

Excellence in Education Ltd.

HISTORY KS1: Y1 and Y2

An End Point Curriculum for the Foundation Subjects



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A HISTORY POLICY

OVERVIEW

In school we will help all children to develop an understanding of time, place, people and events through the effective teaching and learning of the knowledge skills and understanding of history. We will use the National Curriculum History Guidelines as the basis for our scheme of work and we will make meaningful links with the other subjects of the curriculum. Our aim is to ignite a curiosity to learn about the past that will help children understand who they are and how their environment and the world has changed over time.

INTENT

1. To help all children develop a sense of the past and to develop a chronological framework for learning about life in past times.
2. To enable children to learn about famous people and their impact on our lives.
3. To develop children's knowledge and understanding of the growth and development of our nation and its relationship with the rest of the world.
4. To develop children's skills as historians to enable them to research and discover the past.

IMPLEMENTATION

1. We will begin the teaching of history in the Early Years Foundation Stage as the children begin developing their knowledge skills and understanding of the world by starting with the most recent past. History in the EYFS will be taught within the areas of Learning. We will use photographs, artefacts, visits out into the locality, and by talking to older people about 'then and now.'
2. As the children move into Key Stage 1 and engage with the National Curriculum they will build on their earlier work using 'living memory', eye-witness accounts' and the immediate environment of the school as their starting point.
3. Strong links will be made with the teaching of English, stories, plays and poems set in different periods of history will be shared with the children.
4. History will become a stimulus and a springboard for the development of oracy, writing and for the development of thinking and reasoning skills.
5. As they become older and move into key Stage 2 the children will learn about the different periods of history set out in the history guidelines of the National Curriculum.
6. Art, design technology, drama and music will be closely linked with history as children use these subjects to communicate what they have learnt.
7. On every appropriate occasion teachers will use first-hand experience, visits, visitors, artefacts, AVA and the local and wider environment to engage children's interest and imagination.
8. Through their understanding of the past and of lives in different conditions children will be encouraged to develop their feelings and 'empathy' for others.
9. Through their understanding of the past children will be helped to develop an understanding of their identity as a British subject.

10. Children will learn about development of democracy, our government, the Monarchy, citizenship, and the Law.

11. They will learn about rights and responsibilities, moral, social and environmental issues.

13. We will use financial resources to build up an extensive collection of resources, artefacts and books to support the teaching of history.

13. The history guidelines will set 'end points' of the key knowledge, skills and understanding that all pupils will be expected to have for each block of the teaching and learning of history.

14. Teachers will ensure that each block of learning builds on the last to ensure the smooth progress and development of pupils' knowledge, skills and understanding.

IMPACT

History will be fun. It will be used to promote excellence and enjoyment; it will have a strong presence in the ethos of the school through displays, performances, music, drama and assemblies. Parents and grand-parents will be encouraged to join in the teaching and learning of history. We will make Britain our classroom. Pupils will develop an understanding of changes over time in people, places, landscape and culture. They will know about different periods in our history, people who brought about change and significant developments that changed Britain and the world.



The National Curriculum Requirements for Teaching History

When planning to teach history in school, teachers are required to meet the statutory requirements set out in the National curriculum. These are:

1. To help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.
2. To inspire pupils' curiosity to know more about the past.
3. To help pupils know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
4. To help pupils know and understand significant aspects of the history of the wider world:
5. To help pupils know and understand the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
6. To help pupils gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
7. To help pupils understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. To use them to make connections, draw contrasts, analyse trends and to frame historically-valid questions. To create their own structured accounts, including written narratives and analyses
8. To help pupils understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

The Three National Curriculum History Attainment Targets:

The National Curriculum sets out three attainment targets pupils are expected to achieve:

1. Know about different times in the past
2. To have the skills to apply their knowledge and understanding
3. Understand the matters relevant to the periods studied and relate them to today

The End Point strategy set out in this document will enable teachers to ensure that their pupils achieve the three attainment targets in a simple and effective way.

USING END POINTS TO TEACH HISTORY IN KS1

Using End Points for Planning the Curriculum

When planning a unit of study in History a teacher needs to identify the key knowledge, skills and understanding that must be learnt by pupils in that unit of study.

The teacher next needs to identify the **End Points** that pupils need to know by the completion of the unit of study.

Using **End Points** to plan the teaching of history in KS1 enables teachers to meet the requirements of the National Curriculum Guidelines for teaching History in a simple but effective way.

Three Levels of End Points

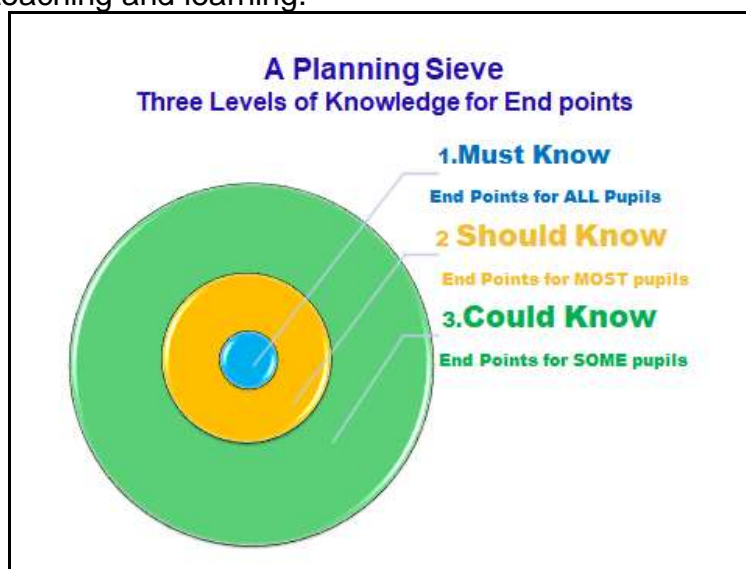
There are three levels of End Points that a teacher needs to consider when planning a unit of study.

- First there are the **CORE END POINTS** that **all of the pupils MUST know**.
- Next are the **ADDITIONAL END POINTS** which **most pupils SHOULD know**. These build on the core end points.
- Then to extend learning the planning strategy should move the pupils towards an ever widening area of **FURTHER END POINTS** that **some pupils COULD know** (See Figure 1).

A PLANNING SIEVE

A '**planning sieve**' is a useful tool for helping teachers to plan what needs to be taught and learnt in any unit of study. It enables the teacher to 'sift' the End Points for learning into a hierarchy of three levels of knowledge (see figure 1).

Figure 1: This diagram shows the three levels of knowledge used when designing End Points for teaching and learning.



1. MUST KNOW END POINTS - CORE END POINTS

In each unit of study in history, teachers need to decide on the **Core End Points** that **ALL** pupils **MUST KNOW** (see Fig 1 and 2) by the end of the period of learning. These **Core End Points** need to be taught to **ALL** of the pupils. This is the 'entitlement curriculum' for every pupil regardless of his/her abilities. The **Core End Points** are the essential knowledge that all pupils must know the end of the period of study.

2. SHOULD KNOW END POINTS - ADDITIONAL END POINTS

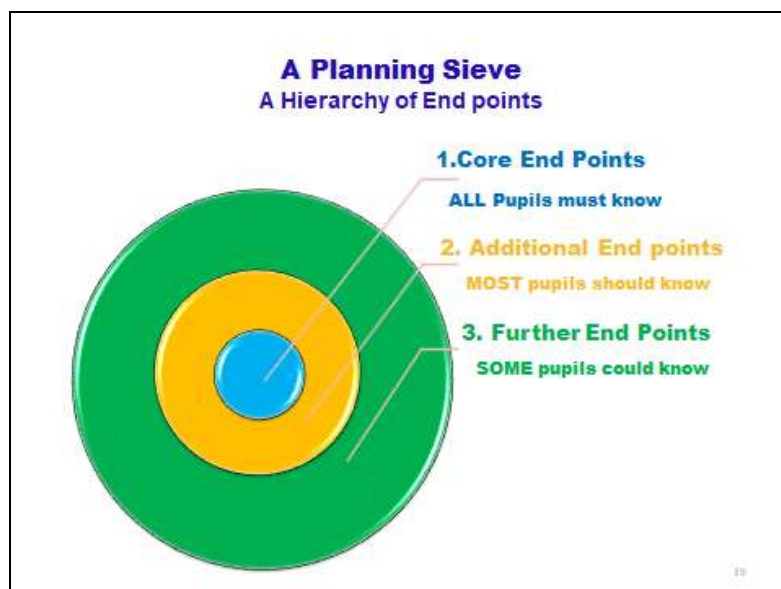
Next, the **Sieve** allows a teacher to plan the **additional End Points** for broadening teaching and learning. These **additional End Points** are those which **MOST** of the children **SHOULD KNOW**. Like the core they will be taught to the whole class. At this point a teacher may also introduce opportunities for collaborative learning to give pupils opportunities to explore more aspects of the **End Points** by working collaboratively.

3. COULD KNOW END POINTS - FURTHER END POINTS

As the more able and capable pupils complete their work some will be keen to follow a particular interest that they've developed. This will provide good opportunities for the teacher to direct the pupils to the **further End Points** that **some** pupils **COULD KNOW**.

Figure two shows the planning sieve as a tool for teachers to use when 'sifting' End Points' into a hierarchy of three levels.

Fig 2: A Planning Sieve – A Hierarchy of End points



This model for designing an End Point curriculum has been used for all the examples given later in this History document. The same model can also be used to design a curriculum for any of the other foundation subjects

HISTORY KEY STAGE 1 (EYFS/Y1 and Y2/3)

KS1 HISTORY CURRICULUM – THREE AREAS OF LEARNING

The National Curriculum for history in Key Stage 1 has been set out in three Areas of Learning.

- 1 Change in Living Memory**
- 2 Events and People**
- 3 Local History**

AREAS of LEARNING and UNITS OF STUDY

Each of the three Areas of Learning has been subdivided into the units of study that can be used to teach History. These units are not statutory but they have been chosen to engage pupils' interests.

Many schools may already use these popular titles for teaching history. Some schools may have devised other interesting units of study for history which they will no doubt wish to continue using but may wish to adapt in the light of this strategy for planning.

1 Change in living memory

- ❖ Seaside Holidays Then and Now
- ❖ Lighting Our Homes
- ❖ 'Changes in Toys'

2. Events and People

- ❖ The Great Fire of London
- ❖ Commonwealth Day
- ❖ St George's Day
- ❖ William Shakespeare
- ❖ The Life of Mary Seacole
- ❖ Emmeline Pankhurst
- ❖ Maria Dickin

3 Local History

- ❖ An historic building - A Cotton Mill

There is no requirement for pupils to cover all of the units of study and so teachers are free to choose those that they think are the most appropriate for their pupils. They can use that strategy as a template for designing their own units of study.

PLANNING HISTORY UNITS OF STUDY IN KS1

The End Point strategy uses the knowledge sieve to plan history units of study in each of the three Areas of Learning.

It is first used to identify the three **Core End Points** for each of the units of study.

The sieve is next used to identify three important **Additional End Points** that most pupils should know about each of the three **Core End Points** by the end of the unit.

By the time that each unit of study has been completed **all pupils** will know the three **Core End Points** and **most pupils** will also know nine **Additional End Points**.

This means that **most pupils** will know at least twelve End Points by the time that they've completed each unit of study.

As work on the unit continues it is likely that some pupils will make very good progress and so teachers will set these pupils **Further End Points** to achieve.

LINKS WITH OTHER SUBJECTS OF THE CURRICULUM

Many of opportunities for pupils to experience and enjoy History in Key Stage 1 will be closely linked to the other foundation subjects that they study.

For example, some very good opportunities for teaching History will be found in English, in story, poetry and nursery rhymes. Other great starting points will crop up in Geography, Science, mathematics, music, PE and RE.

LINKS WITH PLAY

Important opportunities for pupils to gain experience of experimenting and exploring History in Key Stage 1 will be provided through regular daily opportunities for creative, structured and free-play. In these activities pupils will have time to explore and experiment with some of the essential concepts needed to understand History including for example, learning about old and new, then and now, past and present. These opportunities will help them to develop strong foundations on which to build their knowledge, skills and understanding of History.

DISCRETE HISTORY LESSONS

On some occasions pupils will benefit from set History lessons where they will be taught the specific subject knowledge, skills and understanding of Geography.

KS1 EXAMPLES OF UNITS OF STUDY



Examples of Units of Study

The End Point strategy has been used to design these units of study from each of the Areas of Learning.

The examples show how End Points are used to develop units of study for the History Curriculum.

Depending on the ages of the pupils being taught, teachers may need to modify some of the End Points in the examples. When a unit of study is being used with younger pupils in KS1 the teacher may need to reduce the number of Additional End Points.

The examples are offered as working documents for teachers.

The requirements of the History Curriculum could be met by using these examples.

N.B. In some of the units, dates e.g.1666, are given in brackets. These dates are for the teacher's reference. They have been put in brackets to indicate that there is no intention that pupils in KS1 should be required to learn them.

EXAMPLES OF UNITS OF STUDY

Example (a) Change Within Living Memory



SEASIDE HOLIDAYS IN THE PAST

This is a unit for pupils to learn about change by finding out how seaside holidays have changed in recent memory.

CORE END POINTS

EP1. All pupils must know that in the past people usually went for holidays to the seaside in Britain rather than abroad

EP2. All pupils must know that in the past holiday makers travelled to the seaside on trains, motor coaches and cars

EP3. All pupils must know that on seaside holidays people stayed in hotels, boarding houses, caravans, campsites and that some went to holiday camps

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW – CORE END POINT 1

EP1. All pupils must know that in the past people usually went for holidays to the seaside in Britain rather than abroad

SHOULD KNOW – ADDITIONAL END POINTS

1.1) Most pupils should know the names and locations of the seas around the UK, The North Sea, The Irish Sea, The Atlantic, The Channel and locate them on maps

1.2) Most pupils should know how to locate some of the popular seaside resorts on a map e.g. Blackpool, Southport, Brighton, Torquay, and Scarborough

1.3) Most pupils should know some of seaside landmarks e.g. Blackpool Tower, a light house, a harbour, cliffs and a beach.

MUST KNOW – CORE END POINT 2

EP2. All pupils must know that in the past most holiday makers travelled to the seaside on trains, motor coaches and sometimes in cars

SHOULD KNOW - ADDITIONAL END POINTS

- 2.1) Most pupils should know about railway travel including stations, railway engines, steam trains, carriages etc
- 2.2) Most pupils should know about 'wakes holidays', packing suitcases and luggage, sending post cards, eating candy floss and sticks of rock.
- 2.3) Most pupils should know about journeys by road including, car and motor coach travel, traffic jams, roadside cafes, routes, motorways, service stations

MUST KNOW – CORE END POINT 3

EP3. All pupils must know that holiday makers spent a lot of their time on the beach sitting in deck chairs, playing games, paddling in the sea, fishing in rock pools and enjoying rides on donkeys and funfairs.

SHOULD KNOW - ADDITIONAL END POINTS

- 3.1) Most pupils should learn about what children did on the beach - rock pool creatures and using buckets and spades for building sand castles
- 3.2) Most pupils should learn about donkey rides, boat rides and funfairs
- 3.3) Most pupils should know about seaside theatres, Punch and Judy shows, band stands, piers, amusement arcades and other forms of entertainment

Example (b)
Changes from then to now



Lighting Our Homes Then and Now

Learning about how people have lit their homes in the dark at different times in history will help pupils to understand that things change and that the way they light their homes now is different from in the past.

CORE END POINTS

EP1. All pupils must know that long ago the in the past when people lived in caves they lit their homes with the fire from blazing torches.

EP2. All pupils must know that later in history people used oil lamps and candles to light their homes

EP3. All pupils must know that when electricity was discovered people could light their homes the way we do now.

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW – CORE END POINT 1

EP1. All pupils must know that long ago the in the past when people lived in caves they lit their homes with blazing torches.

SHOULD KNOW - ADDITIONAL END POINTS

1.1) Most pupils should know that ancient people lived in the dark at night until they learned how to make fire.

1.2) Most pupils should know that once people could make fire it could be used at night to make blazing torches to light their cave homes.

1.3) Most pupils should know that ancient people could also carry their torches to find their way in the dark

MUST KNOW – CORE END POINT 2

EP2. All pupils must know that later in history people used oil lamps and candles to light their homes

SHOULD KNOW - ADDITIONAL END POINTS

2.1) Most pupils should know that long ago people discovered how to make lamps from clay; fill them with olive oil or fat and make wicks from plants.

2.2) Most pupils should know that people invented candles made from bees wax or animal fat to light their homes and that people still use candles for special occasions e.g. on birthday cakes, in churches and in restaurants.

2.3) Most pupils should know that in Victorian times people lit their homes and streets with gas lights and that gas is still used for cooking but not lighting.

MUST KNOW – CORE END POINT 3

EP3. All pupils must know that when electricity was discovered people could light their homes the way we do now.

SHOULD KNOW - ADDITIONAL END POINTS

3.1) Most pupils should know that the lights in their homes now are operated by switching on electrical power.

3.2) Most pupils should know that there are lots of different electric lights and lamps to choose from when lighting our homes

3.3) Most pupils should know that the latest electrical lights are very bright and need very little looking after.

Example (c)
Change in Living Memory and Beyond



Changes in Children's Toys

Learning about how toys have developed over a period of fairly recent history will help pupils to understand that things change and that many of the toys they have now are different from those of the past.

CORE END POINTS

EP1. All pupils must know that in the past some children's toys were different from those of today.

EP2. All pupils must know what sort of toys their parents and grandparents had in the past and if they are different from those of today

EP3. All pupils must know that some toys today are similar to those of the past.

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW – CORE END POINT 1

EP1. All pupils must know that in the past some children's toys were different from those of today.

SHOULD KNOW - ADDITIONAL END POINTS

1.1) Most pupils should know some of the most popular toys that children in played with in the past.

1.2) Most pupils should know that many toys today use different materials and components from toys in the past e.g. plastic, batteries and computer chips

1.3) Most pupils should know how to recognise the main differences between popular toys 'now' and popular toys of the past

MUST KNOW – CORE END POINT 2

EP2. All pupils must know what sort of toys their parents and grandparents had in the past and if they are different from those of today

SHOULD KNOW - ADDITIONAL END POINTS

2.1) Most pupils should know from asking their parents and grandparents the toys that were popular in the past.

2.2) Most pupils should know what toys children played with in more distant times e.g. Victorian times or Roman Times.

2.3) Most pupils should be able to explain what their current favourite toy is and which toy they would choose from the past to be their favourite.

MUST KNOW – CORE END POINT 3

EP3. All pupils must know that some toys today are similar to those of the past

SHOULD KNOW - ADDITIONAL END POINTS

3.1) Most pupils should know which toys from the past remain popular e.g. Teddy Bears, balls, marbles, dolls

3.2) Most pupils should know that some toys of today look similar to those of the past but they should be able to explain how modern equivalents are different

3.3) Most pupils should know that some toys they have now hadn't been invented in the past e.g. children's i-pads

Example (d)
People and Events



GREAT FIRE OF LONDON 1666

Learning about The Great Fire of London will help pupils to understand about a famous event from the past that is still remembered today

CORE END POINTS

EP1. All pupils must know that a long time ago a great fire destroyed much of the old city of London and that people had to flee from their homes to save their lives and possessions.

EP2. All pupils must know that the fire started accidentally in a baker's shop in Pudding Lane but soon it spread from house to house until lots of churches and houses were lost in the fire.

EP3. All pupils must know that once the fire had been put out the City of London was re-built and many new and beautiful buildings and churches were erected. A tall monument stands today on the site where the fire started.

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW – CORE END POINT 1

EP1. All pupils must know that a long time ago a great fire destroyed much of the old city of London and that people had to flee from their homes to save their lives and possessions

SHOULD KNOW - ADDITIONAL END POINTS

1.1) Most pupils should know that in the past houses in London were built mainly of wood, wattle and daub, and many had straw roofs.

1.2) Most pupils should know that the streets of London were very narrow and that fires could quickly jump from house to house.

1.3) Most pupils should know that there was no fire brigade and so everyone had to help put out fires using buckets and hand pumps,

MUST KNOW – CORE END POINT 2

EP2. All pupils must know that the fire started accidentally in a baker's shop in Pudding Lane but soon it spread from house to house until lots of churches and houses were lost in the fire.

SHOULD KNOW - ADDITIONAL END POINTS

2.1) Most pupils should know that people were awakened in the night to grab what they could carry and run for their lives

2.2) Most pupils should know that many people escaped on boats on the River Thames

2.3) Most pupils should know that some people quickly buried their valuables in their gardens to keep them safe and that Samuel Pepys buried a whole cheese in his garden because it was too heavy to carry

MUST KNOW – CORE END POINT 3

EP3. All pupils must know that once the fire had been put out the City of London was re-built and many new and beautiful buildings and churches were erected.

SHOULD KNOW - ADDITIONAL END POINTS

3.1) Most pupils should know that when the fire was over, much of the city had been destroyed and need to be re-built.

3.2) Most pupils should know that the great architect Sir Christopher Wren was asked to design a much better city with wider streets and safer buildings made from brick and stone. He designed many churches and his greatest work was the new St Paul's Cathedral.

3.3) Most pupils should know that many of the new buildings can still be seen today and that a great monument was built where the fire started. The buildings include St Paul's Cathedral and many churches.

Example (e)
People and Events



COMMONWEALTH DAY: (Second Monday in March)

Learning about Commonwealth Day will help pupils to understand that the United Kingdom has strong historic links with many other countries around the world. It will help pupils to understand the development of the UK as a diverse and multicultural country

CORE END POINTS

EP1. All pupils must know that in the past The United Kingdom had an empire which included many nations around the world but it has now changed to become The Commonwealth

EP2. All pupils must know that The Commonwealth is a very big family of nations consisting of millions of people around the world. The Commonwealth countries have strong links with the United Kingdom and most have English as their main language

EP3. All pupils must know that The Commonwealth is made up of many different countries and that it has Queen Elizabeth II as its head

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW – CORE END POINT 1

EP1. All pupils must know that in the past The United Kingdom had an empire which included many nations around the world but it has now changed to become The Commonwealth.

SHOULD KNOW - ADDITIONAL END POINTS

1.1) Most pupils should know that in the past every school used to celebrate the British Empire with Empire Day. It took place every year on (May 24), the date of Queen Victoria's birthday.

1.2) Most pupils should know that Commonwealth Day is celebrated on the second Tuesday in March each year.

1.3) Most pupils should know that there are Commonwealth nations on every continent of the world

MUST KNOW – CORE END POINT 2

EP2. All pupils must know that The Commonwealth is a very big family of nations consisting of millions of people around the world. The Commonwealth countries have strong links with the United Kingdom and most have English as their main language.

SHOULD KNOW - ADDITIONAL END POINTS

2.1) Most pupils should know that one in every three people in the world lives in The Commonwealth.

2.2) Most pupils should know that The Commonwealth is large and that it covers a quarter of the world's land mass

2.3) Most pupils should be able to locate some the Commonwealth nations on a world map or globe

MUST KNOW – CORE END POINT 3

EP3. All pupils must know that The Commonwealth is made up of many nations and that it has Queen Elizabeth II as its head

SHOULD KNOW - ADDITIONAL END POINTS

3.1) Most pupils should know that the Elizabeth II is not only Queen of the United Kingdom but also the Queen of sixteen Commonwealth Nations as well as being Head of the Commonwealth

3.2) Most pupils should know the names of some of The Commonwealth countries and know that many people from Commonwealth countries now live in the United Kingdom

3.3) Most pupils should know that the countries of The Commonwealth compete in The Commonwealth Games which take place every four years and pupils should recognise the flags of some of the Commonwealth countries

Example (f)
People and Events



ST GEORGE AND ST GEORGE'S DAY

Learning about St George (and other Patron Saints) will help pupils to understand that many countries have a person from the past that they remember as their patron saint.

CORE END POINTS

EP1. All pupils must know that the patron saint of England is St George, a man who lived many years ago.

EP2. All pupils must know that there are many legends about St George and one is that he fought and killed a dragon.

EP3. All pupils must know that St George's Day is celebrated in England on the 23rd April.

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW – CORE END POINT 1

EP1. All pupils must know that the patron saint of England is St George who was a man that lived many years ago.

SHOULD KNOW - ADDITIONAL END POINTS

1.1) Most pupils should know that St George was a soldier in the Roman Army a long time ago

1.2) Most pupils should know that he was a Christian who was very brave. His banner is white with a red cross.

1.3) Most pupils should know that many years ago King Edward III (1348) decided that St George would be the patron saint of England.

MUST KNOW – CORE END POINT 2

EP2. All pupils must know that there are many legends about St George and one is that he fought and killed a dragon.

SHOULD KNOW - ADDITIONAL END POINTS

2.1) Most pupils should know that St George was very brave and he helped people who asked for his help.

2.2) Most pupils should know that in the legend the people from a town threatened by a dragon came to St George to ask him to save them.

2.3) Most pupils should know that in the legend St George went to help the people and that he killed the dragon.

MUST KNOW – CORE END POINT 3

EP3. All pupils must know that St George's Day is celebrated in England on the 23rd April.

SHOULD KNOW - ADDITIONAL END POINTS

3.1) Most pupils should know that lots of boys and six Kings of England have been named after St George and there are many churches also named after him..

3.2) Most pupils should know that many English people wear a red rose on St Georges Day and that his flag is flown on buildings on 23rd April.

3.3) Most pupils should know that Cubs, Scouts, Guides, Brownies and Rainbows have St George's Day Parades and some towns and villages have celebrations of the day.

Example (g)

People and Events: The lives of significant individuals in the past



THE LIFE OF WILLIAM SHAKESPEARE

Learning about William Shakespeare will help pupils to understand that some people who lived many years ago are still famous for the great things that they achieved.

CORE END POINTS

EP1. All pupils must know that William Shakespeare lived in Elizabethan England and that he is the most famous English writer and poet that ever lived.

EP2. All pupils must know that he was born a long time ago (1564) in Stratford-upon-Avon and went to school there.

EP3. All pupils must know that He went to live in London where his plays were performed at the Globe Theatre and that both Queen Elizabeth I and King James I went to see them

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW – CORE END POINT 1

EP1. All pupils must know that William Shakespeare lived in Elizabethan England and that he is the most famous English writer and poet that ever lived.

SHOULD KNOW - ADDITIONAL END POINTS

1.1) Most pupils should know that his plays are world famous and they are still performed in theatres around the world and that his plays include Midsummer Night's Dream and Romeo and Juliet etc.

1.2). Most pupils should know that the (39) plays and (154) poems he wrote have been translated into every major language in the world.

1.3) Most pupils should know that Shakespeare was an actor and that he performed in some of his own plays

MUST KNOW – CORE END POINT 2

EP2. All pupils must know that William Shakespeare was born in 1564 in Stratford-upon-Avon and went to school there.

SHOULD KNOW - ADDITIONAL END POINTS

2.1) Most pupils should know that his birthplace on Henley Street is still there and it is visited by thousands of people every year

2.2) Most pupils should know that his parents had a shop next to their house where they made and sold gloves and that he had seven brothers and sisters. He went to school in Stratford and both his school and home can still be seen.

2.3) He married Anne Hathaway and they had three children before he left and went to work in London as a poet, writer and actor.

MUST KNOW – CORE END POINT 3

EP3. All pupils must know that Shakespeare's plays were first performed in the Globe Theatre in London and that both Queen Elizabeth I and King James I went to see them

SHOULD KNOW - ADDITIONAL END POINTS

3.1) Most pupils should know that Shakespeare's theatre, The Globe, was built mainly of wood and that it was circular with an open roof so if it rained many in the audience got wet

3.2) Most pupils should know that his theatre used special effects such as: trap doors, actors lifted by wires, smoke, and fire. It burned down (in 1613) when a 'prop' cannon set fire to the straw in the roof.

3.3) Most pupils should know that a modern reconstruction of The Globe Theatre was built in London by American actor Sam Wanamaker. It opened (in 1997) not far from the site of the original Globe Theatre.

Example (h)

People and Events: The lives of significant individuals in the past



THE LIFE OF MARY SEACOLE

Learning about Mary Seacole will help pupils to understand that people who lived many years ago are famous for the great things that they achieved.

CORE END POINTS

EP1. All pupils must know that Mary Seacole a famous nurse, was born (in1805) in Jamaica a tropical island in the Caribbean Sea

EP2. All pupils must know that Mary Seacole learned about medicine and caring for the sick from her mother as she grew up in Jamaica

EP3. All pupils must know that she became famous for her work as a nurse caring for sick and wounded British soldiers and saving their lives in the Crimean War.

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW – CORE END POINT 1

EP1. All pupils must know that Mary Seacole a famous nurse, was born (in1805) in Jamaica a tropical island in the Caribbean Sea

SHOULD KNOW - ADDITIONAL END POINTS

1.1) Most pupils should know that Mary was of mixed black & white heritage with a British father and an Afro-Caribbean mother

1.2) Most pupils should know that as she became older she visited other countries using her nursing skills to save people’s lives and eventually settled in England

1.3) Most pupils should know that she used her own money to go to Crimea as a nurse to care for British soldiers wounded in battle.

MUST KNOW – CORE END POINT 2

EP2. All pupils must know that that Mary Seacole learned about medicine and caring for the sick from her mother as she grew up in Jamaica

SHOULD KNOW - CORE ADDITIONAL END POINTS

2.1) Most pupils should know that her mother used to care for the sick and that as a girl Mary learned about medicine from her mother

2.2) Most pupils should know that she became a skilful nurse and was well known as someone who could cure the sick.

2.3) Most pupils should know that in Jamaica she cared for British soldiers and their wives when they were sick and nursed them back to health.

MUST KNOW – CORE END POINT 3

EP3. All pupils must know that she became famous for her work as a nurse caring for sick and wounded British soldiers and saving their lives in the Crimean War.

SHOULD KNOW - ADDITIONAL END POINTS

3.1) Most pupils should know that in those days soldiers who were wounded in battle and others who were sick were not well cared for as there were very few nurses.

3.2) Most pupils should know that Mary asked to be allowed to go to the Crimea and tend to the sick and wounded soldiers but she was turned away by everybody because she was of mixed race

3.3) Most pupils should know that she went to the Crimea by her own means to set up hospitals close to the battle front where she bravely went out to the battle fields to find wounded soldiers to bring them back to safety and to nurse them back to health

Example (i)

The lives of significant individuals in the past



EMMELINE PANKHURST- 'Deeds not words!'

Learning about Emmeline's work as an activist for women's right will help children understand how women in history have changed the lives of British women forever. This area of learning about Emmeline Pankhurst will allow teachers to cover all four of the aims for history in KS1:

CORE END POINTS

EP1. All pupils must know that Emmeline Pankhurst was born in Manchester a long time ago.

EP2. All pupils must know that Emmeline Pankhurst wanted women to be treated the same as men.

EP3. All pupils must know that Emmeline Pankhurst was successful in getting women the right to vote.

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW- CORE END POINT 1

EP1. All pupils must know that Emmeline Pankhurst was born in Manchester a long time ago.

SHOULD KNOW- ADDITIONAL END POINTS

1.1) Most pupils should know that Emmeline Pankhurst was born in Moss side, Manchester (1858)

1.2) Most pupils should know that she started to read books when she was very young.

1.3) Most pupils should know that she campaigned to make the lives of poor people better

MUST KNOW- CORE END POINT 2

EP2. All pupils must know that Emmeline Pankhurst wanted women to be treated the same as men.

SHOULD KNOW- ADDITIONAL END POINTS

2.1) Most pupils should know that Emmeline Pankhurst believed that it was un-fair that women were not treated equally to men.

2.2) Most pupils should know that she wanted to get British women the right to vote for parliament.

2.3) Most pupils should know that she gave speeches to encourage all women to take action.

MUST KNOW- CORE END POINT 3

EP3. All pupils must know that Emmeline Pankhurst was successful in getting women the right to vote.

SHOULD KNOW- ADDITIONAL END POINTS

3.1) Most pupils should know that Emmeline Pankhurst was helped in her work by her daughters and lots of other women.

3.2) Most pupils should know that the women who helped Emmeline Pankhurst were called Suffragettes and many of them were very brave.

3.3) Most pupils should know that because of the Suffragettes' work, women won the right to vote.

Example (j)

People and Events: The lives of significant individuals in the past



MARIA DICKIN – founder of the PDSA

Learning about Maria Dickin and her lifetime's work in caring for sick animals will help children to develop an understanding of how people in history can change and improve things. The content in this area of learning could be used to introduce younger pupils to help develop an understanding of the meaning and significance of Remembrance Day.

CORE END POINTS

EP1. All pupils must know that Maria Dickin was a kind person who lived a long time ago and that she cared for suffering animals and helped their owners

EP2. All pupils must know that Maria Dickin founded the People's Dispensary for Sick Animals (PDSA) that gives free care to animals around the world.

EP3. All pupils must know that Maria Dickin founded a special medal 'The Dickin Medal' to honour animals that have shown great bravery by saving people's lives.

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW – CORE END POINT 1

EP1. All pupils must know that Maria Dickin was a kind person who lived a long time ago and that she cared for suffering animals and helped their owners

SHOULD KNOW – ADDITIONAL END POINTS

1.1) Most pupils should know that Maria Dickin cared for sick animals in the past when many people allowed them to suffer.

1.2) Most pupils know that she visited poor areas of London helping to look after sick animals whose owners hadn't enough money to pay vets.

1.3) Most pupils should know that as well as helping the animals she helped to care for their owners who were also often sick.

MUST KNOW – CORE END POINT 2

EP2. All pupils must know that Maria Dickin founded the People’s Dispensary for Sick Animals (PDSA) which still gives free treatment to animals around the world when their owners can’t afford to pay.

SHOULD KNOW - ADDITIONAL END POINTS

2.1) Most pupils should know that Maria became well known for her kindness and soon there were hundreds of people wanting to help her care for the sick animals of the poor.

2.2) Most pupils should know that she set up free PDSA clinics in different parts of London where free treatment was given to animals.

2.3) Most pupils should know that her work of offering free treatment to animals still goes on a hundred years later and that there are free PDSA clinics in this country and in countries around the world

MUST KNOW – CORE END POINT 3

EP3. All pupils must know that Maria Dickin founded a special medal ‘The Dickin Medal’ to honour animals that have shown great bravery by saving people’s lives.

SHOULD KNOW - ADDITIONAL END POINTS

3.1) Most pupils should know that she founded the Dickin Medal to honour the bravery of animals and now on Remembrance Day some people wear purple poppies alongside their red poppy to remember the brave animals lost in wars.

3.2) Most pupils should know that the medal has been awarded 71 times and that its recipients include: carrier pigeons, dogs, horses and cats.

3.3) Most pupils should know that the medal is still awarded to honour brave animals and they should know the stories of some of its holders.



Example (k)

Local History – A familiar building



A Cotton Mill

Most children in the North West of England will see former cotton mills as a part of the industrial landscape they live in. Learning about the history of cotton mills will help pupils to understand that the use of buildings changes over time and the history of their local area.

CORE END POINTS

EP1. All pupils must know that sometime ago their local area had lots of large mills where cotton thread was spun.

EP2. All pupils must know that the large cotton mills they can see used to employ hundreds of people

EP3. All pupils must know that the cotton mills closed and their buildings are now being used to make other things.

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW – CORE END POINT 1

EP1. All pupils must know that sometime ago their local area had lots of large mills where cotton thread was spun.

SHOULD KNOW - ADDITIONAL END POINTS

1.1) Most pupils should know that cotton mills were filled with large noisy machines that spun cotton thread.

1.2) Most pupils should know that the cotton thread was sent to mills in other places to be woven into cloth for shirts, dresses, towels and sheets.

1.3) Most pupils should know that the mills had tall chimneys for the smoke from the mill engine which drove the machinery.

MUST KNOW – CORE END POINT 2

EP2. All pupils must know that the large cotton mills they can see used to employ hundreds of people

SHOULD KNOW - ADDITIONAL END POINTS

2.1) Most pupils should know that the mothers and fathers of many children in the past worked in cotton mills.

2.2) Most pupils should know that long ago children had to work in the mills.

2.3) Most pupils should know that working in cotton mills was hot and sometimes dangerous.

MUST KNOW – CORE END POINT 3

EP3. All pupils must know that the cotton mills closed and their buildings are now being used to make other things.

SHOULD KNOW - ADDITIONAL END POINTS

3.1) Most pupils should know that cotton cloth could be made more cheaply in other countries.

3.2) Most pupils should know that the mills found it hard to sell their thread and cloth and so they had to close

3.3) Most pupils should know that the mills are now used differently to make other things and as warehouses.