



The Raleigh Primary School

End of Year Milestones

What must children achieve in history in order to be ready for next year?

Reception:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Year 1:

- To know and understand Guy Fawkes and why we mark Bonfire Night.
- To be able to think of questions about vehicles and transport.
- Key facts about the explorers Christopher Columbus & Neil Armstrong – differences and similarities.
- Explore different boats & bicycles as forms of transport - chronologically placing them in order from old to new.
- To learn about the history of planes and the Wright brothers.
- An understanding of space travel.
- To explore the changes in the area of Horsley.
- To recognise the importance of a local historical building (West Horsley Place) and a local historical resident (Sir Walter Raleigh)
- To ask and answer questions, choosing and using parts of stories and other sources to show an understanding of key features of events.
- To use common words and phrases relating to the passing of time and a wide vocabulary of everyday historical terms.
- To recognise and understand the significance of specific events and people in history.
- To know where specific people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- To understand some of the ways we find out about the past and identify different ways in which it is represented.

Year 2:

- To understand what caused the Great Fire of London.
- How did London adapt and change after the Great Fire of London.
- To be able to explain how London developed and grew after 1666.
- To learn about significant Victorians – Queen Victoria and Florence Nightingale.
- To recognise features of the Victorian era and explain the differences between life in the Victorian times and life today (toys and school).
- Significant individuals in technology – Tim Berners-Lee and Ada Lovelace.
- To understand changes in living memory with a focus on grandparents and differences in their lifetimes.
- To learn about Mary Seacole and recognise the differences between her and Florence Nightingale.



Year 3:

- To introduce the definition and time scale of human prehistory.
- To understand how art can help us learn about life in the Palaeolithic era. To identify some achievements of Stone Age society (artefact from Star Carr & Stonehenge).
- to compare and contrast the Bronze Age and Iron Age.
- To use artefacts from a local historical site to investigate and learn about the lives of significant individuals in history.
- To understand the lives of people in Ancient Greece – lifestyle, worship, culture, the Olympic Games and democracy.
- To compare and contrast Athens and Sparta.
- To identify key events in the Trojan War.
- To explain how Alexander the Great influenced the Ancient Greek Empire.

Year 4:

- To understand the main factors and key people in the creation of Industrial Britain and the British Empire.
- To be able to locate key locations from the Industrial Revolution and understand how the British landscape changed during this period.
- To understand how the Industrial Revolution impacts the 21st century.
- To discover facts about the Maya civilisation – lifestyle, number system and features of their Gods.
- To use artefacts and other sources to understand more about the Mayans.
- To understand some of the reasons why the second Roman invasion was a success and why the Roman Empire became so large.
- To know some key facts about the daily life of the Romans by looking at artefacts.
- To describe who Emperor Hadrian was; say when, how and why he built a wall; and explain the features of the wall.
- To understand the impact of Roman roads on the 21st century.

Year 5:

- Through investigation of artefacts and workshops to learn about the Anglo-Saxons and Vikings.
- To understand the characteristics of Anglo-Saxon society and key aspects of Viking life.
- To explore the Anglo-Saxon and Viking legacy.
- To investigate the inventions and achievements of the Ancient Egyptians.
- To know when and where the Ancient Egyptians lived and the importance of the River Nile.
- To explore Ancient Egyptian society and culture.

Year 6:

- To understand the legacy of significant medieval monarchs such as Edward 1st, King John and King Richard.
- To learn about changes to religion in the reign of Henry VIII – the reformation.
- To be able justify an opinion based on evidence – was Queen Elizabeth 1 weak and feeble?
- To explain why the Battle of Britain was a turning point in WWII.



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- To understand how WWII was fought at home – evacuation, rationing and the Dunkirk rescues.
- To learn lessons from the past using evidence to deduce information about WWII.
- To recognise significant changes to Britain since the 1950s – the NHS, the Cold War, technology.
- To understand the impact of protest on society's opinions and law.