



Year Group end points in History at Barlow Hall Primary



By the end of...	Children at Barlow Hall should have acquired the <u>disciplinary knowledge to be able to...</u>	Children at Barlow Hall should have acquired <u>substantive knowledge about...</u>
Early Years	<ul style="list-style-type: none"> ● Comment on images or stories of events in the past. ● Ask a question to find out about the past. ● Develop an understanding of the past through settings, characters and events encountered in books read in class and storytelling. ● Know that we can use other sources such as photographs, the internet and word of mouth to find out about the past. 	<ul style="list-style-type: none"> ● Stages of their own life and be able to place them, with support on a timeline and talk about the changes. ● Some similarities and differences between things in the past and now, drawing on their own experiences and what has been read about and learned about in class. ● Talk about the lives of the people around them and their roles in society. ● Words associated with the passing of time, e.g. past, present, future, long ago, before, after etc.

<p>Key Stage 1</p>	<ul style="list-style-type: none"> ● Talk about similarities and differences between their own experiences and those of people in the past or between two different time periods in history. ● Talk about how some aspects of life have changed over the course of living memory and the impact this has had on people's lives. ● Use sources to make simple observations, predictions and inferences. ● Make simple links between people, events or aspects of society. ● Give simple explanations of causes and effects of events within and beyond living memory. ● Give their own perspective about a historical period of time, specific event or person. ● Develop a simple sense of chronology linked to periods and events studied. ● Name a number of different ways we can find out about past events and people. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> ● Harriet Tubman being a slave, which meant she was owned and not free. ● Rosa Parks being arrested for sitting on a bus seat which was prohibited, leading to a bus boycott. ● Walter Tull being the first black British army officer. ● Nelson Mandela spending a long time in prison after fighting for equality but later becoming the first black president of South Africa. ● How today laws protect all people equally but in the past the laws did not do this. ● How people from the past have helped change laws and life today. ● What a timeline represents. ● What is meant by 'living memory'. ● Aspects of life in Britain that have changed greatly within living memory. ● The impact some of these changes have had on the daily life of people and society as a whole. ● Developments over time (such as those in aviation) happening incrementally, with subsequent developments building on ideas that have come before them and that such developments can have an impact on human experiences and knowledge. ● The Wright Brothers inventing and flying the first self-powered, manned aircraft. ● Alcock and Brown, from Manchester, being the first to complete a Transatlantic flight. ● The first missions to space being unmanned and animals were sent into space before humans. ● Neil Armstrong was the first man to set foot on the moon. ● The purpose of some of the space exploration missions that have happened subsequently and are ongoing. <p><u>Year 2</u></p> <ul style="list-style-type: none"> ● The UK having a royal family and being able to name some members of the current royal family. ● The monarch playing a ceremonial role in the UK and that an elected parliament being lawmakers. ● The 'British Values' of 'democracy' and 'rule of law'. ● King Charles III being not just king of the UK but also the 'Commonwealth'. ● What the British Empire was and that the Commonwealth developed as it broke up. ● How elements of society were different to now during the reign of Elizabeth I ● Some of the key explorers in the time of Elizabeth I - Walter Raleigh and Francis Drake. ● Queen Victoria and significant aspects of her reign ● Significant developments and achievements that occurred during the reign of Queen Victoria ● Aspect of life in Victorian times and how they compare to life in modern times ● Florence Nightingale and the significance of her work and achievements ● The Great Fire of London happening in 1666 (nearly 400 years ago) and where and why it started. ● Some of the main reasons the fire caused as much damage as it did. ● What houses and streets in London were like at the time of the Great Fire of London. ● The link between the great fire and the plague. ● What a 'primary source' is and be able to give an example such as the diary written by Samuel Pepys at the time of the Great Fire of London. ● How London was rebuilt and recovered in the aftermath of the great fire.
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<p>Lower Key Stage 2</p>	<ul style="list-style-type: none"> ● Make comparisons of people, events, places and time periods (including with the present day) and use evidence to support these comparisons. ● Describe and explain both their own perspective and those of others about events, people or periods within history and be able to compare different points of view on the same matter. ● Explain why certain relationships between people, places or events in historical periods studied developed or why they are significant. ● Recognise, describe and explain how and why things have changed over time or have stayed the same - within and between different time periods studied. ● Use a range of sources to make inferences, answer questions and begin to develop their own questions about objects, people, events and societies in the periods of history studied. ● Identify the causes and effects of key events in time periods studied. Begin to understand that there can be multiple contributing causes to an event and multiple effects from a single cause. ● Sequence events from periods that have been studied on a timeline. ● Understand the concept of BC and AD. ● Demonstrate an understanding of how different periods studied are closer or further away from the present. 	<p>Year 3</p> <ul style="list-style-type: none"> ● How viewpoints and realities of different gender roles in society have differed at different times in history. ● Different gender stereotypes that exist or have existed. ● Who the Suffragettes were, what they wanted and how they divided opinion. ● Some of the key events, causes and effects of what went on in the period in which the suffragettes were active. ● Some of the key figures in the women's suffrage movement - Emmeline Pankhurst, Emily Davison, Millicent Fawcett. ● How women's roles in WW1 and WW2 led to changes in the rights of women and the perception of women in the UK. ● How there are still many ways in which the fight for gender equality still remains today and know some of the women of the modern day who are fighting for this. ● The meaning of 'prehistory' / 'prehistoric' ● How historians have learned about prehistoric times despite them occurring so long ago in the past using different methods. ● Prehistoric times in Britain being divided into: Stone Age, Bronze Age and Iron Age and be able to order these chronologically. ● The Stone Age being a time in which Britain looked very different and people lived in a nomadic, hunter-gathering way of life. ● How the use of metal changed the way people lived in Britain and be able to discuss some of these changes. ● How lifestyle, shelter and settlement patterns changed during these periods, leading to the development of early society. ● Ancient Egypt starting around 3000BC and how the civilisation began. ● Ancient Egypt being a polytheistic society in which many gods were worshipped ● Ancient Egyptians believing in the afterlife and taking great care in the preparation for death. ● How much of what we have learned about Ancient Egypt comes from artefacts and archaeology ● Ancient Egyptians using hieroglyphics as a form of written communication ● Some of the main elements of Ancient Egyptian daily life and lifestyle ● How the Ancient Egyptian civilisation came to an end through a number of invasions <p>Year 4</p> <ul style="list-style-type: none"> ● Why the Gunpowder plot happened ● The role of the monarch and Parliament in 1600s ● The events that led to the Civil War ● The key differences between the Cavaliers and the Roundheads ● Who Oliver Cromwell was and what he believed about the monarchy ● Why the monarchy was reinstated in 1660 ● Some reasons why the Romans wanted to invade Britain. ● What the Roman Empire was, its scope and how it developed. ● Why the Roman army was so successful and how it helped to build the Roman Empire.
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| | | <ul style="list-style-type: none">● Who Boudicca was and why she is a famous historical figure.● What Hadrian's Wall is and why it is a significant historical landmark.● How historians have found out about Celtic and Roman life in Britain.● What changes and advancements were made under Roman rule in Britain and how some of these have lasted into the modern day.● Ancient Greece starting around 800 BC (nearly 3000 years ago) and spanning centuries.● Ancient Greece not being a single entity but being made of self-governing city states for the majority of the period of time.● The names of some of the key city states.● Athens being the birthplace of democracy and the impact of this throughout subsequent history.● Ancient Greek civilisation leaving lasting legacies on many aspects of culture in the modern world.● Ancient Greeks initiating the Olympic games.● Who Alexander the Great was and why he is a significant figure in Ancient Greek civilisation.● How the Roman Empire conquered the Greek territories and brought about the end of the 'Ancient Greek Civilisation'. |
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<p>Upper Key Stage 2</p>	<ul style="list-style-type: none"> ● Identify similarities and differences between people, events, places and time periods both within and between different time periods studied across Key Stage 2. Give reasons for and discuss the impact of differences identified and use these to draw conclusions. ● Summarise different points of views about people, events and periods of history with reasons and evidence to support this summary. Understand different factors that can create different perspectives about the same person or event. ● Make connections between relationships, creating more detailed schemata of people, events, themes or periods of history studied. ● Give specific examples to explain how and why things have changed over time or have stayed the same - both within and between different time periods studied. Discuss the impact of changes that have occurred. ● Make insightful inferences, answer questions and develop their own relevant questions linked to sources. Begin to evaluate the reliability, validity and usefulness of sources. ● Give evidence that multiple causes contribute to an effect or that one cause can have multiple effects in relation to significant events or changes that happen within periods of history studied. ● Sequence a larger number of events within periods that have been studied, confidently discussing BC/AD and using key dates as reference points along timelines. 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> ● Different countries having different leadership structures which give different levels of political freedom to residents. ● Different types of voting that happen in the UK. ● How voting systems have changed over time. ● The Peterloo Massacre being a major event in the fight for universal suffrage. ● The main events that occurred in the Peterloo Massacre and why it was a significant event in British history. ● The role that Suffragettes like Emmeline Pankhurst had in the fight for women’s suffrage. ● How the actions of the suffragettes were perceived differently by different groups. ● That in some UK countries (Scotland and Wales) the voting age is 16 rather than 18 (for certain elections) ● A variety of reasons why the Anglo-Saxons and Vikings came to Britain. ● Anglo-Saxons divided England into a heptarchy. ● How archaeology and significant ‘finds’ such as those at Sutton Hoo can help us learn about different periods in time. ● The conversion from Paganism to Christianity that took place for the majority of people in Britain in the Anglo-Saxon period. ● The Viking raid on Lindisfarne, reasons for it and its impact. ● The reign of Alfred the Great and the creation of ‘Danelaw’. ● The Normans conquering England during the Battle of Hastings in 1066. ● Some key events, people and places linked to the beginnings of Islam. ● Baghdad being the centre of developments in the Ancient Islamic Civilisation. ● What a <i>caliphate</i> is and the Islamic caliphate/empire spread across many regions. ● The House of Wisdom being significant in Baghdad and how some of the inventions and advancements made there impacted society at the time and in the future ● What the ‘Silk Road’ was and its significance in terms of spreading goods, people and ideas across continents ● The cause and effects of the end of the ‘Golden Age of Islam’ <p><u>Year 6</u></p> <ul style="list-style-type: none"> ● Different British monarchs have had different styles, successes and failures in their reigns. ● The names of a number of different monarchs and develop an awareness of how these monarchs fit together chronologically. ● Key events in the life of King John including the signing of the Magna Carta and why this was significant. ● Key events in reign of King Henry VIII including the reformation, dissolution of the monasteries, many marriages and setting up of the Royal Navy. ● Key events and challenges in the life of Queen Elizabeth I including relationships with Mary I, Mary Queen of Scots and the Spanish Armada. ● Key events and challenges in the life of James I including a deeper study of the Gunpowder Plot.
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	<ul style="list-style-type: none"> ● Have a clear long-term chronological understanding between different time periods studied, using cause and effect, continuity and change to support this understanding. ● Use chronological understanding within a period studied to develop a narrative of events that are inter-connected. 	<ul style="list-style-type: none"> ● Why the Glorious Revolution and subsequent Bill of Rights were significant events in the history of the monarchy and parliament. ● Some of the main challenges and key relationships in the reigns of these different monarchs. ● Some of the events leading up to the outbreak of World War II. ● What is meant by 'axis and allied powers' and the name of countries in both groups. ● What it meant to be 'on the front line' during the war. ● The impact of the war on Manchester, focusing on the Manchester Blitz in 1940. ● How life in Britain adapted during the war years including major lifestyle changes such as evacuation, rationing and air raid safety procedures. ● The roles that different groups played in the war effort on the Home Front. ● How Britain prepared for air raids and the importance of air raid shelters. ● The impact of the work done by Alan Turing and others at Bletchley Park. ● How the war came to an end and how it was celebrated with VE day in Manchester and the rest of the country. ● Manchester being considered the first industrialised city in the world in the late 18th century. ● The main industry that developed in Manchester during the industrial revolution being textiles (specifically linked to cotton earning the city the nickname 'Cottonopolis'). ● The developments in industry being linked to changes in population in and around Manchester. ● The disparity in lifestyle, wealth and conditions for different groups in society in the area at this time. ● Some of the most influential people in the development of industry in and around Manchester at the time of the revolution. ● Some of the main technological advancements that made the industrial revolution possible. ● The significance of canals such as the Bridgewater Canal and Manchester Ship Canal had on the development of industry. ● The impact of the Liverpool and Manchester railway.
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