



EGERTON PRIMARY SCHOOL KNUTSFORD

HISTORY END POINTS ASSESSMENT

*"Ready to learn. Ready to thrive. Ready for tomorrow."*

*"The farther backward you can look, the farther forward you are likely to see."*

Winston Churchill

## Year 2

### The Great Fire of London



#### End Point Assessment

Events beyond living memory that are significant nationally or globally.

I can name the **date and year** that the Great Fire started

I can say **where** the Great Fire of London started

I can say **who** is believed to have started the Great Fire

I can name who was the **King** at the time of the fire

I can identify **what** caused the Great Fire of London

I can explain three reasons **why the fire spread so quickly**

I can identify ways people tried to **stop the fire**

I can explain why we know so much about the Great Fire

I know about key figures at the time of the fire (Lord Mayor, Samuel Pepys, King Charles)

#### Skills

I can label timelines with words such as: past, present, older and newer.

I can begin to observe or handle some evidence to ask questions and find answers to questions.

I can begin to explain why evidence can be trusted.

I can explain the causes and consequence of an action.

I can retell the main events of famous past events.

I can name a significant person, object or place from the past.

I can describe significant people and events from the past and explain why they are important.

I can describe changes and historical events over a period of time.

#### Key Vocabulary

<b>London</b>	The capital city of England.
<b>Great Fire</b>	The occurrence of a significant disaster in London in 1666.
<b>Evidence</b>	The availability of a body of facts about an event indicating whether something is true.
<b>Sources</b>	The variety of where you can obtain evidence. (e.g., books, newspapers, photographs)
<b>Illustration</b>	A picture depicting an image for a book.
<b>Diary</b>	A record, written in the first person to detail what has happened over the course of a day.
<b>Samuel Pepys</b>	A famous diary writer that he kept for over a decade, detailing the events of the Great Fire.
<b>King Charles II</b>	A famous King who ruled over London in 1666.
<b>Records</b>	A thing that could include piece of evidence about the past, especially an account kept in writing or some other permanent form.
<b>1666</b>	The year in which the Great Fire of London happened.
<b>Bakery</b>	A place where bread and cakes are made and sold.
<b>Four Days</b>	The duration of time in which the Great Fire of London lasted.



## Year 2

### Florence Nightingale and Mary Seacole



#### End Point Assessment

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

I can say **who** Florence Nightingale and Mary Seacole are

I know **why** Florence Nightingale and Mary Seacole wanted to go to Crimea

I can identify someone **who influenced** Florence Nightingale to go to Crimea

I can identify a reason **why** the soldiers were dying before Florence Nightingale arrived in Crimea

I can explain **three key changes** that Florence Nightingale made to the Crimean hospitals

I can identify a **consequence** of Florence Nightingales actions

I can explain **two key things** that Mary Seacole did when she was in Crimea

I can **compare** Florence Nightingale and Mary Seacole and **name a key difference and key similarity**

I can identify one way that Florence Nightingale's **actions have changed** our hospitals today.

#### Skills

I can name a significant person, object or place from the past.

I can describe significant people and events from the past and explain why they are important.

I can compare and explain the similarities and differences between different places, people or objects.

I can describe changes and historical events over a period of time.

I can explain the causes and consequence of an action.

I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.

#### Key Vocabulary

<b>Florence Nightingale</b>	An English nurse who was famous for training nurses in the Crimean War.
<b>Mary Seacole</b>	A British nurse who ran a boarding house and had herbalist skills as a 'doctress'.
<b>Jamaica</b>	A Caribbean island nation, where Mary Seacole was born.
<b>Nurse</b>	A person trained to care for the sick or infirm, especially in a hospital.
<b>Germany</b>	A country in Europe.
<b>Russia</b>	A country spanning Eastern Europe and Northern Asia.
<b>Crimea</b>	A part of Russia where the Crimean War took place.
<b>War</b>	A state of conflict between different countries or different groups within a country.
<b>Hygiene</b>	A practice of keeping clean to stay healthy and prevent diseases.
<b>Clean sheets</b>	A cover that is put onto a bed to make it comfortable.
<b>Good food</b>	Food that is good for your health to give you energy and prevent illness.
<b>Supplies</b>	Something that is needed or wanted to complete a job. (e.g., medical equipment)
<b>Newspapers</b>	A form of communication to a large amount of people that provides current events.
<b>Heroine</b>	A woman admired for her courage and outstanding achievements.
<b>Lady with the Lamp</b>	The nickname in which Florence Nightingale was given for always carrying a small light with her when helping the soldiers in the hospital.
<b>1820-1910</b>	The year in which Florence Nightingale was born and died.