Observatory • Wisdom • Community • Impact • Merchants • Archaeologists • Complexity • Follies of Mankind • Successful Leader
Year 6 Key Knowledge	Year 6 Key Vocabulary	Year 6 Generic Vocabulary
<p style="text-align: center;"><u>Mayan Civilisation</u></p> <p><u>Must Know</u></p> <ul style="list-style-type: none"> • Know how to place features of historical events and people from the past societies and periods in a chronological framework. 	<ul style="list-style-type: none"> • Glyphs • Chichen Itza • Ahau or Ahaw • Batab • Itzamna • Huipil 	As per Upper KS2 (above)

- To understand why we study the Mayan empire in school.
- To know what life was like at the height of the Mayan civilization.
- To understand that a range of foods were eaten by the ancient Maya people and explain why certain foods were particularly significant.
- To understand what it was like there 1,000 years ago?
- To understand how the Maya number and writing system works.
- Know about the impact that the Mayan civilization had on the world (ancient society).
- To explore that if the Maya were so civilized, why then did they believe in human sacrifice?
- To think about how we can solve the riddle of why the Mayan empire ended so quickly.

Could Know

- To know that a good historian questions the reliability of historical sources and interpretations.
- Why the Maya were able to grow so strong when the area that they lived in was mainly jungle?

- Kin
- Kukulcan
- Uinal
- Astronomers
- Codices
- Cacao Beans
- Scribes
- Drought
- Maize
- Ritual
- Civilisation
- Pyramids at Palenque,
- Uxmal,
- Copán,
- Tikal
- Hierarchical Society
- Human Sacrifices
- Guatemala

<ul style="list-style-type: none"> • That there are comparisons between the Vikings and the Maya and understand which was more civilised and why. 		
Year 6 Key Knowledge	Year 6 Key Vocabulary	Year 6 Generic Vocabulary
<p style="text-align: center;">Journeys: The Story of Migration to Britain</p> <p style="text-align: center;">A study of a time period beyond 1066</p> <p>Must know:</p> <ul style="list-style-type: none"> • To recognise that Migration is the movement of people from one locality, region or country to another. • To identify that there are push and pull factors that lead people to migrate. • To recall three push factors: conflict, • The reasons for WW2 and place some key events in chronological order. • To be able to research how Britain stood firm against German threat in WW2 • The impact of war on people's lives and the variety of experiences • The causes of the end of WW2 and how it would have been celebrated in the local area 	<ul style="list-style-type: none"> • Alliance • Archduke Franz Ferdinand • Propaganda • Trench • Impact • Reconcile • Veteran • front line • Armistice • Treaty of Versailles • Cause • Consequence • Axis • Allies • Appeasement • stood/stand firm • blitz • evacuation • air-raid shelter • rationing • home guard • propaganda 	<ul style="list-style-type: none"> • Duration • Chronology • memorial

<ul style="list-style-type: none"> • To research the effect of WW2 on the local area and locate any remaining evidence or features <p>Could know:</p> <ul style="list-style-type: none"> • The concept of civil war and why the English civil war happened • To be able to investigate trench warfare 	<ul style="list-style-type: none"> • ministry of (...)government • phoney war • VE Day • Surrender • liberation • Civil War • Charles I • Oliver Cromwell • Round Heads • Cavaliers 	
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