

## Woodfall History Curriculum Endpoints

### Nursery

- Start to use appropriate senses to explore objects, activities & situations.
- Start to understand & use simple words to describe objects e.g., colour, size.
- Start to respond to questions e.g. 'What ...?', 'Where...?'
- Start to ask questions.
- Start to understand words that denote a sequence of events (e.g. *next, then, after that, before*) and language relating to time (e.g. *yesterday, old, past, now & then*)
- Start to develop an awareness of how some objects are older than others e.g., buildings.
- Start to develop an awareness of how humans have different life stages e.g., baby, child, adult
- Start to recognise changes that have taken place in their own lifetimes. Look at photographs of themselves and each other as babies and compare what they were like then to what they are like now.
- Listen to stories that introduce a sense of time and people from the past.

### Reception

- Use appropriate senses to explore objects, activities & situations.
- Use simple words to describe objects e.g., colour, size, texture.
- Respond to questions, e.g. 'What ...?', 'Where...?', 'When...?', and start to suggest reasons why something has happened.
- Ask questions.
- Understand and start to use words that denote a sequence of events (e.g. *next, then, after that, before*) and language relating to time (e.g. *yesterday, old, past, now & then*)
- Develop an awareness of how some objects are older than others (e.g., buildings) and start to comment on differences that they observe.
- Recognise and be able to comment on changes that have taken place in their own lifetimes. Look at photographs of themselves and each other as babies, toddlers and pre-school stage.
- Use objects & pictures to create a basic timeline for their own lifetimes.
- Discuss events that occur regularly within the children's experience e.g. seasonal patterns, daily routines and celebrations.
- Listen and respond to stories that introduce a sense of time and people from the past.

### Year 1

#### Changes within living memory:

##### 1. Toys:

- Describe some similarities & differences between toys from the present and those from the times of their parents and grandparents including:
  - materials they're made from (Science link - Materials)
  - type of toys e.g., electronic devices
  - changes in where & how they are/were played with.
- Create a simple timeline of toys

##### 2. Homes in the 1960s:

- State some ways in which life in the home was different for a typical family in the 1960s including:

- household devices/equipment
- roles/jobs of men & women
- entertainment/leisure
- fashion & hairstyles
- Say whether certain household items are from the past or present and how they know.
- Handle artefacts from the 1960s (Grosvenor Museum loan box) and say how they differ from the corresponding item today e.g., telephone, camera
- Create a simple timeline of household objects

### 3. Seaside:

- Describe some similarities & differences between seaside holidays now & when their parents' & grandparents were children e.g., places visited, transport, accommodation, dress, leisure/entertainment
- Describe some ways in which a local seaside resort (New Brighton) was different in the 1950s & 60s to now.

### The lives of significant individuals in the past who have contributed to national and international achievements: Grace Darling

- Say approximately how long-ago Grace Darling lived and place on a timeline.
- Describe what she did and why she is remembered.

### Significant historical events, people and places in their own locality

- Say what Neston Ladies Day is & why it is significant in local history.

### Skills:

- Describe some ways that we can find out about the past e.g., objects, photos, pictures, people (parents & grandparents).
- Answer questions and suggest reasons why something has happened.
- Start to ask questions about historical events and people.
- Use common words & phrases relating to the passing of time e.g., now, then, past, present, X years ago.
- Start to use some historical terms e.g., source, investigate, timeline.

## Year 2

### The Great Fire of London (significant national/global event beyond living memory):

- Say where in London the fire happened & how it is thought to have been started.
- Show when it happened by placing the event on a timeline.
- Describe some of the issues & differences in dealing with a fire outbreak at that time e.g., no fire service, leather buckets
- State some of the people & elements (e.g., weather) thought to have been responsible for the fire starting & spreading.
- State some of the sources of evidence about the fire e.g., diary of Samuel Pepys.

### Local history: Mining in Little Neston (significant historical events, people & places in own locality):

- Describe and show on a local map where the mining took place.
- State approximate dates (e.g., when started, how long it lasted) & locate on a timeline.
- Name key individuals involved.

- Use correct vocabulary to name key sites, e.g., mine shaft, slag heap, quay, and locate on an old map of the area.
- Give examples of some 'clues' to the area's history that they have observed in the locality e.g., street names, boat tying points on Denhall Quay.

Explorers (the lives of significant people in the past who have contributed to national and international achievements):

- Explain some ways in which expeditions have changed over time including:
  - Transport
  - Diet
  - Communication
  - clothing
- Order key events on a timeline and relate to other key events occurring nationally/internationally.

Skills:

- Present & communicate historical information in different ways e.g., a diary, poster
- Give reasons why people in the past acted as they did.
- Describe some of the ways in which we find out about the past & identify different ways in which it is represented.
- Ask and answer questions and suggest reasons why something has happened.
- Choose & use parts of stories and other sources of information to demonstrate knowledge and understanding of key features of events.
- Use common words & phrases relating to the passing of time.
- Understand & use a wide vocabulary of everyday historical terms.

### Year 3

Changes in Britain from the Stone Age to the Iron Age:

- Name the different Stone Age periods & explain what they mean.
- Explain how and why people were migrating.
- Locate the Stone, Bronze & Iron Ages on a timeline and relate to other key events in the world at the time.
- Describe some of the features of Stone Age life e.g., homes, diet
- Name & describe some sources of evidence about the Stone Age e.g., cave paintings, archaeology.
- Name and locate Skara Brae and describe some of the things that it tells us about Stone Age life.
- Name & describe some sources of evidence about the Bronze Age.
- Describe some features of Bronze Age life and ways that it changed from the Stone Age.
- Name & describe some sources of evidence about the Iron Age.
- Describe some features of Iron Age life and ways that it changed from the Bronze Age.

Early Civilizations:

- Develop an awareness of where & when the earliest civilisations appeared & give an overview of some of their achievements: the Shang Dynasty, the Indus Valley, Ancient Egypt & Ancient Sumer.
- Place the earliest civilisations on a timeline.
- Describe some similarities & differences between the earliest civilizations.
- Describe some of the characteristics of the Ancient Egyptian civilization including their achievements & legacy.

### Skills:

- Start to understand that the past is divided into differently named periods of time and use some dates to explain British and world history.
- Begin to use place value in the context of timelines.
- Describe & give some reasons for the main events and changes of the periods studied.
- Start to make some connections and contrasts e.g., change, cause, similarity, difference, and significance.
- Describe some of the ways that the past can be represented or interpreted.
- Answer and start to devise historically valid questions.
- Use one or more sources of information to help answer questions about the past.
- Present information in different ways.
- Understand & use historical vocabulary relevant to the areas covered.

## Year 4

### The Roman Empire and its impact on Britain

### Britain's settlement by Anglo-Saxons and Scots

### The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- Describe some key events in the invasion of Britain by the Roman Empire.
- Describe some of the ways that the Roman invasion of Britain changed British life.
- Describe some key events in the settlement of Britain by Anglo-Saxons & Scots.
- Describe some characteristics of Anglo-Saxon life.
- Describe some key events in the raids on and invasion of Britain by the Vikings.
- Describe some of the ways that the different peoples studied had a lasting impact on Britain e.g., place names, religion, culture.

### Skills:

- Develop further understanding that the past is divided into differently named periods of time and use some dates to explain British and world history.
- Describe a range of similarities & differences between the periods covered so far in British history.
- Place the periods studied on a timeline. Use place value in the context of timelines.
- Put some artefacts (or pictures of) in chronological order.
- Describe & give some reasons for the main events and changes of the periods studied.
- Make connections and contrasts e.g., change, cause, similarity, difference, and significance.
- Describe some of the ways that the past can be represented or interpreted.
- Answer and sometimes devise historically valid questions.
- Use different sources of information to help answer questions about the past.
- Present recalled or selected information in a variety of ways using specialist terms.

## Year 5

### Mayan civilization c.AD 900

- State some characteristics of the Mayan civilization.
- Describe some of the ways that it contrasts with British History.

## Ancient Greece

- State some characteristics of life in Ancient Greece.
- State some of the achievements of the Ancient Greeks
- Describe some of the ways that the Ancient Greeks have had an influence on the Western world.

## Local History:

- Describe & evaluate some sources used to find out about the local area in the past.
- Describe some ways in which life in the past in the local area was different to life today.
- Place key events relating to the study on a timeline and relate to other significant events nationally/internationally.

## Skills:

- Place events, people and changes of British, local & world history on a timeline, using appropriate dates/chronological conventions, e.g., BC, BCE & AD, and applying mathematical skills including place value.
- Tell the story of events within and across the time periods studied.
- Identify specific changes within and across different periods over a long arc of development.
- Demonstrate an awareness of the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.
- Describe and discuss connections, contrasts & trends over time.
- Explain the relationship between different periods and the legacy &/or impact on their own identity.
- Explain that the past can be represented or interpreted in many different ways.
- Carefully select and organise relevant historical information from a range of sources, demonstrating awareness of different viewpoints &/or possible bias.
- Devise historically valid questions.
- Explain how our knowledge of the past is constructed from a range of sources.
- Use key historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods e.g., century, decade.

## Year 6

### A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- Describe some of the sources and methods used to research the history of British transport up until the present day.
- Make an independent study of an aspect/theme in British history that extends chronological knowledge beyond 1066 (following model from British transport study).

## Skills:

- Place events, people and changes of British history on a timeline, using appropriate dates/chronological conventions, e.g., BC, BCE & AD, and applying mathematical skills including place value.
- Tell the story of events within and across the time periods studied.
- Identify specific changes within and across different periods over a long arc of development.
- Describe and discuss connections, contrasts & trends over time.
- Explain the relationship between different periods and the legacy &/or impact on their own identity.
- Explain that the past can be represented or interpreted in many different ways.

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