

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

**Y3 Stone Age to Iron Age**

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| **End Point Assessment** Changes in Britain from the Stone age to Iron age  |
| I can place the Stone, Bronze and Iron Ages in Britain on a timeline. |
| I can explain how people lived during the Stone Age. |
| I can say the changes between the Stone Age.  |
| I can describe what people ate during the Stone Age. |
| I can explain what a hunter-gatherer is.  |
| I can talk about Skara Brae and its importance.  |
| I can say why tools were important during the Stone Age. |
| I can say what the North West was like during the Stone Age.  |
| I can describe the importance of Stonehenge. |
| I can say why Bronze replaced Stone and the changes it brought to society. |
| I can talk about the technology, religion and travel in the Bronze Age. |
| I can explain the importance of trade within the Iron Age. |
| I can explain the importance of technology within the Iron Age.  |
| I can compare the changes across the Stone Age. |

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| Skills |
| I can place historical events and periods on a timeline: I can correctly sequence the Stone, Bronze and Iron Ages and compare them to other historical periods. |
| I can ask and answer questions about how people lived in the past: I can investigate how people in the Stone Age met their needs for food, shelter and tools.  |
| I can identify and explain changes over time: I can analyse the differences between life in the Early, Middle and Late Stone Ages.  |
| I can explain why events occurred and their impacts: I can explore why bronze replaced stone and how it changed societies. |
| I can compare life in different time periods or regions: I can evaluate hoe the North West of Britain in the Stone Age differed from other areas.  |
| I can evaluate historical evidence and draw conclusions: I can analyse why tools were essential for survival and how they evolved over time.  |

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| **Key Vocabulary** |
| **Archaeologists**  | Scientists who study the history of humans by looking at what man-made objects were left behind |
| **Axe**  | A cutting tool that consists of a heavy edged head fixed to a handle that is used especially for felling trees and chopping and splitting wood. |
| **Hunter-Gatherer**  | People who do not grow their own food, but instead gather and hunt for food from available resources |
| **Mesolithic**  | The Middle Stone Age |
| **Neanderthal** | A species of very early human that lived in Europe and parts of Asia from about 300,000 to 30,000 years ago |
| **Neolithic**  | The New Stone Age |
| **Palaeolithic** | The Old Stone Age |
| **Prehistoric**  | The period of time before written records |
| **Settlements** | Places where people live and sometimes work |
| **Skara Brae** | A Neolithic village. It is a prehistoric settlement where a farming community lived around 5,000 years ago |
| **Society**  | is a large group of people who share the same laws, rights and resources |
| **Stonehenge** | A prehistoric monument on Salisbury Plain in Wiltshire, England. It is a circular group of huge stone blocks |
| **Timeline** | Shows the order in which events happened |

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| **Chronology** | **Settlements**  | **Enquiry and Interpretation** | **Technology, Travel and Religion** | **Significant People, Places and Events** |



 **Y3 Local History**

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| **End Point Assessment** A local history study |
| I can explain the origin on Knutsford  |
| I can discuss the history of Knutsford |
| I can provide examples of how Knutsford High Street has changed over the last 100 years |
| I can identify similarities and differences between Knutsford High Street over the last 100 years |
| I can list significant events in Knutsford’s history |
| I can describe a significant event/person in Knutsford’s history |
| I can discuss the history of Egerton Primary School |

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| Skills |
| I can understand and organise historical events: I can place the origin of Knutsford and significant events in its history on a timeline.  |
| I can identify changes over time as well as what has remained the same: I can explore how Knutsford High Street has changed over the last 100 years, identifying similarities and differences.  |
| I can explain why events happened and the impact they had: I can discuss the significance of key events or people in Knutsford’s history and their effects on the town.  |
| I can ask and answer questions about local history using a range of sources: I can investigate the origin of Knutsford or the history of Egerton Primary School through maps, photos and written records.  |
| I can interpret sources using evidence to draw conclusions about the past: I can use historical photographs, maps and other sources to understand how the High Street evolved.  |
| I can compare experiences across time periods: I can compare life on Knutsford High Street 100 years ago with today.  |

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| **Key Vocabulary** |
| **Chronological Order** | The order in which things happen |
| **Non-Chronological Order** | not being arranged according to the natural order of time. |
| **BCE** | Before the Common Era |
| **CE** | Common Era |
| **Landmarks** | features or structures around the world that are easily recognised or unique |
| **Knutsford** | is a town located in Cheshire, North-West of England |
| **Past** | having existed or taken place in a period before the present time |
| **Present** | existed or happening at this current time |
| **Architecture** | is the science of the design of structures or buildings such as houses, places of worship, and office buildings |
| **Similarities** | things that are the same |
| **Differences** | things that are different  |
| **Sources** | the variety of where you can obtain evidence. (e.g., books, newspapers, photographs)  |
| **Evidence** | A piece of proof about an event indicating whether something is true. |
| **Significance** | the importance of something or someone |

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| **Chronology**  | **Change over time** | **Significant People, Places and Events** | **Enquiry and Interpretation** |

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 **Y3 Ancient Egypt**

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| **End Point Assessment** |
| I can recognise where and when Ancient Egypt existed.  |
| I can discuss what daily life was like for Ancient Egyptians. |
| I can describe the importance of the River Nile. |
| I can discuss Ancient Egyptians beliefs about life after death.  |
| I can name and describe different pharaohs and their role in Ancient Egypt. |
| I can identify different Egyptian Gods.  |
| I can explore Ancient Egyptian writing and achievements.  |

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| Skills |
| I can place events on a timeline using dates.  |
| I can use maps, artefacts, and historical sources.  |
| I can ask and answer questions about the past.  |
| I can identify similarities and differences between time periods.  |
| I can understand cause and effect. |
| I can make connections across historical periods and cultures.  |

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| **Key Vocabulary** |
| **ancient** | Very old; from a time long, long ago. |
| **civilisation** | A group of people living together with their own rules, buildings, writing, and way of life. |
| **Pharaoh** | A king or queen of Ancient Egypt who ruled the land. |
| **mummification** | A dead body that has been carefully wrapped and preserved so it doesn’t rot, often buried in a tomb. |
| **pyramid** | A large stone building with a triangle shape, used as a tomb for important people like pharaohs. |
| **tomb** | A special place where someone is buried after they die. |
| **hieroglyphics** | A kind of picture writing used by Ancient Egyptians to tell stories and record information. |
| **River Nile**  | A long river in Egypt that helped people grow food, travel, and stay alive. |
| **afterlife** | What Ancient Egyptians believed happened after someone died — they thought life continued in another world. |
| **papyrus** | A kind of paper made from a plant, used by Ancient Egyptians for writing. |
| **archaeologist** | A person who digs up and studies old objects to learn about the past. |
| **artefact** | An object made by people a long time ago, like tools, clothes, or pots, which helps us learn about history. |

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| **Chronology**  | **Change over time** | **Significant People, Places and Events** | **Enquiry and Interpretation** |
| **Settlements** | **Technology, travel and religion** |  |  |