



Sequence of Learning – History

Learning for the Head, Heart and Hand



At Lady Joanna Thornhill (Endowed) Primary School, we hold our four values very dearly; compassion, curiosity, resilience and collaboration. Through looking at the past these values, and the very real changes and effects that those same values can have on the world, are made clear.

In the study of History these same values are wonderfully developed in our pupils. Compassion, as we relate to the lives and hardships of those living through a war; curiosity, as we raise a question wondering why Samuel Pepys chose to bury his cheese; resilience, when we realise further research is needed to help us to decide the reasons for the end of the Maya civilisation; and, collaboration, as we work together in a group to prepare a debate about the existence of King Arthur.

Whilst part of our History curriculum certainly is learning facts, as a school we strive to build young Historians confident in the key historical concepts of chronological understanding, source analysis and interpretation, and historical enquiry. So it is not just historical knowledge, but a set of truly applicable skills that our pupils are able to take with them as they move onto senior school and into the wider world beyond.

Age-related Statutory Coverage

Early Learning Goal	Key Stage One	Key Stage Two
Understanding the World: Past and Present Children at the expected level of development will: - 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	Pupils should Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	Pupils should Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

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.	Use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about: - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - 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. - Significant historical events, people and places in their own locality.	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about: - Changes in Britain from the Stone Age to the Iron Age. - The Roman Empire and its impact on Britain. - Britain's settlement by Anglo-Saxons and Scots. - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. - A local history study. - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. - Ancient Greece – a study of Greek life and achievements and their influence on the western world. - A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900;
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		Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
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Learning Journey – History

Learning for the Head, Heart and Hand



	Historical Study	Historical Skills and Awareness	Chronology and Change
Foundation	Pupils know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They can comment on images of familiar situations in the past. Children compare and contrast characters from stories, including figures from the past.	Pupils talk about special times, celebrations/ birthdays they remember in their life. Children begin to think about why we celebrate things such as Bonfire Night. They understand the past through settings, characters and events encountered in books read in class and storytelling. Children talk about their memories and experiences.	Pupils talk about how they have changed from being a baby. They talk about how children and adults are different. Children sort objects/images into old and new and begin to use vocabulary link to history topic.
Year 1	Pupils use parts of stories to understand the features of a key event. They understand key events in the life of significant individuals in the past- Samuel Pepys. Children talk about some of the key events i.e. Great Fire of London and say why the Great Fire of London spread and eventually stopped.	Pupils talk about similarities and differences between ways of life in different periods. Children understand that in the past people may have lived in different ways and begin to identify differences. Pupils ask questions about unknown objects and begin to answer them with support. Children study toys now and from the past. Pupils learn about Victorian toys from looking at photographs.	Pupils know the difference between the past and present. They can begin to sequence main points of a significant event or a famous person's life. Children learn how toys have changed over time: compare toys the teachers used to play with to toys played with now. They sequence objects identifying old and new. Pupils recognise historical events that happened a long time ago and passing of time within and

	They begin to study the local area i.e. How Wye has changed over time.	They use an eye-witness statement, personal experience, artefact and photos to develop an understanding of historical events.	beyond living memory e.g. lunchtime/ home time/ yesterday/today a long time ago. They can recognise how something has changed within their living memory. They understand the key vocabulary: old, new, past, present, yesterday, a long time ago, day, year and month, living memory.
Year 2	Pupils learn about events beyond living memory and investigate similarities and differences between them and the impact on us today. They use stories of famous/significant historical figures and key events to compare and contrast aspects in different times i.e. Elizabeth I. Children understand and identify some reasons why things changed over time i.e. castles.	Pupils identify and use a variety of sources to understand historical events. Children show an awareness of people, objects and places and events in the world past and present. They understand that things are represented in different ways (sources) e.g. pictures, models, artefacts. Pupils ask and answer questions about a given topic – with growing independence but with some support. They can identify similarities and differences between ways of life in different periods. Children choose and use parts of stories to explore/ explain key events. Pupils understand the key vocabulary: artefacts, sources, compare, contrast.	Pupils understand differences and similarities between ways of life within society in different time periods. They understand how historical events studied fit within a chronological framework. Children discuss and identify ways in which changes occur over time and give reasons for those changes. Pupils can sequence main points of a significant event or a famous person's life (i.e. Elizabeth I; Grace Darling). Children understand the vocabulary: recent memory, beyond living memory, decade, century (once understanding of place value to 100 is secure).
Year 3	Pupils understand how the period of time from the Stone Age to the Iron Age impacted life in Britain (including Late Neolithic Bronze Age and Iron Age). Children explore when and where the first civilisations appeared and identify their achievements (i.e. Ancient	Pupils observe and describe how objects, people and places changed within a period of time. Children begin to talk about which historical sources are most useful to give us information and use sources and information independently to answer questions (beyond simple explanations – understanding that	Pupils can place significant dates on a simple time line. They understand that the past can be divided into different periods of time. Children understand the key vocabulary: BC/BCE and AD/CE, scale, duration, period.

	Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China).	knowledge of the past is constructed from a range of sources). Pupils begin (with support) to understand ways in which they can find out about the past using historical sources. Children understand the key vocabulary: ancient, evidence, fossil.	
Year 4	Pupils understand the impact of the Roman Empire on Britain (including Julius Caesar's attempted invasion, The Roman Empire by AD 42 and the power of its army, the invasion by Claudius and conquest and Hadrian's Wall). Children explore Romanisation of Britain and the impact of technology, culture and beliefs. Pupils explore life in Ancient Greece including their achievements and influence on the western world. They develop an understanding of how Ancient Greek people lived and learn key facts about the Battle of Marathon and the Trojan War. Children talk about some Ancient Greek gods and know some features of Greek myths.	Pupils observe, describe and compare objects, places, people and events and offer explanations for this. They begin to select and combine different information from different sources to help answer questions and develop an understanding of cause and consequence. Pupils understand that events and results can be interpreted in different ways. They consider what sources of information can be used to answer questions and select information from sources provided. Children ask perceptive questions about the past. They understand key vocabulary: civilisation, empire, military, settlement, invaders, settlers.	Pupils are able to describe changes that occur across different periods of time. They understand key vocabulary: chronological, millennium.
Year 5	Pupils know who the Anglo-Saxons were and when and why they invaded Britain (including Anglo-Saxon invasions, Scots invasion, settlements and	Pupils consider prior knowledge before starting a topic. Children observe, describe and compare objects, places, people and events, with increasing depth of knowledge, and	Pupils are able to fit people and periods into a chronological framework. They begin to recognise continuity and changes and give reasons for these.

	kingdoms: place names and village life and culture). Children understand where and how the Anglo-Saxons lived. They are able to identify differences between Anglo-Saxon Britain and life today. They understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Pupils explore why people were motivated to leave their homelands. They understand why the Vikings explored many parts of the world.	understand that they can be represented and interpreted in different ways. They understand cause and consequence in the context of historical events and draw conclusions consistent with the evidence. Pupils understand and develop a point of view based on various sources of historical evidence; to hold a debate. Children think critically about evidence and its usefulness. They produce structured account e.g. a chronological report using dates and terms. Pupils understand key vocabulary: social, economic, philosophy.	Children understand how changes influenced modern Britain. Pupils recall, select and organise knowledge of events. Children understand the vocabulary: Concurrence and meanwhile.
Year 6	Pupils learn about the ancient Mayan civilisation and its impact on our society today. They study and aspect or theme in British History that extends pupils chronological knowledge beyond 1066 including: investigate key facts about punishments, study key events in World War 2 (including the investigation of a significant turning point in British History, i.e. the Battle of Britain and use of propaganda). Children compare and contrast the lives of rich and poor in World War Two. They understand the class structure within the Maya society.	Pupils think critically, considering view points and weighing up evidence of people, events, places and objects. They develop and communicate ideas about the wider world – past and present. Children ask perceptive questions and use them to follow their own lines of enquiry – considering similarities, difference and significance; to review evidence in order to make conclusions. Pupils select from a range of information sources and sources of evidence in order to answer a question. They also evaluate sources of information and identify the most useful ones, developing perspective and judgement.	Pupils order events on a timeline. Children are able to describe features of past societies and periods in the context of their developing chronological framework. They are able to make links between features within and across different periods. Pupils compare and contrast knowledge of society with other historical eras learnt about previously. Children can identify changes over time and make connections between local, national and international history as well as social, economic, military, political, religious and cultural histories.

	Children carry out a study of local history. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).	Children recognise the links and relationships between people, places, objects and events and how they can be dependent on each other. Pupils understand key vocabulary: primary/secondary sources, parliament, peasantry.	
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