FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

HISTORY CUMULATIVE END GOALS – YEAR 1

IF YOU CAN DREAM IT, YOU CAN DO IT!

History Cumulative End Goals - End of Year 1				
Year Group and Topics	**COMMUNITY**	**KNOWLEDGE**	**POWER**	**DEMOCRACY**
Changes within living memory	**Pupils develop an understanding of the concept of COMMUNITY through:** knowing how shops and the high street have changed over time knowing and explaining the lives of significant people and how they lived knowing and explaining how their local area changed	**Pupils develop an understanding of the concept of KNOWLEDGE through:** knowing and explaining how knowledge and technology has changed our community and local area through a study of shops understanding that knowledge shaped the way significant people thought and influenced what we know and do today	**Pupils develop an understanding of the concept of POWER through:** knowing and explaining how, over time, technology had the power to change the way people lived their lives through shopping knowing and explaining how significant people had the power and determination to change the way people thought and behaved. For example, Mae Jemison experienced racism, but became the first African America woman to become an astronaut knowing and explaining how significant people, such as David Attenborough, have the power and determination to help us understand more about the incredible world we live in and how to care for it better	**Pupils develop an understanding of the concept of DEMOCRACY through:** knowing and explaining that in the past, people in power were not always chosen by the people knowing and explaining that in the past, some women didn't always have the same rights or status as men – Mary Anning knowing and explaining that sometimes people are not treated fairly
The lives of significant people				
More lives of significant people				

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HISTORY CUMULATIVE END GOALS – YEAR 2

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History Cumulative End Goals - End of Year 2				
Year Group and Topics	**COMMUNITY**	**KNOWLEDGE**	**POWER**	**DEMOCRACY**
Events beyond living memory **Significant historical events, people, places in our locality** **Significant historical events, people, places in our locality**	**Pupils develop an understanding of the concept of COMMUNITY through:** knowing and explaining the lives of significant people and how they lived, such as Samuel Pepys, Christopher Wren, Simon of Sudbury knowing and explaining how their local area was shaped by events and people knowing and explaining what life was like in the community of London over 300 years ago knowing and explaining how the community and place they live has been shaped by significant past events and people	**Pupils develop an understanding of the concept of KNOWLEDGE through:** knowing how events, such as the Great Fire of London, influenced the future of what people did and how places were built understanding how the local area was shaped or changed by new knowledge and inventions, such as the wool trade or railways	**Pupils develop an understanding of the concept of POWER through:** knowing how significant people used what they knew to change the way we understand science or history. For example, Samuel Pepys helped us know more about the Great Fire of London through his diary knowing that people with power don't always make the right decisions, such as the Lord Mayor of London, Thomas Bludworth, fled the city instead of helping fight the fire	**Pupils develop an understanding of the concept of DEMOCRACY through:** knowing and explaining how certain people in the past had power to make decisions, such as kings, queens and mayors, for example knowing that in the past, people in power were not always chosen by the people knowing that the way people ruled has changed over time explaining that democracy is a fair way of deciding who should be in charge

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HISTORY CUMULATIVE END GOALS – YEAR 3

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History Cumulative End Goals - End of Year 3						
Topics	**COMMUNITY**	**KNOWLEDGE**	**INVASION**	**CIVILISATION**	**POWER**	**DEMOCRACY**
Changes in Britain from the Stone Age - Iron Age **The Roman Empire and its impact on Britain**	**Pupils develop an understanding of the concept of COMMUNITY through:** knowing and explaining how communities change through studying the Stone Age – Iron Age knowing and explaining how technology and knowledge changed the way prehistoric people lived knowing how beliefs shaped the community, such as Stone, Bronze and Iron Ages as well as the Romans knowing and explaining that communities can be made up from different people from a wide range of places through migration, such as a large number of Neolithic people in Britain were related to ancestors found in modern day Turkey knowing and explaining that buildings and places create communities, such as the Roman Forum, plaza or temple knowing and explaining the importance of burials within a community	**Pupils develop an understanding of the concept of KNOWLEDGE through:** knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived through tools, farming and weapons knowing and explaining how knowledge of technology, maths and building helped shaped civilisations, such as Rome knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Beaker people migrated from Northern Europe to Britain knowing and explaining how knowledge of metalwork also inspired creative knowledge through jewellery and personal items knowing and explaining how the knowledge of rules and laws helped shape and control communities and civilisations	**Pupils develop an understanding of the concept of INVASION through:** knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the Roman invasions of Britain knowing and explaining what caused leaders to invade other places, such as wanting to get better resources knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe	**Pupils develop an understanding of the concept of CIVILISATION through:** knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as Roman rule in Britain knowing and understanding how the decisions and actions of leaders can create both powerful or unstable and poor civilisations, such as in Rome knowing and explaining the causes and effects that led to civilisations rising and falling, such as in Rome	**Pupils develop an understanding of the concept of POWER through:** knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as aqueducts built by the Romans Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence knowing and explaining the reasons why people exerted force and power over others, such as Roman invasions of Britain	**Pupils develop an understanding of the concept of DEMOCRACY through:** knowing and explaining how leaders ruled communities, kingdoms and civilisations knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations knowing and explaining about hierarchies within communities, kingdoms and civilisations

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HISTORY CUMULATIVE END GOALS – YEAR 4

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History Cumulative End Goals - Year 4						
Topics	**COMMUNITY**	**KNOWLEDGE**	**INVASION**	**CIVILISATION**	**POWER**	**DEMOCRACY**
Britain's settlement by Anglo-Saxons and Scots **Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** **Ancient civilisation - Egypt or Shang Dynasty**	**Pupils develop an understanding of the concept of COMMUNITY through:** knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlement knowing and explaining that buildings and places create communities, such as the temples, pyramids and cities knowing and explaining the importance of burials within a community	**Pupils develop an understanding of the concept of KNOWLEDGE through:** knowing and explaining how the knowledge of technology changed the way people lived through tools, irrigation, farming, buildings and weapons knowing and explaining how knowledge of technology, mathematics and building helped shaped ancient civilisations, such as the Shang Dynasty or Egypt knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Angles, Saxons and Jutes invaded and settled in Britain knowing and explaining how knowledge of metalwork also inspired jewellery and personal items knowing and explaining how the knowledge of warfare helped the Anglo-Saxons repel the Picts and Scots to northern Britain knowing and explaining how the knowledge of warfare helped the Viking raids and invasions be successful	**Pupils develop an understanding of the concept of INVASION through:** knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the settlement of Anglo-Saxons in Britain or the Norman invasion of Britain knowing and explaining what caused leaders to invade other places, such as wanting to control resources, for example, iron ore or tin knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe	**Pupils develop an understanding of the concept of CIVILISATION through:** knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as ancient Egyptians or Shang Dynasty knowingand understanding how the decisions and actions of leaders, along with environmental conditions can create both powerful or unstable and poor civilisations, such the three declines during the ancient Egyptian civilisation knowing and explaining the causes and effects that led to civilisations rising, such as in the reign of Rameses II, and falling when weak and divided pharaohs led the civilisation	**Pupils develop an understanding of the concept of POWER through:** knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as irrigation from the River Nile Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence knowing and explaining the reasons why people exerted force and power over others, such as the Viking and Anglo-Saxon struggle for the kingdom of England	**Pupils develop an understanding of the concept of DEMOCRACY through:** knowing and explaining how leaders ruled communities, kingdoms and civilisations knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations knowing and explaining about hierarchies within communities, kingdoms and civilisations

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HISTORY CUMULATIVE END GOALS – YEAR 5

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History Cumulative End Goals - Year 5						
Topics	**COMMUNITY**	**KNOWLEDGE**	**INVASION**	**CIVILISATION**	**POWER**	**DEMOCRACY**
Ancient Greece **Maya or Benin comparison with Anglo-Saxon Britain**	**Pupils develop an understanding of the concept of COMMUNITY through:** knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlement knowing and explaining that beliefs, buildings and places create communities, such as the temples, pyramids and cities of the Maya or Benin knowing and explaining the importance of beliefs, rituals and burials within a community, such as the Maya's polytheism or Anglo-Saxon's Christianity	**Pupils develop an understanding of the concept of KNOWLEDGE through:** knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived using tools, farming and weapons – Ancient Greece, Maya, Benin knowing and explaining how knowledge of technology, maths and building helped shaped civilisations, such as Maya, Benin or Ancient Greece knowing and explaining how the knowledge of rules and laws helped shape and control communities, kingdoms and civilisations – Ancient Greece, Maya, Benin	**Pupils develop an understanding of the concept of INVASION through:** knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the expansion of the Greek Empire knowing and explaining what caused leaders to invade other places, including to defeat and control enemies, such as the Ancient Greek conflicts with the Persians knowing and explaining that invasion required resources and knowledge, such as weapons, technology, armies and strategy, such as Battle of Marathon or Salamis	**Pupils develop an understanding of the concept of CIVILISATION through:** knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as the Ancient Greek Empire knowing and understanding how the decisions and actions of leaders can create both powerful or poor civilisations or kingdoms, such as Maya or Benin knowing and explaining the causes and effects that led to civilisations, kingdoms rising and falling, such as the Maya or Ancient Greece	**Pupils develop an understanding of the concept of POWER through:** knowing and explaining how power is connected to knowledge, belief, technology and trade - it was used to make city- states or civilisations stable and better places to live, such as writing and number systems invented by the Maya knowing and explaining that the power to build great buildings, such as the Parthenon in Athens or Maya pyramids, brought people together through a shared belief Knowing and understanding why inventions, such as metalwork, writing, astronomy or irrigation gave leaders the power to control and influence	**Pupils develop an understanding of the concept of DEMOCRACY through:** knowing and explaining how leaders ruled civilisations through early democracy in Athens knowing how laws and rules shaped and influenced how leaders, kings and queens controlled city-states, kingdoms or civilisations, such as the Sparta knowing and explaining how leaders, kings and queens ruled using beliefs, knowledge and power to control people, such as in Maya city-states knowing and explaining about hierarchies within communities, kingdoms and civilisations

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HISTORY CUMULATIVE END GOALS – YEAR 6

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History Cumulative End Goals - Year 6						
Topics	**COMMUNITY**	**KNOWLEDGE**	**INVASION**	**CIVILISATION**	**POWER**	**DEMOCRACY**
How did conflict change the locality in WW2? **Battle of Britain/ Five Significant Monarchs** **The Windrush generation**	**Pupils develop an understanding of the concept of COMMUNITY through:** knowing and explaining how communities and localities change through studying the 'friendly invasion' when USAF bases were built across Britain and the Windrush generation knowing how religion, culture and beliefs shaped the community, such as in London when the Windrush pioneers arrived knowing and explaining how communities experienced segregation, racism and unfair treatment through studying the Windrush / WW2 knowing and explaining that communities can be made up from different people from a wide range of places through refugees needing protection, migration and immigration	**Pupils develop an understanding of the concept of KNOWLEDGE through:** knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Windrush people migrated from the Caribbean to Britain knowing and explaining how the knowledge of rules and laws helped shape and control communities, for example rationing in the Second World War / Battle of Britain knowing and explaining how knowledge and skills were in demand from Windrush settlers in post war Britain	**Pupils develop an understanding of the concept of INVASION through:** knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the invasion of Poland by Hitler's Nazi Germany knowing and explaining what caused leaders to invade other places, including to defeat and control enemies, such as Queen Elizabeth I's war with Spain. knowing and explaining that invasion required resources and knowledge, such as weapons, technology, armies and strategy, such as the Battle of Britain	**Pupils develop an understanding of the concept of CIVILISATION through:** knowing and explaining how leaders and beliefs shaped how people lived their lives with shared or multiple beliefs, language, laws and ways of doing things, such as William the Conqueror or Henry VIII knowing and understanding how the decisions and actions of leaders can create both powerful or unstable and poor civilisations or kingdoms, such as in Tudor times knowing and explaining the causes and effects that led to civilisations, kingdoms or dictatorships rising and falling, such as the rise and fall of Nazi Germany	**Pupils develop an understanding of the concept of POWER through:** knowing and explaining how power is connected to knowledge, technology and trade – it can be used positively or negatively knowing and explaining how the power to build and change communities positively, such as the Notting Hill carnival, happened knowing and explaining that the power to change things doesn't guarantee success – Hitler's decision to start the Second World War knowing and explaining the reasons why people exerted force and power over others, such as Henry VIII's decision to create the Church of England and dissolve the monasteries	**Pupils develop an understanding of the concept of DEMOCRACY through:** knowing and explaining how different kings and queens ruled and controlled power knowing how laws and rules shaped and influenced how leaders, kings and queens controlled kingdoms, such as William the Conqueror in 1066 knowing and explaining about hierarchies within communities and kingdoms knowing and explaining how the Windrush generation fought for their democratic rights to live in the UK