

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>Within Living Memory</u> <u>Victorians</u></p> <p><u>Must know</u></p> <ul style="list-style-type: none"> • Know that the toys that grandparents played with were different to their own. • Know the main differences between their school days and that of their grandparents and great grandparents. • Know how homes have changed over time. • Know how school has changed over time. • Know what children wore in Victorian times. • Know how children's entertainment has changed over time. <p><u>Could know</u></p> <ul style="list-style-type: none"> • Know where the name of the era comes from. • Know History means 'in the past'. 	<ul style="list-style-type: none"> • Blackboard • Chalk • Nit Nurse • Inkwell • Pen And Nib • Skipping • Marbles • Snakes And Ladders • Ludo • Popular 	<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>Revisit all the words from EYFS plus introduce new words:</p> <ul style="list-style-type: none"> • Timeline • Fact/ opinion • Artefact

<p style="text-align: center;"><u>Significant historical events:</u> <u>Remembrance Day</u> <u>Guy Fawkes</u> (Year 1)</p> <p><u>Must know</u></p> <ul style="list-style-type: none"> • Know the story of the Gunpowder Plot. • Know that Guy Fawkes attempted to blow up the Houses of Parliament on 5th November. • Know that Remembrance Day is 11th November. • Know that the war ended on that day. • Know what happened on that day in World War 2. • Know that we wear poppies out of respect for the fallen soldiers. <p><u>Could know</u></p> <ul style="list-style-type: none"> • Know that we show our respect for the fallen soldiers by keeping a silence. • Know the reasons for The Gunpowder Plot. 	<ul style="list-style-type: none"> • Guy Fawkes • Gunpowder • Plot • Houses of Parliament • Catholic • Protestant • Religion • Remembrance • Poppy • Fallen • Soldiers • War 	<ul style="list-style-type: none"> • Event • Source • Evidence • Invention • Question • Reason • Connections • Century/ Decade • Living Memory • Different Periods of Time • Modern • Past/ Present/ Future • Memory • Information • Similarity, Difference • Lives • Memorial • Monument
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<p style="text-align: center;"><u>Significant Individuals:</u> <u>Neil Armstrong and Christopher Columbus</u> <u>(Year 1)</u></p> <p><u>Must know</u></p> <ul style="list-style-type: none"> • Know that Christopher Columbus and Neil Armstrong were both famous explorers who wanted to find out more about the world. • Know that Columbus was hoping to sail to Asia but discovered the Americas instead. • Know that Armstrong was an astronaut who was the first person to walk on the moon. • Know that Columbus brought back new foods and objects from his travels • Know that some objects that we have today only exist because of technology developed for space exploration • Know how to compare famous people <p><u>Could know</u></p> <ul style="list-style-type: none"> • Recite Armstrong's famous words: That's one small step for a man, one giant leap for mankind • Know about some of the objects that we have today due to space exploration 	<ul style="list-style-type: none"> • explorer • exploration • compass • navigate • travel • famous • transport • Columbus • Armstrong • space • astronaut • exploration 	
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<p style="text-align: center;"><u>Events beyond living memory</u> <u>Wright Brothers and George Stephenson</u> <u>(Year 1)</u></p> <p><u>Must Know</u></p> <ul style="list-style-type: none"> • Know some forms of transport from past to present day. • Know how cars have changed since they were invented. • Know that the Wright brothers invented the aeroplane. • Know how aeroplanes have changed since they were invented • Know that Stephenson invented the steam train • Understand how trains changed people's lives <p><u>Could Know</u></p> <ul style="list-style-type: none"> • Know that Stephenson's train was called the Rocket 	<ul style="list-style-type: none"> • invention • invented • Wright Brothers • steam train • Stephenson • aeroplane • cars • travel • transport 	
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Year 2 Key Knowledge	Year 2 Key Vocabulary	Year 2 Generic Vocabulary
<p><u>Beyond Living Memory & Famous People</u></p> <p><u>Must know</u></p> <ul style="list-style-type: none"> • Know that Emmeline Pankhurst and Malala Yousafzai were/are activists. • Learn about the lives of significant individuals in the past who have contributed to international achievements • Understand some of the ways in which we find out about the past. • Know the local and global significance of Emmeline Pankhurst story. • Understand that Malala's story is changing the world now. • Know what discrimination is, and how it impacted the choices of Emmeline Pankhurst and Malala Yousafzai. <p><u>Could know</u></p> <ul style="list-style-type: none"> • Know how the pupils' lives are connected to the lives of others. • Be able to express their opinion. 	<ul style="list-style-type: none"> • Activist • Discrimination • Suffragette, Suffrage • Determined • Strong • Rights • Vote • Equal, Equality • Fair • Movement • Manchester • Courage 	<p>As per KS1 (above)</p>

The Great Fire of London (Year 2)

Must Know

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

- 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><u>Could Know</u></p> <ul style="list-style-type: none"> • 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. 		
<p><u>Changes Within Living Memory: Music Through The Ages</u> <u>(Year 2)</u></p> <p><u>Must know</u></p> <ul style="list-style-type: none"> • Know about changes that happened in the time of their parents, grandparents. • Know a chronology of changes since the time of their parents and grandparents. • Know how music genres have changed since the time of their grandparents (1950s/60s). • Know how the ways we experience music inside and outside our houses has changed. • Know that the art and images related to music had a different style from today. • Place sources/artefacts correctly on a timeline. 	<ul style="list-style-type: none"> • Gramophone, cassette, cd, vinyl record, MP3 players, apps, tablets. • Wireless • Timeline • Chronology • Decade • Genre • Rock 'n' Roll • Disco • Pop • Sources • Artefacts • Opinions 	

<p><u>Could know</u></p> <ul style="list-style-type: none"> To identify links and connections between different aspects of British life since 1945. 		
<p style="text-align: center;"><u>LS Lowry vs Van Gogh (Year 2)</u></p> <p><u>Must Know</u></p> <ul style="list-style-type: none"> Identify some difference between Van Gogh's time and our own. Understand that Van Gogh's use of colour was influenced by his surroundings. Understand some of the sources by which we gain historical knowledge (e.g. letters). Understand that an artist's work is affected by when and where they live. Learn what the words 'rural' and 'industrial' mean and compare their features. Understand what Lowry's time looked like and some of the differences between then and now. Look at Lowry's paintings and discuss the narratives they contain. Look in detail at some of Lowry's work and interpret the narrative. <p><u>Could Know</u></p> <ul style="list-style-type: none"> Generate questions and understand research may be needed to find the answers. 	<ul style="list-style-type: none"> Van Gogh LS Lowry Manchester Sunflowers Artist Industrial Rural Zundert (Netherlands) Auvers-sur-Oise (France) Matchstick Charcoal Terrace Houses Style 	

<ul style="list-style-type: none"> Understand the struggles that artists sometimes have to make their work understood and appreciated. 		
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Year 3 Key Knowledge	Year 3 Key Vocabulary	Year 3 Generic Vocabulary
<p><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 who first lived in Britain. Know that the Old Stone Age (Palaeolithic) makes up 99.5 % of our History. Know how Britain changed between the beginning of the 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 what was learnt from Skara Brae. Know what was learnt from Stonehenge. Know the main differences between the Stone, Bronze and Iron Ages. Know how to identify reliability of artefacts and analyse evidence to draw conclusions. 	<ul style="list-style-type: none"> Archaeologist Artefact Palaeolithic Mesolithic Neolithic Chronology Tribal Hunter-gatherers Shelter Civilisation Settlement Prey Skara Brae Stonehenge 	<p>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

<p><u>Could Know</u></p> <ul style="list-style-type: none"> • Features of houses and lifestyle of Skara Brae inhabitants. • Discuss significance of findings and begin to critically discuss using reasoning. 		<ul style="list-style-type: none"> • Ancient • Modern • Archaeology • Contrasts • Trends Over Time • 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
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		<ul style="list-style-type: none"> • Art and Culture • Overview • Connections • Regional, National and International
<p style="text-align: center;"><u>Ancient Greeks</u> (Year 3)</p> <p><u>Must know</u></p> <ul style="list-style-type: none"> • Know the location of Ancient Greece using a map and how current climate and landscape is linked to our understanding. • Place Ancient Greece on a simple timeline. • Know that Greece consisted of city states such as Athens and Sparta. • Know the importance and reliability of archaeological, spoken (for example myths and legends and pottery) and written evidence. • Know in what ways Ancient Greeks have influenced our lives today in terms of Architecture, language and thinkers. • Know 3 reasons why Athens was so dominant. • Know the events that took place during the first Olympics and how this has influenced modern events. • Could know about the diversity and lifestyle depending on position in society and the influence of a large slave population. 	<ul style="list-style-type: none"> • Philosophy • Athenians • Spartans • Democracy • Slavery • Government • Golden Age • Colonies • Olympics • Stadium • Architecture • Battle of Marathon • Persia • Dominance • Parthenon 	<ul style="list-style-type: none"> • Constructed • Architecture • Religion • Worship • Sacrifice • Beliefs • Temples • Senate • Inventions • Peace • Power • Conquer • Laws • Justice • Medicine • Leisure • Baths • Theatre • Myths • Legends • Education

<ul style="list-style-type: none"> • Know about the Golden Age in Athens and its link to the Battle of Marathon and reasons for defeat of Persia. • Know how to identify reliability of artefacts and analyse evidence to draw conclusions. <p>Could Know</p> <ul style="list-style-type: none"> • Location and names of seas, principle islands, mountains and cities. • Could know Persian weaknesses and Athenian strengths. <p>Could discuss significance of findings and begin to critically discuss using reasoning.</p>		<ul style="list-style-type: none"> • Prosperity • Wealth
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Year 4 Key Knowledge	Year 4 Key Vocabulary			Generic Vocabulary
<p><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 	<ul style="list-style-type: none"> • Centurion • Emperor • Londinium • Invade/invasion • Romanisation • Julius Caesar • Claudius • Boudicca • Hadrian's Wall 	<ul style="list-style-type: none"> • Chronological Order • Timeline • Conquer • Conquest • Trade • Garrison • Archaeologist • Celts 	As per Lower KS2 (above)	

<p>Empire, eg: the way they were organised, the training, their armour and weaponry.</p> <ul style="list-style-type: none"> • 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 • The names of the divisions of the Roman army and the specific names of the armour and weaponry. 	<ul style="list-style-type: none"> • Latin • Artefact • Tribe • Cavalry 	<ul style="list-style-type: none"> • Vindolanda Tablets • Cassius Dio 	
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<p style="text-align: center;"><u>What did the first civilisations have in common and what were their achievements?</u> (Year 4)</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. 	<ul style="list-style-type: none"> • Civilisation • BC, AD, BCE, CE • Valley • Cuneiform • Pictographs • Hieroglyphics • Script • Symbols • Rosetta Stone • Jade • Seal • Drainage • Pharaoh • Pyramids • Tomb • Mausoleum 	<ul style="list-style-type: none"> • Sumer • Indus Valley • Shang Dynasty • Egypt • Hunting • Gathering • Harvesting • Stone Age • Irrigation • Papyrus 	
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<ul style="list-style-type: none"> The lasting impact of these early civilisations on Britain today, eg: paper, basket, rope, medicines. 			
<p><u>Local Historian Study - Manchester Mills in Victorian Times (Quarry Bank Mill)</u> (Year 4)</p> <p><u>Must know</u></p> <ul style="list-style-type: none"> Know what life was like for an apprentice at Quarry Bank Mill Know how cotton was made in a mill and some of the names of the machinery used, eg: Spinning Jenny, Spinning Mule, Flying Shuttle Know what other jobs children did in the local area during the Victorian times, eg: chimney sweeps, housemaids Understand Manchester's part in the Cotton Industry and the Slave Trade. <p><u>Could know</u></p> <ul style="list-style-type: none"> Know that Manchester was called Cottonopolis in Victorian times The similarities and differences between life at Quarry Bank Mill and other contemporary mills in Manchester (city centre). 	<ul style="list-style-type: none"> Mill Quarry Bank Mill Styal Village Apprentice House Cotton Spinning Jenny Spinning Mule Flying Shuttle Cottonopolis Chimney sweep Housemaid 		

<p>Year 5</p> <p>Key Knowledge</p>	<p>Year 5</p> <p>Key Vocabulary Generic Vocabulary</p>	
<p><u>The Anglo Saxons</u></p> <p><u>Must Know</u></p> <ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman occupation and 1066. • Know the possible reasons why the Saxons invaded. • Know where the Angles, Saxons and Jutes came from. • Know where the early Anglo Saxons lived and how we know this. • Know that many of our place names derived from the Anglo Saxons. • Know the 7 Anglo-Saxon kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county borders today. • To know the significance of the Sutton Hoo burial. • To know some of the ways in which people's lives changed when Christianity came to Britain. • To know key episodes in the Anglo-Saxon/Viking struggle for power and to identify at least one turning point in Saxon fortunes. • To know what is meant by the Danelaw. • To know King Alfred's main achievements, particularly his military prowess. 	<ul style="list-style-type: none"> • Archaeologist • Evidence • Hypothesis • Conclusion • Settlements • Anglo-Saxon kingdoms • Northumbria • Mercia • Wessex • Sussex • Kent • East Anglia • Essex • Shires • Shire reeve • Thane • Legacy • Witan • Wergild • Churl • Beowulf • Sutton Hoo • Angles 	<p>Upper KS2</p> <p>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 • Expansion • Kingdoms • Settlements • Village life • Peasantry

<ul style="list-style-type: none"> • Know about how the Anglo-Saxons attempted to bring about law and order into the country. • Know the main events in the story of Beowulf. <p>Could Know</p> <ul style="list-style-type: none"> • To know that history is constantly being re-written and that we must be cautious when drawing historical conclusions if the written evidence is weak. • To know how to use historical evidence to draw some conclusions about the person in the Sutton Hoo burial. • To know that King Alfred's reputation may have been exaggerated and to question various historical sources. 	<ul style="list-style-type: none"> • Saxons • Jutes • Christianity • Pagan • Bede • Monastery • Lindisfarne • Danelaw • Alfred • Danegeld 	<ul style="list-style-type: none"> • 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 • Conquer • Navigation • Civilisation • Comparison • Calendar
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		<ul style="list-style-type: none"> • Astronomy • Observatory • Wisdom • Community • Impact • Merchants • Archaeologists • Complexity • Follies of Mankind • Successful Leader
<p style="text-align: center;"><u>World War II</u></p> <p style="text-align: center;"><u>The Blitz - All We Need to Know about WW II?</u></p> <p style="text-align: center;"><u>The Battle of Britain (turning point in history)</u></p> <p style="text-align: center;">(Year 5)</p> <p><u>Must Know</u></p> <ul style="list-style-type: none"> • To know why World War II began. • To name the main countries involved at the outbreak of World War II (allies and axis powers). • To order key events leading up to the outbreak of World War II on a timeline. • To know at least five facts about the Blitz. • To know why the Blitz was so significant. • To know about the impact of World War II on our local community/locality. • To know why children were evacuated. 	<ul style="list-style-type: none"> • Neville Chamberlain • Allies • Winston Churchill • Allies • Axis powers • Blitzkreig • 'the few' • Battle of Britain • Phoney war • Invade • Blitz • Evacuation • Evacuee • Luftwaffe • R.A.F. 	

<ul style="list-style-type: none"> • To know that children had different experiences as evacuees, some positive and some negative. • To know that we can use a range of historical sources to find out what life was like for evacuees. • To know some of the key points made in Churchill's 'Finest Hour' speech and to understand its impact. • Know at least one reason why the Battle of Britain was a turning point in British history. • To know some of the main events in the Battle of Britain and record them on a timeline. <p><u>Could know</u></p> <ul style="list-style-type: none"> • To know that a good historian questions the reliability of historical sources. • To know more than one reason why the Battle of Britain was a turning point in British history. • To know how to interpret a range of historical sources to find out what life was like for an ordinary family during World War II. 	<ul style="list-style-type: none"> • Nazis • Air raid • Shelters • Dog fight • Spitfire • Hurricane • Wireless • Anderson shelter • Morrison shelter • Log book • Cenotaph • Historical sources • Evidence • Reliability • Morale 	
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<p>Year 6 Key Knowledge</p>	<p>Year 6 Key Vocabulary</p>	<p>Year 6 Generic Vocabulary</p>
<p><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. • 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. 	<ul style="list-style-type: none"> • Glyphs • Chichen Itza • Ahau or Ahaw • Batab • Itzamna • Huipil • Kin • Kukulcan • Uinal • Astronomers • Codices • Cacao Beans • Scribes • Drought • Maize • Ritual • Civilisation • Pyramids at Palenque, • Uxmal, • Copán, • Tikal • Hierarchical Society • Human Sacrifices 	<p>As per Upper KS2 (above)</p>

<p><u>Could Know</u></p> <ul style="list-style-type: none"> • 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? • That there are comparisons between the Vikings and the Maya and understand which was more civilised and why. 	<ul style="list-style-type: none"> • Guatemala 	
<p style="text-align: center;"><u>The Vikings</u> (Year 6)</p> <p><u>Must Know</u></p> <ul style="list-style-type: none"> • To know the Vikings came from the area we now call Scandinavia (Denmark, Norway and Sweden). • To know the main reasons why the Vikings came to England and why they attacked. • To know the Vikings were a real threat from the sea. • To know the first Viking raid was at Lindisfarne in 793. • To locate the Vikings in time in relation to the Romans and the Saxons. • To know that Viking contact with Britain lasted for nearly 3 centuries from 789 to 1066. • To know that the traditional view of Vikings being violent raiders may not be accurate. 	<ul style="list-style-type: none"> • Norse men • Longboats • Pirate raid • Raiders • Lindisfarne • Monks • Anglo Saxon • Chronicles • Pagan • Christian • The Danelaw • Kingdoms • Northumbria • Mercia • Wessex 	

<ul style="list-style-type: none"> • To understand how the Vikings gained their violent reputation. • To know at least one period when the Vikings were successful and another when they were not. • To know the importance of the Danelaw as a area of Viking settlement. • To know that the Vikings were traders and settlers, as well as raiders. • To know the significance of recent archaeological finds on our understanding of the Vikings. <p><u>Could know</u></p> <ul style="list-style-type: none"> • To know that a good historian questions the reliability of historical sources and interpretations. • To know at least 2 turning points in Viking fortunes. • To know that people differ in their view of the Vikings and to be aware of both arguments - Raiders or settlers - how should we remember the Vikings? 	<ul style="list-style-type: none"> • Alfred • Danegeld • Jorvik • Trade • Settlements • Archaeology • Excavations • Evidence • Sources • Interpretation • Viking sagas 	
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