

KS1 Endpoints	
Why is the history of my locality important?	<ul style="list-style-type: none"> <li>• <b>Describe and offer reasons</b> for why this place is historically important;</li> <li>• <b>Describe</b> the artefact and what its probable purpose would have been;</li> <li>• <b>Describe and offer reasons</b> for how people were living then;</li> <li>• <b>Describe</b> the event and <b>suggest reasons</b> why it is remembered today;</li> <li>• <b>Describe</b> the ways of life of people living in Britain at the time of the event;</li> <li>• <b>Describe</b> the reasons why this individual is remembered;</li> <li>• <b>Describe</b> the ways of life of people who were living in Britain at the same time as this person.</li> </ul>
How do our favourite games and toys compare to those of children in the 1960s?	<ul style="list-style-type: none"> <li>• <b>Identify and describe</b> some of the ways in which historians divide up time;</li> <li>• <b>Complete and describe</b> a simple timeline of some important historic events of the 20<sup>th</sup> century;</li> <li>• <b>Identify and describe</b> some of the historical events that occurred in Britain during the 1960s;</li> <li>• <b>Describe</b> how children would have played with their favourite toys and games in the 1960s;</li> <li>• <b>Compare and contrast</b> popular toys and games of the 1960s with those of today <b>identifying</b> similarities and differences;</li> <li>• <b>Describe</b> how Wi-Fi enabled toys and games work and <b>recognise</b> why they didn't exist in the 1960s;</li> <li>• <b>Describe</b> why giving personal information to Wi-Fi enabled toys could put their privacy and safety at risk;</li> <li>• Devise questions and interview some people who lived in the 1960s and <b>describe and present</b> their information to others.</li> </ul>

<p>What does it take to become a great explorer?</p>	<ul style="list-style-type: none"> <li>• <b>Describe</b> the achievements of Ranulph Fiennes;</li> <li>• <b>Describe</b> the achievements of Amy Johnson and <b>suggest reasons</b> why they are particularly remarkable;</li> <li>• <b>Describe</b> some voyages and discoveries of Columbus and <b>suggest reasons</b> why he was able to accomplish so much;</li> <li>• <b>Describe</b> the events leading up to the Moon landing and <b>suggest reasons</b> why Armstrong was able to accomplish this;</li> <li>• <b>Describe</b> the qualities that astronauts travelling to Mars will require and <b>compare and contrast</b> these with those of Fiennes, Johnson and Columbus.</li> </ul>
<p>Who is the greatest history maker?</p>	<ul style="list-style-type: none"> <li>• <b>Describe</b> what is commemorated on Guy Fawkes Night;</li> <li>• <b>Suggest reasons</b> for this;</li> <li>• <b>Describe</b> and <b>compare</b> their relative achievements; and <b>reach a judgement</b> about their relative importance;</li> <li>• <b>Compare</b> and <b>reach a judgement</b> about the relative importance of the achievements of the six history makers;</li> <li>• <b>Describe</b> how they would like to make history in their lifetime.</li> </ul>
<p>Why was Charles sent to prison?</p>	<ul style="list-style-type: none"> <li>• <b>Identify and describe</b> against whom Britain was fighting and where many of the battles were taking place in France;</li> <li>• <b>Describe</b> how people communicated at the time of the First World War and <b>suggest reasons</b> why messenger pigeons were so important to the military;</li> <li>• <b>Describe and explain</b> why Charles was sent to prison for six months in 1916;</li> <li>• <b>Describe and give reasons</b> for these changes;</li> <li>• <b>Describe</b> different ways in which horses were used and <b>give reasons</b> why they were so important to the war effort;</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Compare and contrast</b> the ways that animals were used during the First World War with how they are used today by rescue and support services;</li> <li>• <b>Give reasons</b> why fireflies were important to a soldier in the trenches during the First World War.</li> </ul>
Why do we know so much about where Sappho used to live?	<ul style="list-style-type: none"> <li>• <b>Identify, describe</b> and <b>suggest reasons</b> for some of the ways in which people lived in Pompeii;</li> <li>• <b>Describe</b> what a typical day in the life of Sappho might have been and <b>suggest reasons</b> why we know this;</li> <li>• <b>Describe</b> what an 'empire' is and <b>identify and locate</b> the modern-day countries that were once part of the Roman Empire;</li> <li>• <b>Describe</b> the causes and effects of the eruption of Vesuvius in AD 79;</li> <li>• <b>Describe and suggest reasons</b> how a range of smaller artefacts would have been used;</li> <li>• <b>Compare and contrast</b> the trustworthiness of the account of Pliny with that of the painting by Briulov as evidence of what occurred at Pompeii;</li> <li>• <b>Describe</b> how archaeologists have created plaster casts of their bodies.</li> </ul>

LKS2 Endpoints	
How did life change for the Ancient Britons during the Stone Age?	<ul style="list-style-type: none"> <li>• <b>Describe</b> some of the ways of life associated with Ancient Britons;</li> <li>• <b>Describe</b> the difference between <i>history</i> and <i>prehistory</i> and <b>recognise</b> that the Stone Age ended approximately 4,500 years ago at the beginning of the Bronze Age;</li> <li>• Reconstruct in an annotated drawing what the family may have been doing and <b>describe and explain</b> their reasoning;</li> <li>• <b>Describe</b> what an artefact is and <b>explain</b> how archaeologists use them to infer how people may have lived in the past;</li> <li>• <b>Describe</b> the features of such camps and <b>explain</b> how and why they would have been different;</li> <li>• <b>Describe and explain</b> some of the important ways in which life for Ancient Britons changed during the Stone Age.</li> </ul>
What is the secret of the Standing Stones?	<ul style="list-style-type: none"> <li>• <b>Describe and explain</b> how bronze is smelted;</li> <li>• <b>Describe and explain</b> what a range of artefacts suggest about how people lived during the Bronze Age;</li> <li>• <b>Identify, describe and explain</b> the likely use of the artefacts discovered in his grave;</li> <li>• <b>Describe and explain</b> the purpose of monuments;</li> <li>• <b>Describe</b> the form and layout of Merrivale and <b>reach a judgement</b> regarding its purpose;</li> <li>• <b>Reach a judgement</b> regarding what some of these additional features may have been;</li> <li>• <b>Describe and explain</b> their ideas as to the purpose of ceremonies at Merrivale</li> </ul>
How do artefacts help us to understand the lives of people in Iron Age Britain?	<ul style="list-style-type: none"> <li>• <b>Describe and explain</b> the main features of an Iron Age hill fort;</li> <li>• <b>Describe and explain</b> how an Iron Age hill fort may have looked when it was first constructed;</li> <li>• <b>Describe and explain</b> the main features of an Iron Age roundhouse;</li> <li>• Reconstruct an Iron Age roundhouse as it might originally have looked and <b>explain</b> their reasoning;</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Explain</b> with the help of artefacts why archaeologists infer that the Iron Age was a violent time;</li> <li>• <b>Describe</b> a stater and explain what archaeologists think their purpose was;</li> <li>• <b>Describe</b> who Boudica was and <b>explain</b> why she was so successful at fighting the Romans.</li> </ul>
How did the arrival of the Romans change Britain?	<ul style="list-style-type: none"> <li>• <b>Describe and explain</b> why Emperor Claudius invaded Britain;</li> <li>• <b>Compare and contrast</b> the armies of Boudica and the Roman governor Paulinus and <b>reach a judgement</b> about the likely outcome of a battle between them;</li> <li>• <b>Explain</b> what the letter suggests about how high-status and wealthy Romans in Britain lived;</li> <li>• <b>Describe and explain</b> the design of Hadrian's Wall and why the Romans constructed it;</li> <li>• <b>Identify, describe and explain</b> the main features of the layout of typical Roman towns;</li> <li>• <b>Describe and explain</b> the purpose of gladiators and lanista;</li> <li>• <b>Describe and explain</b> who organised gladiatorial games and why they did it</li> </ul>
What happened to the boy behind the golden mask?	<ul style="list-style-type: none"> <li>• <b>Describe</b> a range of artefacts discovered in the tomb of Tutankhamun and <b>suggest reasons</b> why they might have been important to the boy Pharaoh;</li> <li>• <b>Describe</b> a number of tomb artefacts considered to be more significant than others in the life of Tutankhamun and <b>give reasons</b> for their choices;</li> <li>• <b>Order, describe and explain</b> the stages of entry into the afterlife shown in the wall murals of Tutankhamun's tomb;</li> <li>• </li> <li>• <b>Describe and offer reasons</b> for a range of plausible ways in which Tutankhamun might have died in the light of the historical evidence currently available;</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Suggest reasons</b> why archaeologists sometimes disagree about what historical evidence tells us and give an example from amongst the artefacts of Tutankhamun's tomb to illustrate this.</li> </ul>
Who were the Anglo Saxons and how do we know what was important to them?	<ul style="list-style-type: none"> <li>• <b>Describe and explain</b> what occurred in AD 410 and how it contributed to the Romans abandoning Britain;</li> <li>• <b>Describe and explain</b> the difficulty he had;</li> <li>• <b>Describe and explain</b> why Anglo-Saxon settlers chose to live in rural villages rather than the towns and cities abandoned by the Romans;</li> <li>• <b>Describe and explain</b> some of the religious beliefs and practices of the Anglo Saxons;</li> <li>• <b>Describe and explain</b> why the people of Britain began converting to Christianity after the visit of Augustine in 596;</li> <li>• <b>Describe and explain</b> some of the most important changes that occurred to buildings and ways of life;</li> <li>• <b>Identify and describe</b> the most important artefacts discovered in the Anglo Saxon ship burial at Sutton Hoo and <b>explain</b> what they suggest about the identity and life of the person buried in it.</li> </ul>
What did the Vikings want and how did Alfred help to stop them getting it?	<ul style="list-style-type: none"> <li>• <b>Describe</b> some of the likely reasons for the Viking attack on Lindisfarne in 793;</li> <li>• <b>Suggest reasons</b> why people in Britain called the invading Norsemen 'Vikings';</li> <li>• <b>Empathise</b> with the people of Lindisfarne and the Kingdom of Northumbria as Norse attacks became more frequent and destructive;</li> <li>• <b>Describe</b> and <b>give reasons</b> for the main design features of a Norse longship;</li> <li>• <b>Describe</b> and <b>suggest reasons</b> for the distribution of those areas;</li> <li>• <b>Compare and contrast</b> these homes with those of Anglo-Saxons;</li> <li>• <b>Describe and explain</b> how King Alfred resisted and overcame the threat of the Norsemen.</li> </ul>

UKS2 Endpoints	
Why was winning the battle of Britain so important?	<ul style="list-style-type: none"> <li>Describe the events leading up to the Battle of Dunkirk and explain what happened during and at the end of the fighting; Explain why Britain faced the possibility of invasion and reach a judgement about how serious the threat was;</li> <li>Explain why Hitler needed to defeat the Royal Air Force before launching an attack;</li> <li>Describe and evaluate the various factors which contributed to the Royal Air Force winning the Battle of Britain and reach a judgement as to which of these they feel were most significant.</li> </ul>
What did King George VI mean when he said: The history of York is the history of England?	<ul style="list-style-type: none"> <li>Explain the purpose of head pots, suggest a reconstruction from archaeological remains and justify their decision;</li> <li>Reach a judgement as to whom its owner may have been and why it was never retrieved;</li> <li>Explain how funds were raised to build it and empathise with those who paid tithes and worked for free;</li> <li>Explain why a battle was fought and reach a judgement about why the killing of a dog was of significance;</li> <li>Explain how the invention of coal-fired steam engines led to the building of large factories in York;</li> <li>Explain how and why working conditions in the Rowntree factory in York were different from normal;</li> <li>Explain why some wealthy people in Victorian times became reformers and evaluate and reach a judgment about the effects they had in places such as York.</li> </ul>
Ancient Greece – The story of the Trojan Horse – fact, myth or legend?	<ul style="list-style-type: none"> <li>Explain which event historians believe Virgil was writing about;</li> <li>Locate and describe the main regions and cities of Ancient Greece;</li> <li>Explain why historians believe that many of the stories of Ancient Greece may be fictitious;</li> <li>Describe and explain the main events of the story of the siege of Troy;</li> <li>Evaluate and critique the different sources of evidence which supposedly depict a Trojan Horse;</li> <li>Evaluate and critique alternative evidence as to what the Trojan Horse may have been.</li> </ul>

<p><b>Maya Civilisation – Why did the Maya civilisation end so abruptly?</b></p>	<ul style="list-style-type: none"> <li>• Locate Central America and describe and explain its natural features; Identify and describe the features of the ancient cities and explain why they lay undiscovered for a thousand years;</li> <li>• Describe and explain features of the city and reach a judgement about what its purpose was;</li> <li>• Describe and explain the terraced system of farming used by the ancient Maya;</li> <li>• Identify the purpose of each artefact and reach a judgement about what they suggest about the day to day life of ordinary Maya people;</li> <li>• Explain why pok-a-tok was much more than a game;</li> <li>• Describe and explain the different theories surrounding why the ancient Maya abandoned their cities and reach a judgement about which is most probable.</li> </ul>
<p><b>Why did Britain once rule the largest empire the world has ever seen?</b></p>	<ul style="list-style-type: none"> <li>• Locate the places that were part of the British Empire and explain what it meant to be a colony;</li> <li>• Describe and explain why Britain wanted an empire;</li> <li>• Describe and explain why the British Empire no longer exists;</li> <li>• Explain and reach a judgement about why Britain went to war; Describe and explain what the Commonwealth is</li> </ul>
<p><b>Crime and Punishment – Does the punishment always fit the crime?</b></p>	<ul style="list-style-type: none"> <li>• Compare, contrast, analyse and rank evidence, ask questions and reach an informed judgement to justify views.</li> <li>• To understand chronology in relation to Crime and Punishment.</li> <li>• Understand and explain the terms crime, detection and punishment.</li> <li>• A developing understanding of crime, detection and punishment in Roman, Anglo Saxon/Viking, Tudor, Early Modern, Victorian and Modern time periods.</li> <li>• Evaluate how crime and punishment has changed over time. Reach an informed judgement regarding the most significant factors, answering the question Does the Punishment Always fit the Crime, justifying their views.</li> </ul>