


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