

HISTORY END POINTS

	<u>Autumn Unit</u>	<u>Spring Unit</u>	<u>Summer Unit</u>
Class 1 Year A	<p><u>Samuel Pepys & The Great Fire of London</u></p> <ul style="list-style-type: none"> • Know who Samuel Pepys was. • Know how Samuel Pepys helped our understanding of what happened during the G F of L. • Know how the fire started. • Know where the fire started. • Know how the fire spread so quickly. • Know how house building change after the G F of L. 	<p><u>Christopher Columbus</u></p> <ul style="list-style-type: none"> • Know who Christopher Columbus was. • Know what an explorer is. • Know why Christopher Columbus is a significant person. 	<p><u>Walter Morrison- Our 150th Anniversary of our School</u></p> <ul style="list-style-type: none"> • Know who Walter Morrison was. • Know why he is important in the history of our school. • Know what other local places he contributed to. • Know where Walter Morrison is buried. • Know how schools have changed in the last 150 years. Compare now and then.
Class 1 Year B	<p><u>Guy Fawkes & The Gunpowder Plot</u></p> <ul style="list-style-type: none"> • Know who Guy Fawkes was. • Know what a 'plot' is. • Know what 'the gunpowder plot' was. • Know who Guy Fawkes plotted against and why. • Know how we remember Guy Fawkes and the Gunpowder plot. 	<p><u>Jethro Tull</u></p> <ul style="list-style-type: none"> • Know who Jethro Tull was. • Know how he contributed to British agriculture and food production. • Know what an 'inventor' is. • Know what we mean by 'contributed' to [agriculture]. 	<p><u>Grace Darling</u></p> <ul style="list-style-type: none"> • Know what Grace Darling did and how this made her a significant person. • Know why Grace Darling is regarded a 'heroine' and remembered today so long afterwards. • Know why Grace Darling did what she did. • Explore and compare the different versions of the Grace story and offer simple reasons for this. • Know how sea rescue improved after her heroic act and identify differences between sea rescue then and now.
Class 1 Year C	<p><u>Neil Armstrong & The Moon Landings</u></p> <ul style="list-style-type: none"> • Know who Neil Armstrong was. • Know what famous event happened in 1969. • Know the names of the other astronauts who were on the same mission. • Know what a 'mission' is. • Know some of the basic detail of the First Moon Landing. 	<p><u>Florence Nightingale</u></p> <ul style="list-style-type: none"> • Know who Florence Nightingale was. • Know why she is a significant person. • Know who was the other significant nurse who worked during the same period as Florence Nightingale. • Know why Florence Nightingale is still remembered today. 	<p><u>Stone Age Homes</u></p> <ul style="list-style-type: none"> • Know what Stone Age homes were made from. • Know when <i>Skara Brae</i>, an example of a Stone Age home, was built and how. • Know the similarities between Stone Age home and modern day homes. • Know that Stonehenge is a significant Stone Age site in the UK

<p style="text-align: center;">Class 2 Year A</p>	<p><u>Stone Age to Iron Age</u></p> <ul style="list-style-type: none"> • Know the different eras of the Stone Age to the Iron Age. • Know how the tools changed from the Stone Age to the Iron Age. • Know that people changed from a nomadic lifestyle to becoming farmers. • Know how houses changed during this time. • Know that archaeology is the key source of evidence for pre- history. 	<p><u>Monarchs</u></p> <ul style="list-style-type: none"> • Who were the Monarchs since 1066. • Who was William the Conqueror. • What was the Magna Carta? • What is a Parliament? • Who were the Tudors? • What do we know about Queen Victoria and her role in remaking the monarchy. 	<p><u>Local History Study</u></p> <ul style="list-style-type: none"> • Know about the history of the school • To know who Walter Morrison was and the legacy he left. • To know about the historical buildings in our locality. • To know how the locality has changed over time. • Where the origin of the word Malham comes from. • Churchyard study – what can the gravestones tell us about the families in the locality? • What is a census?
<p style="text-align: center;">Class 2 Year B</p>	<p><u>The Titanic</u></p> <ul style="list-style-type: none"> • explore a timeline of events from the night the Titanic sank; • explore images of Titanic newspaper coverage; • discuss the following real headline: ‘Titanic Sinking: No Lives Lost’ within the context of trusting sources of information; • order the events of the night of 15th April 1912; • discuss the differences between how people lived around 1912 and how we live now; • compare and contrast the Titanic’s journey with information about modern day cruises; • explore the different sailing experiences that third class and first class passengers might have had; • what was the legacy left after the titanic sank? 	<p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> • Know where Ancient Greece fits in chrono-logically with other periods of history that have been studied. • Know how the nature of Greece would have impacted on the lives of the Ancient Greeks. • Know about the influence of religion on the lives of the Ancient Greeks. • Know how the Ancient Greeks have influenced the modern world. 	<p><u>Britain at War</u></p> <ul style="list-style-type: none"> • Understand why Britain have to go to war in 1939? • Why it was necessary for children to be evacuated and what was evacuation really like? • What was the Blitz? • what is propaganda? • How Britain was able to stand firm against the German threat? • How people managed to carry on normal life during the war and how we know? • Why it is so difficult to be sure what life on the Home Front was really like? • What VE day was really like? • Dates and timelines of World War 1 and 2

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Class 2 Year C</p>	<p><u>Roman Britain</u></p> <ul style="list-style-type: none"> • Know how the Romans invaded and took control of Britain. • Know how the Romans changed the lives of the people of Britain. • Know what the legacy of the Romans in Britain was. • Know what an empire is. • Know the varied roles Hadrian's wall played in military, social and economic contexts. 	<p><u>Early Civilisations (Ancient Egypt Focus)</u></p> <ul style="list-style-type: none"> • Know where and when the earliest civilisations began. • Know how Egyptian society was structured. • Know the importance of the River Nile to the Ancient Egyptians. • Know what the role of the scribe in society was. • Know how the agricultural advances supported the Ancient Egyptians. 	<p><u>The First Railways</u></p> <ul style="list-style-type: none"> • Explain the impact the first railways had on the UK for trade, • Why it was a turning point in British history. • Explain who George Stephenson and James Watt were. • Explain time lines and chronology of transport evolution.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Class 3 Year A</p>	<p><u>The Anglo Saxons</u></p> <ul style="list-style-type: none"> • Know the reasons why the Anglo-Saxons invaded • Know that it was during this time that England became united, with Wessex as the leading kingdom. • Know that it was at this time that England became a Christian country • Know that King Alfred was the only English king to be given the name 'Great' and know why not everybody agrees that he deserves it • Know that the Saxons were frequently under attack from the Vikings until Alfred defeated them and they settled in the Danelaw area to the north and east • Know that it was during this period that there were better laws and a flowering of literature. 	<p><u>The Mayan Civilisation</u></p> <ul style="list-style-type: none"> • Know that the Mayans were one of the most sophisticated societies of their age. • Know that the Mayan civilization grew due to sophisticated farming techniques and trade. • Know that that Mayan society was hierarchical and that this determined how people lived. • Know that much of the Mayan's history was destroyed by the Spanish when they conquered this area in 16th century. • Know why human sacrifice was practised by the Mayans. • Know that the Mayan civilization was in decline at time of Saxon control in Britain and reasons why this decline occurred. 	<p><u>The Abbeys</u></p> <ul style="list-style-type: none"> • Know that the RC Church was all-powerful in medieval England (and Europe) and influenced people's lives deeply. • Know who built Fountains Abbey, Bolton Abbey (and others) and why. • Know how Cistercian and Augustinian Monks lived at the abbeys. • Know how the Romanesque architecture of Fountains Abbey is built and set-out. • Know that monks from Fountains Abbey brought sheep farming to our local area and that Kilnsey Estate was important in this. • Know why King Henry VIII was such a significant monarch and why he ordered 'The Dissolution of the Monasteries'.

Class 3 Year B	<p><u>The Vikings</u></p> <ul style="list-style-type: none"> • Know where the Vikings came from and why they attacked. • Know that there are different accounts of the Vikings and the difference between them • Know and explain the importance of the Danelaw as an area of Viking settlement. • Know the importance of finds at Jorvik-York in shaping our revised view of the Vikings. • Know that Vikings simply changed Saxon town/village names by adding a suffix and can distinguish between Roman Saxon and Viking place names. • Know that the legacy and reputation of the Vikings is debated and can provide evidence in support of both sides. 	<p><u>Victorian Britain</u></p> <ul style="list-style-type: none"> • Know that this was a period of rapid changes and can identify differences between the beginning and the end of Queen Victoria’s reign. • Know that the quality of life of Victorians depended on their class. • Know why so many people moved from the countryside to the city and what life was like there. • Know how modes of transport changed during the Victorian period and how he affected people’s lives. • Know that compulsory education began in the Victorian period and some similarities and differences between education then and now. • Know that historians have different interpretations of the Victorian period and can provide reasons for both positive and negative interpretations. 	<p><u>Explorers</u></p> <ul style="list-style-type: none"> • Know that explorers have been motivated by different reasons including riches, glory, empire and human curiosity. • Know that Marco Polo opened up the Silk Road and inspired all future explorers • Know that Christopher Columbus was the second European to reach the Americas and that his voyages brought wealth to Europe but poverty to indigenous Americans. • Know why Captain Cook is often considered the greatest explorer, providing reasons for and against this statement. • Know why there was a ‘race to the poles’ and can provide reasons why some succeeded whilst others failed. • Know why the failed Everest explorer, Mallory, is revered as much as successful explorers, Hillary / Tenzing.
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