



Knowledge map – end points for each unit

	Autumn	Spring	Summer
EYFS	Changes in our lives <ul style="list-style-type: none"> -Order three photographs correctly on a simple timeline. -Use the terms 'before' and 'after' when discussing their timelines. -Talk about three memories and place one of them on a timeline. -Explain why memories are special and name four events that they celebrate throughout the year. - Understand how they have changed what could they do in the past and what they can do now. 	Homes <ul style="list-style-type: none"> -Sort a selection of homes into old and new. - Explain the different types of homes people may live in now. -Describe the similarities and differences between homes in the past(castle) and homes now. - Explain what a castle is and who lived inside. - Identify how our gardens are similar/ different to homes in the past. - Explain 3 ways home are similar and different around the world. 	Toys <ul style="list-style-type: none"> -Confidently sort a set of toys into new and old. -Describe the similarities and differences between an old their grandparents would use and a new toy. -Explain how toys change as children get older. - Give reasons how they know an old toy is old. - children can match toys from the past to the right person who would of used them.
Year ½ A	How has our school changed? <ul style="list-style-type: none"> -Ask one question about schools in the past. -Make one comparison between schools in the past and present. -Use sources to research and develop an understanding of what schools were like 100 years ago. -Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. -Recognise two similarities and two differences between schools now and schools in the past. -State whether they would have preferred to go to school in the past or not and explain why. 	How are castles different to the homes we live in? <ul style="list-style-type: none"> - Explain where the best place to place a castle is and why. - Use sources to compare similarities between our homes and a castle. - Use sources to understand what people did inside a castle. - Identify how a castle was built to provide protection from enemies. - Use resources to give at least 3 things the rich did for entertainment inside a castle. - Explain 2 ways how life for peasants inside a castle was different to those that were rich. 	Who had the most impact on nursing? <ul style="list-style-type: none"> -Explain who Florence Nightingale was and what impact she had on nursing. -Explain who Edith Cavell is and what impact she had on nursing. -Identify the similarities and differences between the lives and actions of Florence Nightingale and Edith Cavell. - Know that for much of history, helping people to heal has involved lots of superstition and guesswork, but that now modern science ensures that sensible treatments are used to help people get better
Year ½ B	Why is Neil Armstrong a significant person? <ul style="list-style-type: none"> - Give 3 reasons why Neil Armstrong was motivated to go to the moon and risk his life. - Explain who Neil Armstrong was and why he is significant. - Sequence sources to show how they got to and back from the moon safely. - Use sources to show what activity took place on the moon surface. - Pupils can give reasons why we should celebrate Neil Armstrong's work. - Give at least 2 reasons for and against further moon travel. 	Why did Isambard kingdom Brunel design the Chepstow railway bridge? <ul style="list-style-type: none"> - Explain who isambard Kingdom was and why he was significant. - Give reasons why Brunel wanted to build the railway bridge. - Give reasons why Brunel's bridge was the best design. - Explain how the bridge was made. - Explain ways the bridge has had an impact on our lives today. - Use sources to understand how the Bridge looked different in the past to now. 	What were the causes and consequences of the great fire? <ul style="list-style-type: none"> - Know that the Great Fire of London started on 2nd September 1666 -Explain where the fire started and - Identify causes of why the fire spread so quickly - Use a map and sources to identify the impact of the fire. -understand why Samuel Pepys was significant during the Great fire and understand why his diary is useful to historians. - identify ways that London changed after the fire and how it was improved. -understand why the fire was a significant event in British History.



Knowledge map – end points for each unit

Year 3	Stone age to iron age <ul style="list-style-type: none"> -Understand that prehistory was a long time ago. -Accurately place AD and BC on a timeline. -Identify conclusions that are certainties and possibilities based on archaeological evidence. -Use artefacts to make deductions about the Amesbury Archer's life. -Explain how bronze was better than stone and how it transformed farming. -Explain how trade increased during the Iron Age and why coins were needed. -Identify changes and continuities between the Neolithic and Iron Age periods. -Explain which period they would prefer to have lived in, providing evidence for their choice. 	Ancient Egypt <ul style="list-style-type: none"> - locate Ancient Egypt in time and place and to mention at least 3 or 4 iconic features of Ancient Egyptian civilization - Describe what society was like in Britain at the start of the Ancient Egyptian civilisation. - Explain why the Nile was important in Ancient Egypt and why pyramids were sited on the desert's edge. - Understand the importance of the afterlife to Egyptian beliefs and can explain how particular objects help us to understand their ideas. - Explain why pyramids were built. - Pupils can list at least 4 different types of evidence: pyramids, hieroglyphics, papyrus rolls, artefacts found in tombs and what we learn from them. - Give 3 ways the contents of the tomb tell us about religious beliefs. 	Romans <ul style="list-style-type: none"> -Explain 2 reasons why the Romans wanted to invade Britain. - understand why the romans attempted to invade twice before they were successful. -Understand who Julius Caser was and his impacted on invading Britain. -Understand that invasion involves a group entering territory controlled by another group. -Give 3 reasons why the roman army was so powerful. -List and describe the legacies that Romans had on Britain.
Year 4	What did the Anglo Saxons change in Britain? <ul style="list-style-type: none"> - Understand where the Anglo Saxons came from. - Give reasons why the Anglo Saxons came to Britain. - Explain how Britain changed when Christianity came to Britain and how it took 70 years to give up pagan ways. - Identify the key changes made to village life when the Anglo Saxons invaded. - Identify and explain how clothing changed with the Anglo Saxons. - Explain how the Anglo Saxons changed religion in Britain. - Explain the five kingdoms of Anglo Saxons Britain. - Give two ways Anglo saxons have affected our lives today. 	With so much rivalry between Saxons and Vikings who was more successful? <ul style="list-style-type: none"> - Give reasons why the Vikings were so successful. - Explain why the Vikings wanted to invade Britain. - Understand where the Vikings came from. - Identify 3 ways Britain changed because of the Vikings. - Understand how Saxons organized themselves was likely to help them against the Vikings. - Explain the methods used by Alfred. - Explain the Danelaw and who was responsible for the Viking success and failure. 	How did the design of chepstow castle help prevent invasion? <ul style="list-style-type: none"> - Identify features of chepstow castle and explain how they prevented invasions. - Explain what invasion means. - Explain why the castle was built in its location. - Explain who lived inside the castle and the role of people inside to prevent invasion. - Identify ways the castle evolved over time to cope with more destructive weaponry - .
Year 5	How did the Victorians change travel in Britain? <ul style="list-style-type: none"> - Use sources to give reasons why transport changed during the Victorian Era. - Identify challenges people have when using transport before the transport revolution. - Explain the impact the industrial revolution had on transport. 	What impact did WW2 have on our local area? <ul style="list-style-type: none"> - Identify the causes of World War 2. - To know specific locations in the immediate and wider locality that were affected by bomb damage and relate these to old maps to compare and contrast. - To know and explain how and why local landmarks were targeted 	How has medicine changed over time? <ul style="list-style-type: none"> - Give reasons why the Black Death spread so quickly in the medieval times and the impact Hippocrates and Galen had. - Explain how the plague shows how medicine did and did not change since the medieval period.



Knowledge map – end points for each unit

	<ul style="list-style-type: none"> - Explain how Brunel changed transport in Gloucestershire. - Explain how railway travel led to the development of time zones. - Explain how locals may have reacted to the changes (gains and losses) 	<ul style="list-style-type: none"> - investigate and explain the reasons for children being evacuated and why their were fluctuating numbers. - Explain what life was like for children who had been evacuated. - 	<ul style="list-style-type: none"> - Explain Edward Jenner's discovery and why it was important. - Understand why John snow's discovery was important in the treatment and prevention of cholera. - Know when the NHS was started and give 2 reasons why this was important to improving medicine. - Argue which event you believe was most significant in the improvement of medicine giving reasons why.
Year 6	How has attitudes towards crime and punishment changed ? <ul style="list-style-type: none"> - Explain why so many people were not found guilty of serious crimes 800 years ago. - Use the robin hood story to explain that justice was loaded in favour of the rich and powerful. - Explain how crimes changed between 1500 and 1700 including more vagrancy, witchcraft and religious practices. - Give 3 examples of how there was a greater emphasis on humiliation and how their were continuities. - Understand what is meant by the bloody code and identify a harsh punishment that was used to deter people from committing crimes. - Explain why there was a rapid growth in crime during the 19th century. - Give 3 reasons to explain how crime and punishment has improved in the last 150 years. 	Why should we study the Maya? <ul style="list-style-type: none"> - Use sources to give 3 reasons why we study the Mayans - Give 2 valid reasons for the Mayan's growth when they lived in mainly jungle. - Use sources to detect patterns in daily life during the Mayans civilization. - Understand that society during the Mayans was hierarchal and everyday life for common people was farming. - Use their contextual knowledge of Mayan life to make plausible suggestions for mystery objects. - Explain why much of Mayans' history was destroyed. - Explain why Human sacrifice was practiced during the Maya civilization. - Understand 3 of the completing explanations of why the Mayans empire declined so quickly. - Using learning children to explain why they study the Maya. 	How did Ancient Greece change Britain? <ul style="list-style-type: none"> - identify some of the similarities and differences between life in Athens and Sparta - infer information from artefacts (pots) about what life was like in Ancient Greece - show knowledge and understanding of aspects of life in Ancient Greece - List 3 reasons why Athens was so dominant. - explain why the Battle of Marathon was fought and give reasons for defeat of Persia, - identify the most important legacy of the Ancient Greeks giving reasons - Understand what the Olympics were and how they were not just athletic events. - Understand how Ancient Greece impacted on Britain. - Explain how language, architecture and thinkers have impacted on our lives today.