



Cliftonville History Curriculum Endpoints

By the end of Y1:

- sequence pictures in chronological order
- recall some of the events from the Gunpowder Plot
- understand and use words and phrases relating to the passing of time: now, then, yesterday, week, month, year, nowadays, old, new, before, in the past
- identify simple similarities and differences when comparing aspects of different time periods
- ask and answer simple questions about the past, including, 'Why do you think...?'

By the end of Y2:

- place events on a simple labelled timeline
- recall events from the Great Fire of London and some of the achievements of Florence Nightingale, Mary Seacole and Edith Cavell
- understand and use words and phrases relating to the passing of time: Crimean War, WWI, 19th century, 20th century, century, Victorian
- identify similarities and differences between the time periods studied and today
- identify simple causes of events and describe some of the consequences of events and actions
- ask and answer simple questions about the past, suggesting how to answer them by using evidence.

By the end of Y3:

- sequence significant events from a time period on a timeline using some dates and terms
- understand and use historical vocabulary: prehistoric, Neolithic, Palaeolithic, Mesolithic, AD, BC, archaeology, Celts, tribes, empire
- identify similarities and differences between Britain before and after Roman rule
- describe and evaluate events and changes which had a significant impact on Britain from the Stone Age through to the Romans
- construct responses to questions, selecting relevant evidence
- begin to develop a critical eye when using sources, recognising that they can present different views of the same event/person.

By the end of Y4:

- place time periods on a time line, relative to previously studied eras
- understand and use historical vocabulary: civilisation, ancient, millennium, monarchy, reign, heir, primary and secondary sources, legacy
- summarise the power struggle for rule of Britain between AD 410 and 1066
- describe and evaluate the legacy of the time periods studied (Anglo-Saxons, Vikings, Ancient Egyptians)
- identify and evaluate push and pull factors
- describe the difference between primary and secondary sources
- describe how different source materials can lead us to draw different conclusions about an event/person
- examine the moral issues around the excavation of Tutankhamun's tomb, justifying opinions with evidence.

By the end of Y5:

- know the chronology of key events during WWII
- understand and use historical vocabulary: democracy, dictatorship, caliph, prophet
- identify and describe causes and effects in terms of Thanet's unique experience and role in WWII
- describe the changes to the role of women brought about by WWII
- describe and evaluate the significance of Early Islamic achievements and their impact on modern life
- identify the expansion of the Early Islamic Empire as part of an overarching theme of imperialism

- describe why some time periods have little evidence remaining (Early Islam) where others have a wide range of primary sources (WWII).

By the end of Y6:

- describe some of the significant changes of the Victorian period in terms of urbanisation, technological progress and the birth of the railways
- describe aspects of Ancient Greek life: politics, art, alphabet, thinking (science, maths and philosophy), literature and sport
- describe the influence of historical periods on modern day life, referring particularly to the Victorians and Ancient Greece
- identify and describe exploration and colonisation as a historical trend right up to the present day 'Space Race'
- evaluate a range of primary and secondary sources
- explain how there can be different interpretations of the same historical event, referring to evidence
- construct informed responses to questions, involving thoughtful selection and organisation of evidence and correct historical terminology.