

# History Learning Journey

- Locality
- Equality and Diversity
- Changes in Britain
- Early Civilisation and Non-European Contrast
- Living and Beyond Living Memory
- Significant Event after 1066



- Dinosaurs
- Bonfire Night
- Careers
- Remembrance
- Space
- Christmas



Change Within Living History  
My History



Significant Historical Place - Locality

The Clock Tower



Local Significant Individual  
W.J. Mills



National Significant Event  
Endurance



National Significant Individual  
Barbara Hepworth



National/International Significant Individual  
Mary Seacole



Significant Historical Place - Locality  
The Church



Changes in Britain  
Stone Age to Iron Age



Early Civilisations  
Ancient Egyptians



Impact on Britain  
The Romans



Impact on Britain  
The Vikings



Impact on Britain  
The Anglo-Saxons



Non-European Society  
The Maya



British History beyond 1066  
Windrush



Local History Study  
Cornish Mining



Influence on Western World  
Ancient Greece



The Black Death



British History beyond 1066  
The British Empire



# Chronology

## EYFS

- Know of some events that happened in the past
- Know the difference between past and present

## Year 1

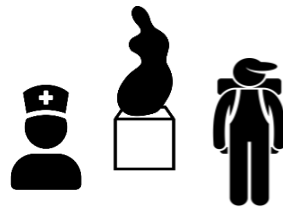
- Know of some events that happened in the past
- Order a set of events on a timeline
- Know the difference between past and present



## Year 3

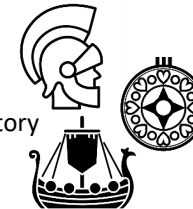
- Understand and use the words 'past' and 'present'
- Be able to describe events that have happened in the past
- Understand how to put people, events and objects in chronological order
- Notice and recount changes over time

## Year 2



## Year 4

- Name and place significant events onto a timeline
- Show a deeper understanding of BC and AD.
- Use vocabulary which denotes the period of time in history
- Describe the main changes over a period of time



## Year 5



## Year 6

- Sequence historical periods
- Identify changes within and across historical periods
- Place a current study on a timeline in relation to other studies
- Make time connections between the current study and other studies
- Make time connections with British history
- Make comparisons between different times in history



- Order an increasing number of significant events, movements and dates accurately on a timeline
- Draw parallels and conclusions between time periods within British history and the wider worlds



# Continuity and Change

EYFS

- Recall some facts about people, places or events within living memory

Year 1

- Recall some facts about people, places or events within living memory
- Identify how a location has changed over time
- Know how a significant person from beyond living memory left a legacy
- Compare old and new



Year 3

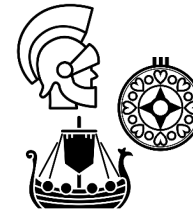
- Use information given to describe events and people beyond living memory
- Compare and contrast the differences within a locality over time
- Give examples of how their lives are different to the lives of others

Year 2



Year 4

- Identify the reasons why people within periods of time had to evolve
- Show knowledge and understanding by describing features of past societies and periods
- Begin to connect how changes over a period of time in history have had an impact in a different location



Year 5



Year 6

- Identify connections, contrasts and trends over time
- Identify the key features of a given time periods
- Identify similarities and differences within groups with differing socioeconomic status
- Give reasons why change has occurred throughout a time period



- Research and formulate an opinion of what life would have been like in a given time period
- Analyse trends between groups with differing socioeconomic status
- Create a structured account of a past event from multiple perspectives
- Know the attitudes and beliefs of people from that time
- Use evidence and statistics to identify how life has changed over time





# Historical Enquiry

EYFS

- Understand the past through characters, settings and events encountered in books.

Year 1

- Start to distinguish between fact and fiction
- Begin to use a range of sources which help us find out more about the past
- Notice how the past can be represented in different ways



Year 3

- Observe or handle evidence to find answers to simple questions
- Identify the ways in which the particular time period is represented
- Use an evidence source to ask and answer why, who, how, what and where questions
- Begin to discuss how helpful an evidence source is when our understanding of a period in time

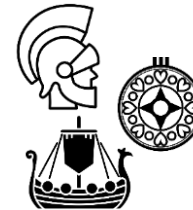
Year 2



Year 4

- Look at and compare two versions of the same event in history
- Observe a range of sources (primary and secondary)
- Explore the idea why there might be more than one version of the same historical event
- Recognise the role archaeologists and other professionals

- Analyse and evaluate the usefulness and effectiveness primary and secondary sources
- Begin to evaluate the reliability of an evidence source
- Investigate different accounts of historical events
- Know that people in the past represent events or ideas in a way that persuades others



Year 5

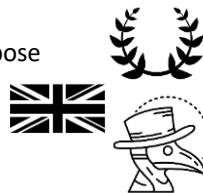


Year 6

- Use a range of sources to offer some clear reasons for different interpretations of events
- Consider the different ways that interpretations of the past can be checked for accuracy
- Choose reliable sources of evidence to answer questions



- Know that evidence is used to make claims
- Choose the most suitable type of source to match a particular purpose
- Evaluate the usefulness and accuracy of different sources
- Understand the impact propaganda, bias, opinion and misinformation can have
- Know how evidence can be used to support or refute an argument



# Cause and Consequence

EYFS

- Know that actions lead to consequences

Year 1

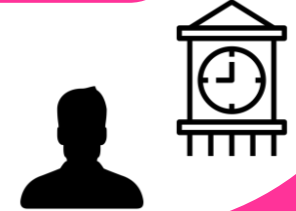
- Know that actions lead to consequences
- Know that people of significance were able to make a change or have an impact



Year 3

- Give reasons why a significant person in the past may have made decisions in order to bring about change
- Describe the change a significant person or event made
- Consider the impact a change in history has on our lives now

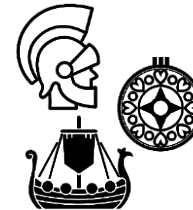
Year 2



Year 4

- Know that people's way of life in the past was dictated by a variety of factors
- Explain how major events have impacted on our lives

Year 5

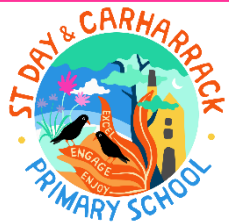
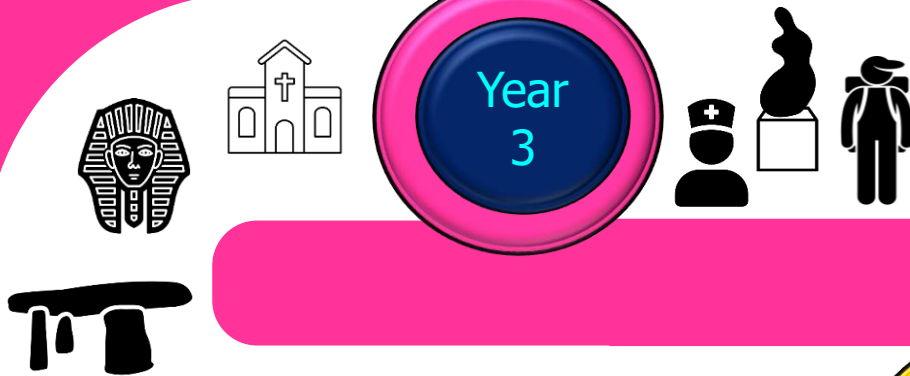


Year 6

- Identify how history can impact on the decisions that are made in the present or the future



- Begin to suggest why certain events happened as they did in history and what the impact of that was
- Identify reasons for and results of peoples' actions in the past



- Know how some changes impact both on subsequent periods of history
- Understand the people will have different opinions on the impact of any changes made
- Suggest relationships between causes and impact of events in history
- Consider mankind's greatest follies within history

