



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 5



Britain's Settlements by Anglo-Saxons and Scots

End Point Assessment
I can place the Anglo-Saxons on a timeline.
I can explore what was happening at the end of the 4 th century, including the downfall of Rome.
I can describe how life changed after the fall of the Roman Empire.
I can identify when the Anglo-Saxons settled and how they travelled to Britain.
I can name the three main settler groups and where they came from.
I can explain different reasons why the Anglo-Saxons wanted to settle in Britain.
I can name and locate the 7 kingdoms in Anglo-Saxon Britain.
I can explain why the different kingdom fought each other and how they attempted to keep control of their kingdom.
I can explore Anglo-Saxon culture and society, including laws and justice.
Skills
Use dates and terms accurately in describing events and people: I can say when the Anglo-Saxons invaded, where they came from and which groups they were made up from.
Use sources of evidence to deduce information about the past: I can use artefacts, written accounts and secondary sources to gather information about what Britain was like at the end of the 4 th century, what the Anglo-Saxons were like, why they raided Britain and how Anglo-Saxon Britain was ruled.
Suggest causes of some of the main events of the period studied and use evidence to support answers: I can identify reasons why the Anglo-Saxons settled in Britain and use evidence to support my reasoning.
Begin to explain the concepts of continuity and change over time: I can explain how England changed after the fall of the Roman Empire and the arrival/settlement of the Anglo-Saxons.
Describe the social and cultural significance of a past society: I can identify how decisions from the past are still present today. E.g., the name of our counties, businesses and capital.

Key Vocabulary	
Paganism	A religion that involves worshiping many gods, such as Woden and Thunor.
Christianity	the religion based on the person and teachings of Jesus Christ, or its beliefs and practices.
Missionary	A person sent on a religious mission, especially one sent to promote Christianity in a foreign country.
Bishop	Senior member of the Christian church
Saint	A person acknowledged as holy or virtuous and regarded in Christian faith as being in heaven after death.
Danelaw	Name given to northern and eastern part of Britain under Danish control from 9th to 11th century
Monastery	Large religious building where monks lived and prayed
Sutton Hoo	Site of very important archaeological excavation in 1939.
Abbey	The building or buildings occupied by a community of monks or nuns.
Priory	A small monastery or nunnery

Chronology	Evidence and Interpretation	Cause and consequence	Similarity and Difference	Significant People, Places and Events
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Year 5

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor



End Point Assessment
I can place the Vikings on a timeline.
I can identify when the Vikings settled, how they travelled to Britain and where they came from.
I can explain why the Vikings invaded Britain.
I can discuss the struggle for power between the Anglo-Saxons and the Vikings.
I can research other Viking invasions
I can describe how life changed with the settlement of the Vikings.
I can compare and contrast Anglo-Saxon and Viking settlements.
I can research Edward the Confessor and his death in 1066.
I can find out why King Alfred was called, 'Alfred the Great'.
Skills
Use dates and terms accurately in describing events and people: I can say when the Vikings attacked and where they came from and the importance of key figures such as Edward the Confessor and King Alfred the Great.
Use sources of evidence to deduce information about the past: I can use artefacts, images and written accounts to infer and discover what the Vikings were like as a group of people, how and why they invaded Britain.
Use sources of information to form testable hypotheses about the past: I can use written accounts and secondary sourced to explain what life in the Viking times would have been like.
Suggest causes and consequences of some of the main events of the period studied and use evidence to support answers: I can identify why the Vikings invaded Britain and the result this had on the Anglo-Saxons, using evidence to support my thinking.
Begin to explain the concepts of continuity and change over time: I can explain the power struggle between the Anglo-Saxons and the Vikings and their eventual agreement to live alongside one another.
Compare the similarities and differences between civilisations and cultures: I can compare the differences and similarities between the Anglo-Saxons and Vikings.

Key Vocabulary	
Raid	A surprise attack
Settle	To live somewhere permanently
Fortified settlements	Towns or villages that have defences set up to prevent them from being attacked
Jarl	A Scandinavian chief
Saga	An old story passed down through generation
Cnut	Ruled England from between 10126 and 1035 as well as Norway and Denmark
Danegeld	Protection money paid by Saxons to bribe Vikings not to attack their lands
Runes	Viking writing

Chronology	Evidence and Interpretation	Cause and consequence	Similarity and Difference	Significant People, Places and Events
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Year 5

The Ancient Maya



End Point Assessment
I can say when and where the Maya civilisations was.
I can understand the structure of a Maya civilisation.
I can compare and contrast the Maya civilisation to the Anglo-Saxons.
I can compare and contrast the leaders of the Maya and Anglo-Saxons.
I can explore what made the Maya civilisation so successful.
I can describe what everyday life was like for the Maya, including their food, clothing, and homes.
I can explain the significance of Maya cultural practices, including their writing system and calendar.
I can discuss the abandonment of the Maya civilisations and why this is significant.
I can identify the legacy of the Maya civilization and its influence on modern times.
I can explore how environmental challenges affected the Maya civilization.
Skills
Use dates and terms accurately in describing events and people: I can say when and where the Maya civilisations was.
Use sources of evidence to deduce information about the past: I can use artefacts, ruins, and images to deduce what life was like for the Maya and what their society valued.
Discuss whether the evidence is reliable and explain why: I can discuss how reliable different sources of evidence are, like comparing Maya hieroglyphs to Spanish conquistador accounts, and explain why some sources may be biased.
Suggest causes and consequences of some of the main events of the period studied: I can suggest reasons for major events in Maya history, like the rise of their cities or their eventual decline, and use evidence to support my ideas.
Compare the similarities and differences between civilisations and cultures: I can compare the Maya civilization to the Anglo-Saxons, looking at things like how they were governed, their religions, and their ways of life.
Describe the characteristic features of the past, including ideas and beliefs: I can identify and describe how Maya cultural practices such as their writing system, calendar and religion is still significant and influential today.

Key Vocabulary	
Hieroglyph	Hieroglyphics is a writing system that uses pictures and symbols instead of letters and words.
Astronomy	Astronomy is the study of the Universe and everything in it.
Civilization	A Civilization is a group of people with their own languages and way of life.
Mythology	Mythology is the rich collection of traditional tales called myths from cultures all over the world.
Observatory	An observatory is a facility for observing or monitoring environmental conditions or phenomena on Earth or in space.
Droughts	A lack or insufficient amount of rain for an extended period of time is called drought.
Obsidian	Black glassy rock formed when volcanic lava cools
Ritual	Act that is always performed in same way as part of a religious ceremony

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