



ASSESSMENT END POINTS

HISTORY

By the end of ...	Knowledge End Points	Skills
EYFS	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 Understand the past through settings, characters and events encountered in books read in class and storytelling	ELG - Past and Present
Year 1	Know that the toys their grandparents played with were different to their own Organise a number of artefacts by age Know what a number of older objects were used for Name a famous person from the past and explain why they are famous Know about an event or events that happened long ago, even before their grandparents were born Know about a famous person from outside the UK and explain why they are famous	Seasides Now and Then Mary Anning Tim Peake and Neil Armstrong
Year 2	Know what we use today instead of a number of older given artefacts Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc. Know the name of a famous person, or a famous place, close to where they live Know the main differences between their school days and that of their grandparents	George Stephenson and the Rocket James Cook Spennymoor Now and Then

	Know that children's lives today are different to those of children a long time ago Know how the local area is different to the way it used to be a long time ago	
--	---	--

Year 3	Know how Britain changed between the beginning of the stone age and the iron age Know the main differences between the stone, bronze and iron ages Know what is meant by 'hunter-gatherers' Know some of the main characteristics of the Athenians and the Spartans Know about the influence the gods had on Ancient Greece Know at least five sports from the Ancient Greek Olympics Know about how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today	Changes in Britain from the Stone Age to the Iron Age. Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Ancient Greece - a study of Greek life and achievements and their influence on the western world. Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Britain's settlement by Anglo-Saxons and Scots.
Year 4	Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudica Know about, and name, some of the advanced societies that were in the world around 3000 years ago Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history	The Roman Empire and its impact on Britain. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt. World War I

Year 5	Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework Know how Britain has had a major influence on the world	Victorian Britain - were they good for us? A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. - Prince Bishops of Durham A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - WW2 A significant turning point in British history, for example, the first railways or the Battle of Britain.
Year 6	Know how to place historical events and people from the past societies and periods in a chronological framework know how Britain has had a major influence on the world Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin Know why they were considered an advanced society in relation to that period of time in Europe Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons Know how Britain changed between the end of the Roman occupation and 1066 Know where the Vikings originated from and show this on a map Use a time line to show when the Anglo-Saxons were in England	The changing power of monarchs using case studies such as John, Anne and Victoria. A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Benin (West Africa) c. AD 900-1300. Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England.