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| <p style="text-align: center;">EYFS</p> <p>By the end of EYFS, children should <i>know</i>:</p> <ul style="list-style-type: none"> • How toys have changed since 1980; • Why we celebrate Bonfire night; • How they have changed. <p><i>Past and Present</i></p> <ul style="list-style-type: none"> • - Talk about the lives of the people around them and their roles in society; • - Know some similarities and differences between things in the past and now, • drawing on their experiences and what has been read in class; <p>- Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> | <p style="text-align: center;">Year 1</p> <p>By the end of Year 1, children should <i>know</i>:</p> <ul style="list-style-type: none"> • How technology has changed in the home since 1950 and how these changes have impacted upon their life today; • What a monarch is and the names of the members of our Royal family; • Why Queen Elizabeth 11 visited Runcorn, the modes of transport used to cross the River Mersey and how transport has changed over time. <p>By the end of Year 1, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> • Sequence events in their life; • Match objects to people of different ages; • Use words to show the passing of time: old, new, past, present, before, after; • Recognise the difference between past and present in their own and others' lives; • Know and recount episodes from stories about the past; • Begin to show an understanding of what makes a person significant; • Use stories to encourage children to distinguish between fact and fiction; • Compare adults talking about the past; • Find answers to simple questions about the past from sources of information; • Realise that we can find out about events and people's lives by using a range of sources; • Communicate knowledge in a range of ways. | <p style="text-align: center;">Year 2</p> <p>By the end of Year 2, children should <i>know</i>:</p> <ul style="list-style-type: none"> • How the significant event of The Great Fire of London changed housing and how firefighting has changed over time; • How Christopher Columbus changed travel and compare this to the way that Neil Armstrong travelled on how Francis Egerton impacted upon coal distribution; • What is significant about Florence Nightingale, Mary Seacole and Edith Cavell and how covid impacted upon nursing. <p>By the end of Year 2, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> • Sequence photographs, pictures or events from their own lives or the lives of others; • Use a wider range of time terms such as: past, present, older, newer; • Recognise why people did things, why events happened and what happened as a result; • Identify differences between ways of life at different times; • Compare pictures of photographs of people or events in the past; • Discuss reliability of photos/accounts/stories; • Use a source to answer questions about the past from observations; • Communicate knowledge in a range of ways. |
| <p style="text-align: center;">Year 3</p> <p>By the end of Year 3, children should <i>know</i>:</p> <ul style="list-style-type: none"> • How Britain became part of the Roman Empire, the legacy that the Romans left in Britain and what is special about Chester; • Who were the Tudor monarchs, why Henry V111 formed the Church of England, the reasons behind him having 6 wives and what were the significant changes during the Tudor role; • What Ancient civilisations are and what they all have in common, how power was divided in Ancient Egypt and how the Egyptians influenced the world. <p>By the end of Year 3, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> • Place the time studied on a timeline; • Use dates and terms related to the study unit and passing of time; • Sequence several events or artefacts; • Understand time terms such as: prehistory, ancient, century, decade; • Find out about everyday lives of people in time studied; • Describe some similarities and differences occurring within topics studied and compare with our life today; • Identify reasons for and results of people's actions; • Understand why people may have wanted to do something; • Distinguish between different sources and different versions of the same story; • Look at representations of the given period; • Use a range of sources to find out about a period; • Observe small details in artefacts and pictures; • Answer given enquiry questions and begin to ask their own; • Select and record information relevant to the study; • Begin to use the library and internet for research; • Recall, select and organise historical information and communicate their knowledge and understanding. |  <p style="font-size: 2em; color: red; font-weight: bold;">Beechwood Primary School</p> <p style="font-size: 3em; color: red; font-weight: bold;">History End Points Cycle B</p> | <p style="text-align: center;">Year 4</p> <p>By the end of Year 4, children should <i>know</i>:</p> <ul style="list-style-type: none"> • How Britain became part of the Roman Empire, the legacy that the Romans left in Britain and what is special about Chester; • Who were the Tudor monarchs, why Henry V111 formed the Church of England, the reasons behind him having 6 wives and what were the significant changes during the Tudor role; • What Ancient civilisations are and what they all have in common, how power was divided in Ancient Egypt and how the Egyptians influenced the world. <p>By the end of Year 4, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> • Place events from a period studied on a timeline; • Place events from a period studied on a timeline; • Use terms related to the period and begin to date events; • Understand more complex terms such as BC/AD; • Make valid statements about the main similarities, differences and changes occurring within topics; • Identify key people, features and events of time studied; • Look for links and effect in the time studied; • Offer a reasonable explanation for some events; • Look at the evidence available and begin to evaluate the usefulness of different sources; • Begin to give their own view about a historical event and justify with given evidence; • Use evidence to build up a picture of a past event; • Ask a variety of questions and use text books and given internet sites for research; • Recall, select and organise historical information and communicate their knowledge and understand in a range of ways. |
| <p style="text-align: center;">Year 5</p> <p>By the end of Year 5, children should <i>know</i>:</p> <ul style="list-style-type: none"> • How Britain became part of the Roman Empire, the legacy that the Romans left in Britain and what is special about Chester; • Who were the Tudor monarchs, why Henry V111 formed the Church of England, the reasons behind him having 6 wives and what were the significant changes during the Tudor role; • What Ancient civilisations are and what they all have in common, how power was divided in Ancient Egypt and how the Egyptians influenced the world. <p>By the end of Year 5, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> • Know and sequence key events of a time studied; • Begin to develop scaled timelines • Know and sequence key events of a time studied; • Use relevant terms and period labels; • Study different aspects of different people; • Examine causes and results of great events and the impact on people; • Compare life in early and late times studied; • Compare an aspect of life with the same aspect in another period; • Provide an overview of the most significant features, events or people; • Begin to identify primary and secondary sources; • Use evidence to build up a picture of a past event; • Select relevant sections of information and begin to carry out a historical enquiry to answer a given question; • Use the library and given internet sites for research with increasing confidence; • Select and organise information to produce structured work making appropriate use of dates and terms. | <p style="text-align: center;">Year 6</p> <p>By the end of Year 6, children should <i>know</i>:</p> <ul style="list-style-type: none"> • What warfare is and why it was necessary for the children of Liverpool to be evacuated during WW2; • How warfare has changed over time and the impact that the Battle of Britain has had on modern day life; • Why there was the dissolution of monasteries and how Henry V111's actions impacted upon our local area. <p>By the end of Year 6, children should be <i>able to</i>:</p> <ul style="list-style-type: none"> • Place current study on a timeline in relation to other studies; • Use scaled timelines; • Use relevant dates and terms; • Sequence up to 10 events on a timeline; • Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings; • Compare beliefs and behaviour with another time studied; • Explain the role and significance of different cause and effect of a range of areas of development; • Know key dates, characters and events of the time studied; • Link sources and work out how conclusions were arrived at; • Consider ways of checking the accuracy of interpretations; • Be aware that different evidence will lead to different conclusions; • Recognise primary and secondary sources with confidence; • Use a range of sources to find out about an aspect of time past; • Carry out an independent historical enquiry to their own question; • Confidently use the library and internet for research; | |