



Discipline: Chronology			
Children should develop, then demonstrate an awareness of the past, relating to the passing of time using historical language and timelines..			
End points for EYFS	End Points for KS1	End Points for LKS2	End Points for Key Stage Two
<p>Begin to use vocabulary in relation to time in their play eg today, yesterday, tomorrow,, year, month, days of the week names, old, new, months of the year names,, before, after, next,, now then,</p> <p>Use talk to connect ideas and explain what is happening.</p> <p>Predict and follow regular routines and anticipate events, saying what might happen next.</p> <p>Recall and relive past events, using talk to organise and sequence events</p> <p>Use a range of tenses correctly _ eg play, playing, played, will play</p> <p>Follow a pictorial timeline of daily events</p> <p>Sequence a series of at least 3 simple pictures and begin to use ordinal language correctly ( first second third)</p> <p>Know how old they are, what month their birthday is in and what birthdays are a celebration of</p>	<p>Use Key Vocabulary in relation to time old, new, now, then, month, year, last year, yesterday, week, last week, a long time ago, calendar , date, timeline, recently, before, after, past, present, x weeks ago, x years ago, later, century, decade</p> <p>Understand how time is depicted on a timeline with the oldest events on the left and the most recent on the right</p> <p>Sequence the Gunpowder Plot , the Battle of Hastings and The Great Fire of London</p> <p>Recount, describe and sequence events from their own life and compare them to events of relatives from a different generation</p> <p>Recite the days of the week and the months of the year in order</p> <p>Know a decade is ten years and a century is a hundred years</p> <p>Order 2 years from different the past</p> <p>Remember parts of stories and memories about the past</p> <p>Know Queen Elizabeth 2 is our current queen and be able to name some other previous monarchs</p> <p>Write their own date of birth and begin to estimate the ages of people</p>	<p>Use all Key Vocabulary from KS1 in relation to time and in addition- era pre and post , AD BC ACE and BCE</p> <p>Begin to appreciate the length of time of eras</p> <p>Know a millennium is 1000 years and it's plural is millennia</p> <p>Know a timeline can be divided into BC and AD</p> <p>Order BC ( BCE) and AD ( ACE) dates BC</p> <p>Sequence significant events within the time period being studied</p> <p>Sequence these periods in British History chronologically the Stone Age, Iron Age, Bronze Age, The Roman, and Anglo Saxon</p> <p>Use a prepared timeline</p> <p>Know we are in the 21st century and understand how we use the term Xth century to describe the past (for example 1865 is in the 19th century)</p>	<p>Use all previous key vocabulary and concepts relating to time</p> <p>Describe the main social, religious, political, technological and cultural aspects of all periods studied</p> <p>Use these key historical periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Victorians and the World wars.</p> <p>Name the dates of some previously studied significant events</p> <p>Construct a timeline showing some periods in British History using period labels and dates</p> <p>Sequence these periods in British History chronologically the Stone Age, Iron Age, Bronze Age, The Roman, Anglo Saxon, Vikings, Tudors and Victorians</p>

	by studying and describing their features.		
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**Discipline: Using Sources As Evidence-**

Use different ways to find out about the past

End points for EYFS	End Points for KS1	End Points for LKS2	End Points for Key Stage Two
<p>Know the difference between fiction and non fiction books and can usually identify these correctly</p> <p>Show curiosity with new things and can talk about some of the objects observed</p> <p>Understand, ask and answer questions such as What is that? Who is it? Where is it?</p> <p>Know that information can be retrieved from books, and technology such as television, ipads and computers</p>	<p>Identify fact and fiction</p> <p>Use different sources such eye-witness accounts, photos, artefacts, buildings and visits, to answer questions</p> <p>Look carefully at people, pictures or objects to find information about the past and describe what is seen.</p> <p>Know that people’s memories of an event may not be the same</p>	<p>Compare two different versions of the same event and give reasons why they may be different</p> <p>Look at different sources and evaluate the usefulness of them.</p> <p>Use the library or internet to research the past.</p> <p>Use different sources such eye-witness accounts, photos, artefacts, buildings and visits, to answer questions</p>	<p>Identify primary and secondary sources.</p> <p>Select and analyse a range of sources.</p> <p>Understand that the past has been represented in different ways. and suggest reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know and understand that some evidence is opinion or misinformation and that this affects interpretations of history.</p> <p>Knows that people (now and in the past) can represent events or ideas in ways that persuade others</p>

**Discipline: Constructing and Interpreting history**

Use sources to build up a knowledge and understanding of key features of events and periods, including identifying causes and consequences

End points for EYFS	End Points for KS1	End Points for LKS2	End Points for Key Stage Two
<p>Answer how and why questions in response to events</p> <p>Listen and respond with relevant questions or comments during group discussions or when looking at books</p>	<p>Say why some people in the past did things or why some events happened and what happened as a result of these people’s actions or events.</p> <p>Ask and answer questions (such as: ‘what was it like for a ....?’, ‘what happened in the past?’, ‘how long ago did .... happen?’)</p>	<p>Use subject specific Key Vocabulary relating to the Stone Age, Iron Age, Bronze Age, The Roman era, The Anglo Saxons and the Ancient Greek period</p> <p>Offer explanations about some historical events.</p>	<p>Use subject specific Key Vocabulary from all historical periods studied</p> <p>Use different sources of information and artefacts and evaluates the usefulness and accurateness of them.</p> <p>Choose reliable sources of evidence and</p>

<p>Understand and talk about the use of everyday objects and describe how and why things work</p> <p>Understand the past through settings, characters and events encountered in books read in class</p>	<p>Use artefacts and sources to help recount and sequence events within the Gunpowder Plot, the Battle of Hastings. and Fire of London</p> <p>Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking)</p>	<p>Choose and use different sources to collect information about the past to help answer questions</p> <p>Ask questions such as ‘How did people ....? What did people do for ....?’ What was it like for a ..... during .....?’</p> <p>Record and present findings about the past in a variety of ways using speaking, writing, ICT and drawing skills</p> <p>Use dates and terms with increasing accuracy.</p> <p>Discuss different ways of presenting information for different purposes. realising that it is for an audience.</p>	<p>select relevant sections of information to answer questions and build up knowledge and understanding of a period .</p> <p>Communicate knowledge and understanding of a period in different ways.</p> <p>Present information in an organised and clearly structured manner, using the most appropriate way, making use of different ways of presenting information. (e.g. written explanation/ labelled diagram) including making accurate use of specific dates and terms.</p> <p>Realise that there is often, not just a single answer to historical questions</p> <p>Ask a wide range of questions about the past.</p> <p>Form own opinions about historical events from a range of sources</p> <p>Plan and carry out an historical enquiry</p>
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**Discipline: Comparisons**

Identify similarities and differences of ways of lives of people within time periods and across different periods

End points for EYFS	End Points for KS1	End Points for LKS2	End Points for Key Stage Two
<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Remember and talk about past special times and significant events in their life and that of friends and family.</p> <p><b>Compare some aspects of the past through learning about what life was like when Jesus was alive for example there were no cars or trains then.</b></p> <p><b>Know that some animals eg dinosaurs are now extinct</b></p>	<p>Know there are differences in people’s lives</p> <p>Compare Florence Nightingales life with Mary Seacole’s life</p> <p>Say how toys and transport are similar and different now compared to those of a different generation..</p> <p>Say how some things relating to homes are similar and how some are different in my life compared to those from the Victorian era and also compare these to homes (castles) in Norman times .</p>	<p>Make connections and contrasts between the Roman and Anglo Saxon time periods relating to social, religious, political, technological and cultural aspects</p> <p>Make connections and contrasts between life in early civilisations from the Stone Age, Bronze Age and Iron Age</p> <p>Discuss the continuity and change during the 19<sup>th</sup> century in Widnes and be able to compare it with now</p>	<p>Make connections and contrasts between all periods of British history studied relating to social, religious, political, technological and cultural aspects</p> <p>Compare the lives of Martin Luther King and Nelson Mandela</p> <p>Compare different accounts of the same event and offer explanations about why they are different.</p> <p>Make connections and compare ancient civilisations (the Greeks, the Egyptians and the Mayans) relating to social, religious, political, technological and cultural aspects</p>

**Discipline: Significance and links to local or British history**

Recognise and make simple observations about who or what was important in an historical event or period. Understand how this has impacted on us today in the context of a local or national level.

End points for EYFS	End Points for KS1	End Points for LKS2	End Points for Key Stage Two
<p>Talk about the lives of the people around them and their roles in society</p> <p>Know about the historical origins of some celebrations and traditions eg Mother’s Day, Christmas Day, Easter</p> <p>Know who these people are and why they are significant to us today</p> <p>St George</p> <p>St David</p> <p>St Andrew</p> <p>St Patrick</p>	<p>Know why these people or events are important in history and to us today</p> <p>–</p> <p>The Gunpowder Plot</p> <p>Guy Fawkes</p> <p>The Battle of Hastings</p> <p>William The Conqueror</p> <p>Rosa Parks</p> <p>Rainhill Trials</p> <p>George Stephenson</p> <p>Great Fire of London</p> <p>Samuel Pepys</p> <p>Christopher Wren</p> <p>Queen Victoria</p> <p>Kitty Wilkinson</p> <p>Remembrance Day</p> <p>Florence Nightingale</p> <p>Mary Seacole</p> <p>Henry V111</p> <p>Elizabeth 1</p> <p>Elizabeth 11</p>	<p>Know what impact and legacy that the people or events from the Stone Age, Iron Age, Bronze Age, Roman, Anglo Saxons and Ancient Greek eras have had on our lives today.</p> <p>Know about social, religious, political, technological and cultural aspects of Cronton and Widnes from the past and how they have influenced life today.</p> <p>Know why Ruby Bridges and Barack Obama are important significant people and the impact their have had on life today.</p>	<p>Know and explain what impact the people or events from all the time periods studied in KS2 have had on our lives today.</p> <p>Know and talk about the history of different ways to cross the River Mersey and their significance as trade routes.</p> <p>Know about some of the significant social, religious, political, technological and cultural aspects of Liverpool from the past.</p> <p>Know why Nelson Mandela and Martin Luther King are important significant people and the impact they have had on life today.</p>

**Themes**

**Rulers , Leaders and key figures** – understanding of how rulers, leaders and important figures have shaped the present

End points for EYFS	End Points for KS1	End Points for LKS2	End Points for Key Stage Two
<p>Know that these are the 4 patron saints of the UK.</p> <p>Know which patron saint is connected to each country England, Scotland, Wales and Ireland</p> <p>St George</p> <p>St David</p> <p>St Andrew</p> <p>St Patrick</p> <p>Know our queen is called Elizabeth</p>	<p>Know how Rosa Parks stood up for Black people to treated equally</p> <p>Know how Guy Fawkes Robert Catesby James 1 were part of the Gunpowder plot</p> <p>Know how William The Conqueror became our King and that many of the castles still around today were built during his reign.</p>	<p>Know why Ruby Bridges and Barack Obama are important significant people and the impact their have had on life today.</p> <p>Know what role Emperor Claudius, Julius Caesar, Boudicca and Emperor Hadrian had on the Romanisation of Britain</p> <p>Know the Anglo Saxon were made up of three tribes the Jutes Angles and Saxons</p>	<p>Know why Nelson Mandela and Martin Luther King are important significant people and the impact they have had on life today.</p> <p>Know that the discoveries of Tutankhamun by Howard Carter has helped us learn more about life in Ancient Egypt</p> <p>Know how King Ethelred led the Anglo Saxons to defeat a Viking raid that led to a division of England into Viking and Anglo Saxon territories</p>

	<p>Know that George Stephenson is famous locally and nationally because he invented the Rocket locomotive that was tested at the Rainhill Trials.</p> <p>Know Samuel Pepys wrote a diary that helped historians learn about the Great Fire of London</p> <p>Know that Christopher Wren has designed some famous buildings in London.</p> <p>Know who Queen Victoria is and when she reigned</p> <p>Know how Kitty Wilkinson helped Victorian families</p> <p>Know how Mary Seacole and Florence Nightingale helped in the Crimean war and compare their lives</p> <p>Know that Henry V111 and Elizabeth 1 were Tudor monarchs</p> <p>Know our current monarch is Elizabeth 11 and know how a new monarch is chosen when a King or Queen dies.</p>	<p>Know that it was St Augustin who brought Christianity to England</p> <p>Know how Pheidippides and King Darius were involved in the Battle of Marathon and the legacy of this Battle today</p>	<p>Know some of the key people and their roles involved in WW1 and WW2</p> <p>Know who and where The Ancient Mayans lived</p>
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Themes			
<b>Democracy, Law and Justice</b> – understanding how civilisations and countries have been governed in different time periods			
End points for EYFS	End Points for KS1	End Points for LKS2	End Points for Key Stage Two
<p>Know that sometimes people make decisions by majority voting and that sometimes they may be in the minority</p> <p>Accept democratic decisions even if they are in the minority</p> <p>Understand the need for rules and be able to follow class and school rules</p>	<p>Understand that not all people have been treated equally throughout history and that there has been historical racial prejudice through learning about Rosa Parks and Mary Seacole</p> <p>Know that in England our laws are made at the house of Parliament and</p>	<p>Understand that not all people have been treated equally throughout history and that there has been historical racial prejudice through learning about Ruby Bridges</p> <p>Know that Barack Obama was the first black American president and know what the White House is</p>	<p>Understand that not all people have been treated equally throughout history and that there has been historical racial prejudice through learning about Martin Luther King and Nelson Mandela and comparing their lives and also comparing the protests of Nelson Mandela and Rosa Parks. Children should also know that Liverpool was a slave port linked to slave trade.</p>

	<p>that they are in London and be able to recognise the building.</p> <p>Know how a new monarch is chosen when a King or Queen dies</p> <p>Know that King Henry V111 changed laws in order to marry</p>	<p>Know how the stocks in Cronton were used as a punishment for justice</p> <p>Know that democracy was first used by the Ancient Greeks in the city state of Athens and that democracy is an important British value</p>	<p>Know that Danelaw was an area of land under the rule of Vikings and that Widnes was on this border</p> <p>Know about some of the new laws such as rationing and blackouts that were necessary during WW1 and WW2</p>
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## Themes

### Spirituality – importance of faith in different time periods and how these have developed

End points for EYFS	End Points for KS1	End Points for LKS2	End Points for Key Stage Two
<p>Know that there are lots of different religions</p> <p>Know that our school is a Church of England school</p> <p>Know some stories from the Bible</p> <p>Know how to pray and be able to say some prayers</p> <p>Know that Christians believe Jesus was born about 2000 years ago and know how some things have changed since then for example transport</p>	<p>Know that the plot to kill King James (the Gunpowder plot) was linked to religious differences</p> <p>Know that King Henry VIII created the Church of England and did not tolerate other religions, sending people to the Tower of London for their different beliefs</p>	<p>Know that Stonehenge is an important prehistoric spiritual site</p> <p>Know that both The Romans and Greeks believed in many similar Gods and compare how they worshipped them.</p> <p>Know about the different religious and monuments buildings in Cronton and how Cronton Mission church is linked to St Luke’s’ Church</p> <p>Know that the discovery of the burial ground at Sutton Hoo has helped us learn about Anglo Saxon life</p>	<p>Know that although Viking and Egyptian Gods had different names they were worshipped for similar aspects of life to that of Roman and Greek Gods/Godesses</p> <p>Know about some of the religious and burial practices of the Egyptians and Vikings including their after life beliefs</p> <p>Know what a monastery is and why they were attacked by the Vikings</p> <p>Know what happened during The Christmas Truce in 1914</p> <p>Know about some Mayan religious beliefs and practices and compare these to other Ancient civilisations</p>

## Themes

### War, conflict and invasion – understanding of the importance of war, conflict and invasions in shaping and defining history

End points for EYFS	End Points for KS1	End Points for LKS2	End Points for Key Stage Two
<p>Know that the poppy is a symbol to help us remember people who have died in wars.</p>	<p>Know that Armistice Day is a time to remember those who have been involved in conflicts and war.</p> <p>Know that there was a plot to kill King James called the Gunpowder plot</p>	<p>Know that a cenotaph is a war monument and that there is one in Cronton</p>	<p>Know how Vikings invaded and attacked England and about their conflict with the Anglo Saxons</p> <p>Know how and why WW1 and 2 started and ended and know about some of the significant events from within them.</p>

	<p>Know that there was a conflict known as The Battle of Hastings and describe why it occurred and what happened.</p> <p>Know that there was a conflict called the Crimean war and that Mary Seacole and Florence Nightingale both helped the soldiers.</p>	<p>Know that many aspects of England are shaped by the invasions of the Anglo Saxons and Romans</p> <p>Know the Battle of Hastings brought about the end of the Anglo Saxon rule in Britain</p> <p>Know that although Ancient Greeks city states fought between themselves they were united against external threats and that one of these occasions was the Battle of Marathon</p>	
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Themes

Settlement and trade an overview of social, cultural and technological aspects of everyday life, including clothes, food, homes and leisure and the impact of trade.

End points for EYFS	End Points for KS1	End Points for LKS2	End Points for Key Stage Two
<p>Know that people live in different house and homes</p> <p>Know that people like doing different things and have different hobbies and pastimes</p>	<p>Name some features of a Norman castle, Tudor and Victorian houses and what is was like to live in them. .</p> <p>Know how toys, pastimes and transport have changed during the last 100 years</p> <p>Know what 17<sup>th</sup> century London was like and the impact this had on the spread of the great Fire of London</p>	<p>Know about some historical social, cultural and technological changes in the local areas of Cronton and Widnes</p>	<p>Know and talk about the history of different ways to cross the River Mersey and their significance as trade routes.</p> <p>Know that some of Liverpool has been shaped by the slave trade and immigration from Ireland</p> <p>Know how physical features can affect historically where settlements develop and evolve for example The River Nile</p> <p>Know how written communication has always been important to civilisation and how it has evolved during history eg through cave art, runes, hieroglyphics, codex</p> <p>Have an overview of how everyday life, socially and culturally evolved during historical periods both in Britain and in Ancient Civilisations through changes in clothes, pastimes, settlements and food.</p> <p>Know some of the legacies from historical periods from several centuries ago are still with us today</p>

			and that there have also been significant changes to people's pathways of life even within living memory for example WW2.
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