



Our Historical Adventure



History End Points

	End point:
Year 1	<ul style="list-style-type: none">➤ I am motivated to recognise the difference between past and present in their own and others' lives.➤ I am motivated to find answers to simple questions about the past.
Year 2	<ul style="list-style-type: none">➤ I can describe when and where significant advances in flight occurred and who had a significant impact on and the motivation behind these. I can describe the achievements of Amelia Earhart and discuss what motivated her to succeed.➤ I can explain what started the Great Fire of London in 1666 and can explain the impact of the fire of London at that time. I can explain who Thomas Farriner and Samuel Pepys were and give some information about them both.
Year 3	<ul style="list-style-type: none">➤ I can compare and explain life today with life in Ancient Greece. I understand the similarities and differences and how life in Ancient Greece impacts on our life today.➤ I can demonstrate that I know about how and why the Ancient Romans invaded Britain and how this affected and changed life in Britain.
Year 4	<ul style="list-style-type: none">➤ I can use sources to understand what motivated people to make changes to their daily life in World War 2 and how this impacted children.➤ I can use historical skills to understand what motivated Anglo-Saxon to settle in the UK and recognise the features of daily life.

	End point:
Year 5	<ul style="list-style-type: none"> ➤ I can use historical sources to understand the causes and impact of the Industrial Revolution on men, women and children; the roles of women in their motivation in the Suffragette movement ➤ I can use accounts from different perspectives to describe/explain significant events and motivations during the Civil Rights Movement in the USA during the 1950s and 1960s ➤ I can describe how the Ancient Egyptians were motivated to use the River Nile to make improvements to their day to day lives.
Year 6	<ul style="list-style-type: none"> ➤ I can explain why people in medieval times were motivated to undertake pilgrimage and how the city of Canterbury was developed through the motivation of its inhabitants to improve the area in which they lived. ➤ I can demonstrate that I understand why people from Caribbean countries were motivated to move to Britain in the 1960s and whether the reality lived up to the expectation.