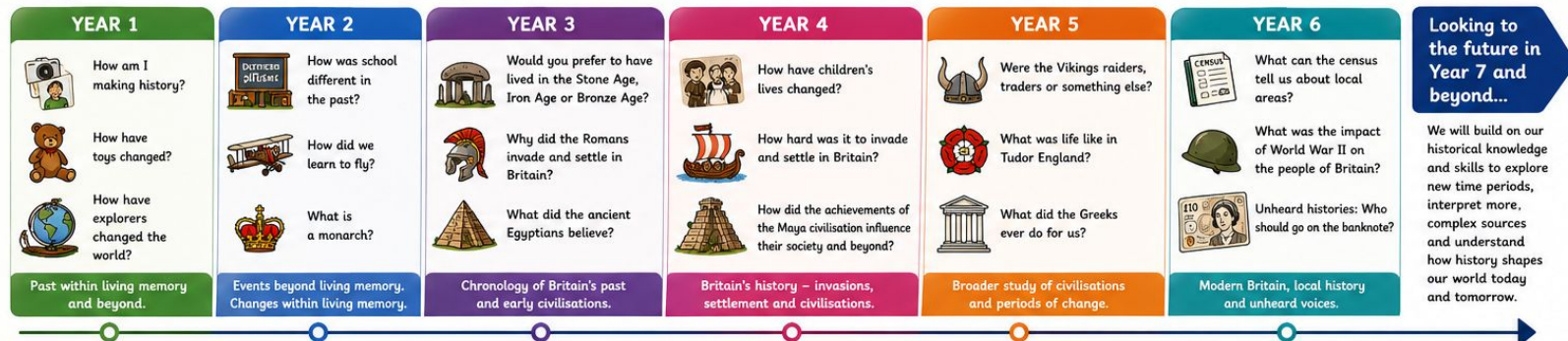




Our History Learning Journey – A Chronological Path



We build knowledge, develop skills and deepen our understanding of the past, connecting people, events and changes over time.



History Progression Map – Skills and Knowledge

STRAND	Y1	Y2	Y3	Y4	Y5	Y6
Chronological Understanding	Order and sequence events in personal chronology. Talk about the past.	Sequence events beyond living memory. Use a timeline.	Place events of Britain and the wider world on a timeline (BC/AD).	Use timelines to show periods of change and overlap.	Place periods, events and changes on a timeline.	Use extended timelines to place history into the modern era.
Knowledge and Interpretation	Ask and answer questions about the past.	Find out about events beyond living memory using sources.	Use sources and evidence to find out about the past.	Make inferences from sources and explain findings.	Use a range of sources, including oral histories, to find out more.	Select and analyse a range of sources to build an understanding.
Historical Enquiry	Ask simple questions.	Ask and answer questions using different sources.	Identify different types of evidence and their limitations.	Investigate similarities and differences, changes and continuities.	Use enquiry techniques to investigate historical questions.	Plan and carry out historical enquiries, evaluating usefulness.
Change and Continuity	Talk about changes in living memory.	Identify similarities and differences between past and present.	Identify and explain changes over time.	Explore causes of change and impact on people's lives.	Understand reasons for change and continuity.	Explain the impact of change on society and people.
Historical Significance	Talk about important people in their lives.	Identify people from the past and why they are important.	Recognise significant people and events in history.	Understand why some people and events are significant.	Evaluate the significance of people, events and civilisations.	Consider different viewpoints on historical significance.

History Action Plan

PRIORITY	WHAT WE WILL DO	HOW WE WILL KNOW IT IS WORKING
Build strong subject knowledge and vocabulary	- Provide high-quality texts and resources. - Use knowledge organisers in every unit. - Explicitly teach and model key vocabulary.	- Pupils use vocabulary accurately. - Greater confidence in discussions and writing. - Improved outcomes in assessments.
Develop historical skills progressively	- Use the progression map to plan lessons. - Teach skills explicitly and revisit regularly. - Use enquiry questions to deepen thinking.	- Pupils can explain what historians do. - Skills evident in books and discussions. - Pupils ask deeper, more thoughtful questions.
Use a range of sources and evidence	- Provide varied, engaging primary and secondary sources. - Teach how to evaluate and use sources effectively.	- Pupils select appropriate sources. - Better quality inferences and conclusions. - Confident evaluation of sources.
Make connections and understand significance	- Help pupils see links between time periods and the modern day. - Explore why people and events matter.	- Pupils make links across topics. - Can explain the impact of events and individuals.
Celebrate diversity and unheard histories	- Include a range of voices, cultures and perspectives. - Explore local history and community links.	- Pupils feel represented and engaged. - Broader understanding of the past. - Respectful, inclusive classroom culture.
Embed assessment and reflection	- Use retrieval, quizzes and discussion to check understanding. - Reflect and adapt teaching based on pupil needs.	- Gaps in knowledge are identified and addressed. - Pupils can recall more and do more with their knowledge.



Our Aim: To inspire curious historians who understand the past, think critically and shape a better future. ➡ The journey continues...

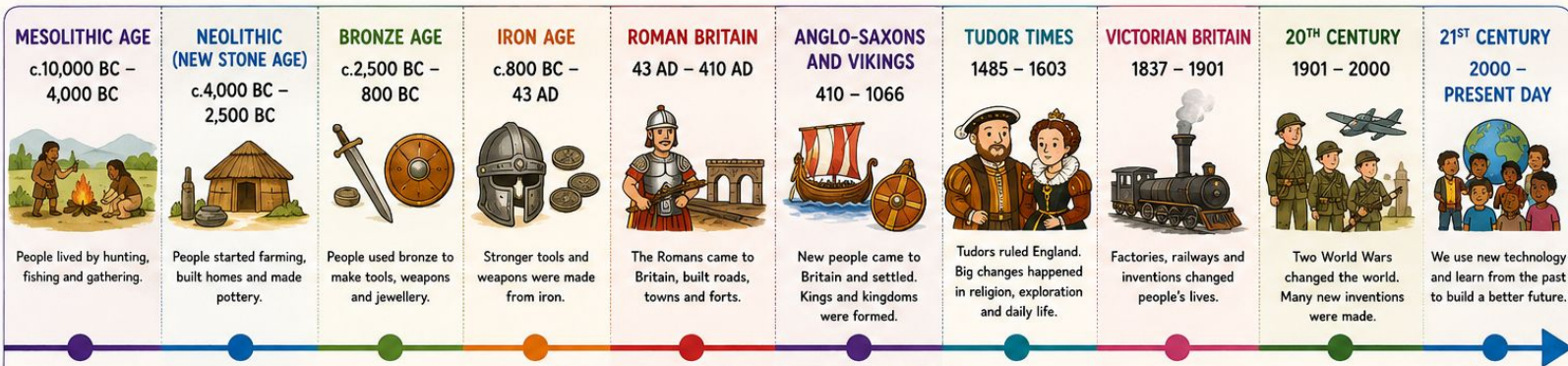
History is the story of people and events from the past.



OUR HISTORY TIMELINE

From the Stone Age to Today

We can learn about the past by looking at clues such as objects, pictures and stories.



Key Events and Topics We Learn About



BC and AD – What do they mean?

BC
(Before Christ)
This is the time BEFORE the birth of Jesus.



The birth of Jesus is the special point that changes the time.

AD
(Anno Domini – In the year of our Lord)
This is the time AFTER the birth of Jesus.



Everything that happened in the past is connected.

By learning about history, we understand where we come from and how the world has changed.

History is learning about the past.



OUR HISTORY TIMELINE

From the Stone Age to Today

We look at clues from the past to learn and understand.

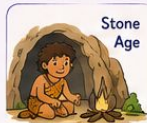


What We Learn About



BC (Before Christ)

Before the birth of Jesus



Stone Age



Bronze Age



Iron Age



The birth of Jesus changes the time.

AD (Anno Domini)

After the birth of Jesus



Romans



Anglo-Saxons and Vikings



Tudor Times



Victorians



World Wars



Today



Things from the past are connected.



By learning about history, we understand the world today.



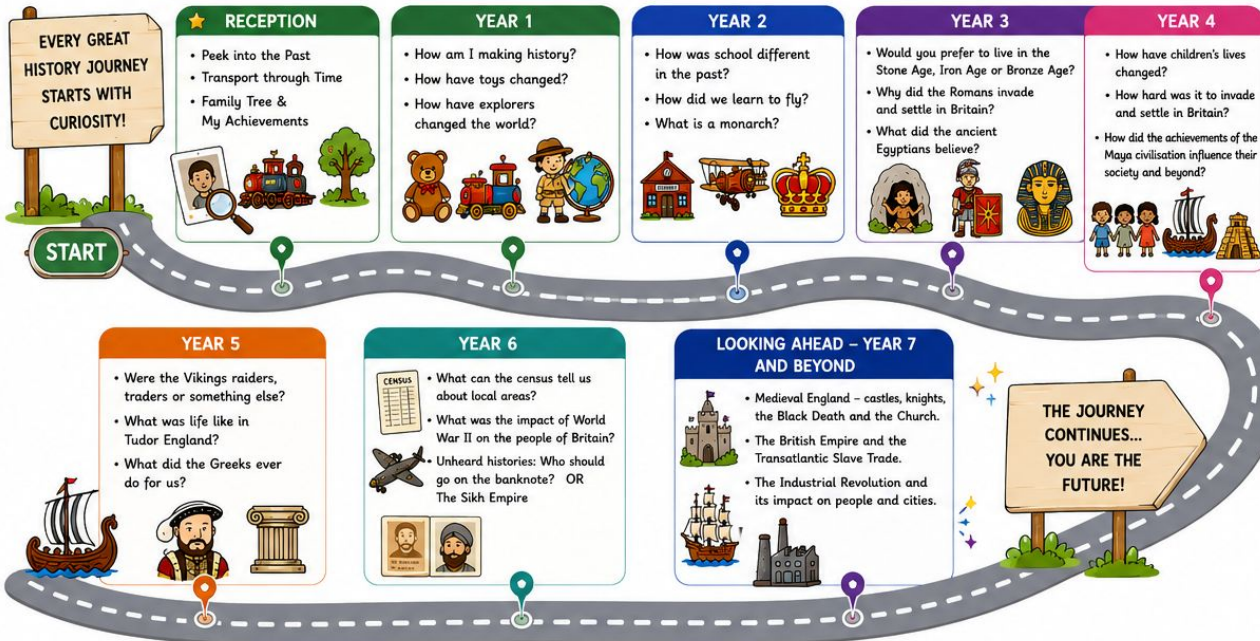
Everyone has a story. Together, we make history!





★ Our History Journey Through Time! ★

We learn from the past to understand the present and shape a better future.



OUR HISTORY PROGRESSION SKILLS



ASK QUESTIONS

We are curious and ask questions about the past.



FIND EVIDENCE

We look at different sources to find information about the past.



ORDER EVENTS

We put events in the right order and create timelines.



UNDERSTAND & COMPARE

We find similarities and differences between times and places.



ANALYSE & INTERPRET

We think about why things happened and what they mean.



COMMUNICATE

We explain our ideas and share what we have learnt in different ways.



REFLECT & EVALUATE

We think about the past, learn lessons and consider the future.

★ OUR ACTION PLAN – HOW WE WILL BE GREAT HISTORIANS! ★

BE CURIOUS



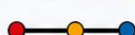
- Ask questions
- Wonder about the past
- Never stop exploring!

BE INVESTIGATORS



- Look closely at evidence
- Use different sources
- Think like detectives!

BE CHRONOLOGISTS



- Put events in order
- Use dates and timelines
- Understand past, present and future!



BE THINKERS



- Make connections
- Compare and contrast
- Think about cause and effect!

BE COMMUNICATORS



- Share our ideas
- Listen to others
- Present our learning with pride!



BE RESPONSIBLE CITIZENS



- Learn from the past
- Respect different people and cultures
- Work together for a better future!



We are curious • We ask questions • We learn together • We respect others • We make history!





Our History Learning Journey

We learn from the past to understand the present
and shape a better future.



★ **RECEPTION** ★

Peek into the Past
We explore old and new, guess who, and spot the difference.

Adventures through Time: Transport through Time
We look at how transport has changed over time.

Adventures through Time
Family tree, my achievements, wearing the crown, picture detective

Key Vocabulary
old new past present same different
change family time before after

★ **YEAR 1** ★

How am I making history?
We think about our lives and put events in order on a timeline.

How have toys changed?
We look at toys from the past, ask questions and think about the future.

How have explorers changed the world?
We learn about famous explorers and the places they went to and how they are remembered.

Key Vocabulary
past present timeline change toy explorer
before after then now remember future

★ **YEAR 2** ★

How was school different in the past?
We compare schools from the past and now.

How did we learn to fly?
We look at important events in the history of flight.

What is a monarch?
We learn about kings and queens, The Great Fire of London and how King Charles II responded.

Key Vocabulary
past present change compare event monarch
before after then now Fire of London king

★ **YEAR 3** ★

Would you prefer to live in the Stone Age, Iron Age or Bronze Age?
We learn about life in these times and how we know about them.

Why did the Romans invade and settle in Britain?
We explore the Roman invasion, Roman life and their legacy.

What did the ancient Egyptians believe?
We learn about Egypt, their beliefs, pyramids and mummification.

Key Vocabulary
Stone Age Bronze Age Roman invade settle belief
pyramid mummy evidence archaeologist AD BC

★ **YEAR 4** ★

How have children's lives changed?
We compare childhood in the past with life today.

How hard was it to invade and settle in Britain?
We learn about the Anglo-Saxons, Vikings and why they came.

How did the achievements of the Maya civilisation influence their society and beyond?
We explore Maya cities, inventions, beliefs and legacy.

Key Vocabulary
childhood invade settle Anglo-Saxon Viking belief
civilisation achievement legacy influence society

★ **YEAR 5** ★

Were the Vikings raiders, traders or something else?
We investigate what the Vikings did and the impact they had.

What was life like in Tudor England?
We learn about Henry VIII, Elizabeth I and Tudor life.

What did the Greeks ever do for us?
We learn about Athens and Sparta, democracy and Grecian achievements.

Key Vocabulary
Viking trade Tudor monarch democracy greece
Athens Sparta legacy achievement city-state

★ **YEAR 6** ★

What can the census tell us about local areas?
We explore census records and find out about people in the past.

What was the impact of World War II on the people of Britain?
We learn about the war, the Blitz, evacuation and life on the home front.

Unheard histories: Who should go on the banknote? OR The Sikh Empire
We explore historical significance and important achievements.

Key Vocabulary
census evidence Blitz evacuation impact significance
legacy migrant empire achievements debate bias

★ **LOOKING AHEAD - YEAR 7 AND BEYOND** ★

In Year 7, we learn about...
Medieval England – castles, knights, the Black Death and the Church.

The British Empire and the Transatlantic Slave Trade.

The Industrial Revolution and its impact on people and cities.

Key Vocabulary
medieval empire trade revolution industry power
consequence oppression change significance source



We are curious



We ask questions



We learn together



We respect others



We make history!

RECEPTION OUR HISTORY JOURNEY

We learn from the past to understand the present and shape a better future.

Every great history journey starts with curiosity!

WHAT WE DO IN RECEPTION

Peek into the Past



We look at old and new, guess who, and spot the difference.

Adventures through Time: Transport through Time



We explore how transport has changed over time.

Adventures through Time: Family Tree, My Achievements, Wearing the Crown, Picture Detective



We learn about our families, special achievements, past events and use clues to find out about the past.

My Life Timeline



We put events in order and explore changes as we grow.

Toy Box



We explore old and new toys and how they have changed.

OUR HISTORICAL SKILLS



ASK QUESTIONS

We are curious and ask questions about the past.



FIND EVIDENCE

We look at pictures, objects and stories to find out.



ORDER EVENTS

We put events in order on timelines.



COMPARE

We look for similarities and differences.



TALK ABOUT IT

We share our ideas and explain what we think.

WHY HISTORY IS IMPORTANT



It helps us understand who we are.



It helps us learn about people and places.



It teaches us from the past.



It helps us make a better future!

★ GETTING READY FOR YEAR 1! ★

In Year 1, we will...



Make our own timelines.



Find out how toys have changed.



Learn about famous explorers and the past.



Compare schools in the past and now.



Learn about kings, queens and special events.



Keep asking questions and discovering more!

KEY WORDS

old

new

past

present

change

before

after

same

different

family

timeline

event



We are curious



We ask questions



We learn together



We respect others



We love history!



Our History Learning Journey

We learn from the past to understand the present and shape a better future.



Why is History important?



It helps us understand our lives today.



It teaches us about the people who came before us.



It helps us learn from things that happened in the past.



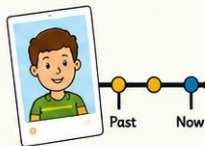
It helps us ask questions and think about the future.



WHERE WE ARE NOW – YEAR 1



How am I making history?



We look at our own lives and the past within living memory. We look at photos, ask questions and make a simple timeline.

How have toys changed?



We put toys in order from old to new. We look at old toys, ask questions, 'interview' a teddy and think about the future.

How have explorers changed the world?



We learn about famous explorers and where they went. We compare exploration in the past and today and think about how they are remembered.



This year we will be curious, ask questions and learn lots about the past!

NEXT YEAR – YEAR 2

How was school different in the past?



We will find out how schools have changed over time. We will use photos and other sources to compare schools then and now.

How did we learn to fly?



We will look at important events in the history of flight and learn about the people who helped us learn to fly.



What is a monarch?

We will learn about kings and queens, including the Great Fire of London and how King Charles II responded.

Key Skills in History



Ask questions



Look at sources



Put events in order



Talk about the past



Share our ideas

Key Vocabulary – Year 1

past	present	old	new
before	after	then	now
timeline	memory	change	explorer
photograph	toy	history	question
remember	future		

Our journey continues...

Next year in Year 2, we will learn even more about the past and the people who shaped it.



We are curious



We ask questions



We learn together



We respect others



We make history!



OUR HISTORY JOURNEY

We learn from the past to understand the present and shape a better future.



Every great history journey starts with curiosity!



WE START IN... →

RECEPTION



OUR JOURNEY CONTINUES IN...

YEAR 1



Peek into the Past

We look at old and new, guess who, and spot the difference.



Adventures through Time: Transport through Time

We explore how transport has changed over time.



Adventures through Time: Family Tree, My Achievements, Wearing the Crown, Picture Detective

We learn about our families, special achievements, past events and use clues to find out about the past.



My Life Timeline & Toy Box

We put events in order and explore how toys have changed.



How am I making history?



We look at our own lives and the past within living memory. We take photos, ask questions and make a simple timeline.

How have toys changed?



We put toys in order from old to new. We look at old toys, ask questions, 'interview' a teddy and think about the future.

How have explorers changed the world?



We learn about famous explorers and where they went. We compare exploration in the past and today and think about how they are remembered.

How was school different in the past?



We find out how schools have changed over time. We use photos and other sources to compare schools then and now.

How did we learn to fly?



We look at important events in the history of flight and learn about the people who helped us learn to fly.

What is a monarch?



We learn about kings and queens, including the Great Fire of London and how King Charles II responded.



We keep asking questions, discovering more and becoming great historians!

♥ We are little historians!

OUR HISTORICAL SKILLS



ASK QUESTIONS

We are curious and ask questions about the past.



FIND EVIDENCE

We look at pictures, objects and stories to find out.



ORDER EVENTS

We put events in order on timelines.



COMPARE

We look for similarities and differences.



TALK ABOUT IT

We share our ideas and explain what we think.

KEY WORDS WE WILL USE



old



new



past



present



before



after



change



same



different



family



transport



toy



explorer



school



monarch

WHY HISTORY IS IMPORTANT



It helps us understand who we are.



It helps us learn about people and places.



It teaches us from the past.



It helps us make a better future!



It helps us work together and respect others.



WE ARE CURIOUS



WE ASK QUESTIONS



WE LEARN TOGETHER



WE RESPECT OTHERS



WE LOVE HISTORY!

WHAT WE HAVE DONE (YEAR 1)



How am I making history?

We looked at our own lives and created a simple timeline. We looked at photographs and asked questions about the past within living memory.



How have toys changed?

We put toys in order on a timeline and looked at toys from the past. We learned how teddy bears have changed and thought about toys in the future.



How have explorers changed the world?

We learned about famous explorers and where they travelled. We compared exploration in the past with today and thought about how they are remembered.



Our History Journey

Learning from the past to understand the present and shape the future.



WHAT WE WILL DO NEXT (YEAR 3)



WHAT WE ARE DOING NOW (YEAR 2)



How was school different in the past?

We are finding out that schools have been in our locality for a long time but they have not always been the same. We are looking at similarities and differences and using different sources to learn about the past.



How did we learn to fly?

We are learning about the history of flight. We are putting important events on a timeline and learning about the people who helped us learn to fly.

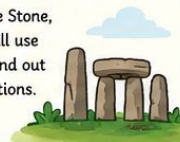


What is a monarch?

We are learning about monarchs, including King Charles II. We are also finding out about the Great Fire of London and how he responded.

British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?

We will learn about life in the Stone, Bronze and Iron Ages. We will use archaeological evidence to find out about the past and ask questions.



British history 2: Why did the Romans invade and settle in Britain?

We will find out why the Romans came to Britain and how they changed people's lives. We will look at Roman inventions and compare life then and now.



What did the ancient Egyptians believe?

We will learn about ancient Egyptian beliefs using mummies, the Book of the Dead and pyramids. We will find out how religion was a big part of their lives and how they explained the world.



HISTORICAL SKILLS WE ARE DEVELOPING



Asking questions
We ask questions about the past.



Finding and using sources
We look at different sources to find out information.



Understanding chronology
We put events and people in order on a timeline.



Comparing and identifying differences
We look for similarities and differences.



Making connections
We think about how the past is linked to our lives today.

History helps us understand where we come from and inspire our future.



We are curious • We ask questions • We learn together • We make history!





Our History Learning Journey

We learn from the past to understand the present and shape a better future.



Why is History important?



It helps us understand our lives today.



It teaches us about the people and events that came before us.



It helps us learn from the past.



It helps us ask questions and make better choices for the future.



WHERE WE ARE NOW – YEAR 2



How was school different in the past?



We find out how schools in our local area have changed over time. We look at photos and other sources to compare schools then and now and find out what has stayed the same and what has changed.

How did we learn to fly?



We explore the history of flight and put important events on a timeline. We learn about the people who helped us learn to fly and how their ideas and inventions changed the world.

What is a monarch?



We learn about kings and queens, including King Charles II. We find out about the Great Fire of London and how he responded to help rebuild the city.



This year we will be historians who ask questions, find evidence and make discoveries!

Key Historical Skills



Ask questions



Look at sources



Put events in chronological order



Compare similarities and differences



Talk about change and continuity



Share our ideas and findings

Key Words – Year 2

past

present

before

after

timeline

century

decade

source

old

new

change

similar

different

monarch

king

queen

Great Fire of London

inventor

event

WHERE WE HAVE BEEN – YEAR 1



How am I making history?
We looked at our own lives and made a simple timeline.



How have toys changed?
We compared old and new toys and asked questions.



How have explorers changed the world?
We learned about explorers and how they discovered new places.

WHERE WE ARE HEADED – YEAR 3



Stone Age, Bronze Age or Iron Age?

We will learn about life in Britain thousands of years ago.



Why did the Romans invade and settle in Britain?

We will discover how the Romans changed Britain.



What did the ancient Egyptians believe?

We will explore mummies, pyramids and ancient beliefs.

Our learning journey continues... Next year we will learn even more amazing things about the past and how it shaped our world!



We are curious



We ask questions



We learn together



We respect others



We make history!

OUR PAST LEARNING

YEAR 1



How am I making history?

We looked at our own lives and the past within living memory. We used photos and made a simple timeline.



How have toys changed?

We put toys in order on a timeline, looked at old toys and asked questions about how they have changed.



How have explorers changed the world?

We learned about famous explorers, where they traveled and how their discoveries changed the world.

YEAR 2



How was school different in the past?

We compared old and new schools and used different sources.



How did we learn to fly?

We looked at important events in the history of flight and the people who made it happen.



What is a monarch?

We learned about kings and queens, The Great Fire of London and how King Charles II responded.



Our History Journey

Learning from the past to understand the present and shape the future.



OUR FUTURE LEARNING

YEAR 4

How have children's lives changed?

We will compare the lives of children in the past, including work, health, leisure and schooling.



British history 3: How hard was it to invade and settle in Britain?

We will learn about the Anglo-Saxons and Vikings, their beliefs and how they settled in Britain.



How did the achievements of the Maya civilisation influence their society and beyond?

We will explore the achievements of the Maya, including their cities, beliefs and discoveries.



WHERE WE ARE NOW (YEAR 3)



British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?

We are learning about the past in Britain from the Stone Age to the Bronze Age. We use archaeological evidence to find out about how people lived and how things changed over time. We ask questions and think about what we can and cannot find out from this evidence.



British history 2: Why did the Romans invade and settle in Britain?

We are learning about the Roman invasion of Britain and how the Celts fought back. We find out how Roman ideas and inventions changed people's lives. We look at archaeological discoveries and compare life in Roman times with life today.



What did the ancient Egyptians believe?

We are learning about the Ancient Egyptians. We use evidence such as mummies, the Book of the Dead and pyramids to find out about their beliefs and daily life. We learn how religion was very important to them and how they explained the world.

HISTORICAL SKILLS WE ARE DEVELOPING



Asking questions
We ask questions to find out more about the past.



Using evidence
We look at different sources and decide what they tell us.



Understanding chronology
We place events and people in order of time.



Comparing and identifying changes
We compare life in the past with life today.



Making connections
We think about how events and people influence each other.



Interpreting and explaining
We use what we learn to explain what happened and why.

In Year 4 and beyond, we will continue to explore history, ask deeper questions and understand how the past shapes our future.



Our History Learning Journey

We learn from the past to understand the present and shape a better future.



Why is History important?



It helps us understand where we come from.



It teaches us about people and events that shaped our world.



It helps us learn from the past and make better choices today.



It helps us ask questions and think critically about the world.

WHERE WE HAVE BEEN – YEAR 2



We learned how schools have changed over time.



We explored the history of flight and the people who helped us learn to fly.



We learned about monarchs and the Great Fire of London.



WHERE WE ARE NOW – YEAR 3



Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?



We look at how life has changed from the Stone Age to today. We use archaeological evidence to find out about the changes from the Stone to the Bronze Age and answer historical questions. We learn about the Amesbury Archer and think about the limits of this evidence.

Why did the Romans invade and settle in Britain?



We learn about why the Romans invaded Britain and how the Celts responded. We discover how Roman innovations changed everyday life and how archaeological discoveries help us learn about the past. We compare Roman life with our lives today and see how the Romans still influence us.

What did the ancient Egyptians believe?



We learn how historians find out about the ancient Egyptians using mummies, the Book of the Dead and pyramids. We discover how religion was important in their lives and how this is shown in pyramids, worship and mummification. We learn about their creation story and what they believed about the world.



This year we will be historians who investigate, ask questions and make discoveries!

WHERE WE ARE HEADED – YEAR 4



How have children's lives changed?

We will compare childhood in the past and today, including work, health and leisure.



How hard was it to invade and settle in Britain?

We will learn about the Anglo-Saxons and Viking raids, beliefs and how Christianity spread.



How did the achievements of the Maya civilisation influence their society and beyond?

We will explore the achievements of the Maya and how they have influenced the world.

KEY HISTORICAL SKILLS WE DEVELOP



Ask and answer questions



Use evidence



Place events in order



Compare and contrast



Make inferences

KEY WORDS – YEAR 3

BC



AD



archaeology



artefact



civilisation



empire



invade



settlement



pharaoh



pyramid



mummy



belief



historian



We are curious



We ask questions



We learn together



We respect others



We make history!



Our History Learning Journey

We learn from the past to understand the present
and shape a better future.



Why is History important?



It helps us understand our past and who we are today.



It teaches us about different people, places and beliefs.



It helps us learn from the past and make better choices.



It inspires us to ask questions and think like historians.



WHERE WE ARE NOW – YEAR 4



How have children's lives changed?



We find out how children's lives have changed over time. We learn about leisure, health and work in the past, including the lives of Tudor and Victorian children. We learn about Lord Shaftesbury and how he helped improve education and end child labour.



How hard was it to invade and settle in Britain?



We learn why people invaded and settled in Britain. We study the Anglo-Saxons and Viking raids, their beliefs and how Christianity spread. We investigate settlements and how the Anglo-Saxon period came to an end.



How did the achievements of the Maya civilisation influence their society and beyond?



We explore the achievements of the Maya civilisation. We study their settlements, beliefs, inventions and the importance of chocolate! We discover how their achievements influenced their society and others.



This year we will be curious historians who investigate, compare and make connections.

WHERE WE HAVE BEEN – YR 3



We learned about life in the Stone Age, Bronze Age and Iron Age.



We found out why the Romans invaded and settled in Britain.



We discovered what the ancient Egyptians believed and how they lived.

WHERE WE ARE HEADED – YEAR 5



We will investigate: Were the Vikings raiders, traders or something else?



We will learn about life in Tudor England and the reigns of Henry VIII and Elizabeth I.



We will explore ancient Greece and their lasting impact on our world.

KEY HISTORICAL SKILLS WE DEVELOP



Ask and answer questions



Use and compare sources



Place events in chronological order



Compare similarities and differences



Make inferences and explain significance

KEY WORDS – YEAR 4

Anglo-Saxon	Viking	invasion	settlement	raid
kingdom	Christianity	belief	monastery	trade
Tudor	Victorian	child labour	education	law
Maya	civilisation	rainforest	achievement	legacy
artefact	archaeology	source	investigate	significance

HOW WE THINK LIKE HISTORIANS

We look at evidence, ask questions, compare information and think about what happened in the past and why.



We are curious



We ask questions



We learn together



We respect others



We make history!

OUR PAST LEARNING

We have built our knowledge and skills step by step.

YEAR 1



- How am I making history?
- How have toys changed?
- How have explorers changed the world?



YEAR 2



- How was school different in the past?
- How did we learn to fly?
- What is a monarch?



YEAR 3



- Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?



- Why did the Romans invade and settle in Britain?



- What did the ancient Egyptians believe?

As we move forward, we will keep building our knowledge, using our skills and learning how the past shapes our future.



Our History Journey

Learning from the past to understand the present and shape the future.



OUR FUTURE LEARNING

We will continue our journey, explore new periods and ask deeper questions.

WHERE WE ARE NOW – YEAR 4



How have children's lives changed?

We compare children's lives in the past, including work, health and leisure. We look at Tudor and Victorian children and learn about Lord Shaftesbury and his work to improve their lives.



Looking at sources



Comparing past and present



Evaluating significance



British history 3: How hard was it to invade and settle in Britain?

We learn about the Anglo-Saxon invasion and Viking raids. We explore why people invaded and settled, Anglo-Saxon beliefs and how Christianity spread. We investigate Anglo-Saxon settlements and how the Anglo-Saxon period came to an end.



Understanding chronology



Investigating and using evidence



Asking questions



How did the achievements of the Maya civilisation influence their society and beyond?

We explore the achievements of the Maya, including their cities, beliefs, inventions and the impact of chocolate. We think about how their achievements influenced people then and now.



Interpreting artefacts



Making inferences



Understanding impact

YEAR 5 AND BEYOND



British history 5: Were the Vikings raiders, traders or something else?

We explore sources and find out how the Vikings lived, traded, raided and settled.



British history 5: What was life like in Tudor England?

We learn about Henry VIII and Elizabeth I and how monarchs used power and propaganda. We discover the lives of ordinary Tudor people.



What did the Greeks ever do for us?

We learn about Athens and Sparta, democracy, the Olympics, art, architecture and how the Greeks have influenced our world.

HISTORICAL SKILLS WE ARE DEVELOPING



Asking questions
We ask questions to find out more about the past.



Using evidence
We look at different sources and decide what they tell us.



Understanding chronology
We place events and people in order of time.



Comparing and identifying changes
We compare life in the past with life today.



Making connections
We think about how events and people influence each other.



Interpreting and explaining
We use what we learn to explain what happened and why.



We are curious



We ask questions



We learn together



We respect others



We make history!



Our History Learning Journey

We learn from the past to understand the present and shape a better future.



WHY IS HISTORY IMPORTANT?

- It helps us understand where we come from and who we are today.
- It teaches us about different people, places and events that shaped our world.
- It helps us learn from the past so we can make better choices for the future.
- It encourages us to ask questions, think carefully and form our own opinions.
- It helps us respect others and celebrate achievements.

WHERE WE HAVE BEEN

Our learning in previous years...

- YEAR 1** We looked at our own lives, toys and explorers.
- YEAR 2** We learned about school in the past, the history of flight and monarchs & the Great Fire.
- YEAR 3** We explored the Stone, Bronze & Iron Ages, the Romans and ancient Egypt.
- YEAR 4** We studied children's lives, Anglo-Saxons & Vikings and the Maya civilisation.

★ WHERE WE ARE NOW – YEAR 5 ★

Were the Vikings raiders, traders or something else?



We learn about the Vikings and the struggle for Britain. We use new sources including oral histories to discover if Vikings were raiders, traders or settlers and how they impacted local communities.

What was life like in Tudor England?



We explore the reigns of Henry VIII and Elizabeth I and how monarchs used propaganda to influence people. Using Tudor inventories, we discover how ordinary people lived and how wealthy the Tudor era was.

What did the Greeks ever do for us?



We investigate ancient Greece and the city states of Athens and Sparta. We learn about democracy, the Olympic Games, architecture, art and theatre and how their ideas and achievements influence our world today.



This year we will be historians who investigate, evaluate evidence, compare civilisations and understand how the past influences the present.

KEY HISTORICAL SKILLS WE USE

- Ask and investigate questions
- Use a range of sources
- Place events in order
- Compare similarities differences
- Evaluate evidence
- Form and express historical judgements

KEY WORDS – YEAR 5

chronology	legacy	propaganda	democracy	monarchy
parliament	reign	Tudor	Reformation	merchant
settler	raider	trade	empire	civilisation
city-state	Athens	Sparta	Olympics	philosophy
architecture	theatre	art	historian	interpretation
evidence	reliability	bias	significance	source

WHERE WE ARE HEADED – YEAR 6

What's next?



We will use census records to find out about local areas and the lives of people in the past, including jobs and the suffrage movement.



We will learn about the impact of World War II on Britain and how people lived through the Blitz and how migrants helped the war effort.



We will study unheard histories – choosing who should be on a banknote OR explore the Sikh Empire and the achievements of Maharaja Ranjit Singh.

OUR LEARNING JOURNEY CONTINUES...

Next year in Year 6, we will become confident historians who can carry out independent enquiries, evaluate sources critically and make thoughtful judgements about the past.



WE THINK LIKE HISTORIANS

- We look closely at evidence.
- We ask questions about the past.
- We think about different viewpoints.
- We explain what we think and why.
- We connect the past to the present.



We are curious



We ask questions



We learn together



We respect others



We make history!

OUR PAST LEARNING

We have built our knowledge and skills step by step.



YEAR 1



- How am I making history?
- How have toys changed?
- How have explorers changed the world?



YEAR 2



- How was school different in the past?
- How did we learn to fly?
- What is a monarch?



YEAR 3



- Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?



- Why did the Romans invade and settle in Britain?
- What did the ancient Egyptians believe?

YEAR 4



- How have children's lives changed?
- How hard was it to invade and settle in Britain?
- How did the achievements of the Maya civilisation influence their society?



Our History Journey

Learning from the past to understand the present and shape the future.



OUR FUTURE LEARNING

We will continue our journey, explore new periods and ask deeper questions.



YEAR 6 AND BEYOND



What can the census tell us about local areas?

We will investigate census records to learn about people's lives in the past and carry out our own enquiries.



British history 6: What was the impact of World War II on the people of Britain?

We will learn about life during WWII and how it changed society.



Unheard histories: Who should go on the banknote?

We will learn about historical significance and choose a historical figure for the £10 note.

WHERE WE ARE NOW – YEAR 5

British history 5: Were the Vikings raiders, traders or something else?



We learn about the Vikings and the struggle for Britain. We explore different sources, including oral histories, to find out whether the Vikings were raiders, traders or settlers and the impact they had on local communities.

British history 5: What was life like in Tudor England?



We learn about the reigns of Henry VIII and Elizabeth I and how monarchs used propaganda. We explore Tudor inventories to discover the wealth and lives of ordinary Tudor people.

What did the Greeks ever do for us?



We learn about Athens and Sparta and how they were different. We explore democracy and compare this with other civilisations. We discover the legacy of the Greeks in areas like sport, art, architecture and theatre.

HISTORICAL SKILLS WE ARE DEVELOPING



Asking questions

We ask questions to find out more about the past.



Using evidence

We look at sources and decide what they tell us.



Understanding chronology

We place events and people in order of time.



Comparing and identifying changes

We compare life in the past with life today.



Making connections

We think about how events and people influence each other.



Interpreting and explaining

We use what we learn to explain what happened and why.

The journey continues...
Where will history take you?



We are curious



We ask questions



We learn together



We respect others



We make history!

OUR PAST LEARNING

We have built our knowledge and skills step by step.



Our History Journey

Learning from the past to understand the present and shape the future.



OUR FUTURE LEARNING

Our journey continues in secondary school...
Even bigger questions and new challenges await!

YEAR 1



- How am I making history?
- How have toys changed?
- How have explorers changed the world?



YEAR 2



- How was school different in the past?
- How did we learn to fly?
- What is a monarch?



YEAR 3



- Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?
- Why did the Romans invade and settle in Britain?
- What did the ancient Egyptians believe?



YEAR 4



- How have children's lives changed?
- How hard was it to invade and settle in Britain?
- How did the achievements of the Maya civilisation influence their society?



YEAR 5

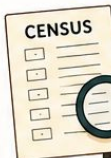


- Were the Vikings raiders, traders or something else?
- What was life like in Tudor England?
- What did the Greeks ever do for us?



WHERE WE ARE NOW – YEAR 6

What can the census tell us about local areas?



We investigate census records of different areas to find out about people's lives in the past, including Victorian jobs, the suffrage movement and the interwar period. We plan and carry out our own enquiries about who lived in our local school area.

British history 6: What was the impact of World War II on the people of Britain?



We learn about why Britain went to war in 1939 and the experiences of families during the Blitz. Using a range of sources, including photos, videos and other evidence, we find out how WWII changed British society and how migrants helped the war effort.

Unheard histories: Who should go on the banknote?



We learn about historical significance and the criteria for being chosen. We take part in a debate and create a video to explain why our chosen historical figure was significant, before selecting a historical figure for the £10 note.

HISTORICAL SKILLS WE ARE DEVELOPING



Asking questions

We ask questions to find out more about the past.



Using evidence

We look at sources and decide what they tell us.



Understanding chronology

We place events and people in order of time.



Comparing and identifying changes

We compare life in the past with life today.



Making connections

We think about how events and people influence each other.



Interpreting and explaining

We use what we learn to explain what happened and why.

The journey continues...

Where will history take you?



We are curious



We ask questions



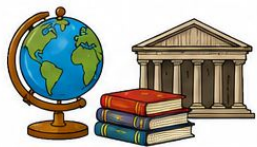
We learn together



We respect others



We make history!



Our History Learning Journey

We learn from the past to understand the present
and shape a better future.



OUR HISTORY SO FAR...

We have built our knowledge each year.

Year 1 Exploring the past



- Our lives and family timelines
- How toys have changed
- How explorers changed the world



Year 2 Looking at changes



- How schools have changed
- How we learned to fly
- What is a monarch?



Year 3 Ancient civilisations



- Stone Age, Iron Age, Bronze Age
- Why did the Romans invade?
- What did the ancient Egyptians believe?

Year 4 Britain and beyond



- How have children's lives changed?
- How hard was it to invade and settle in Britain?
- How did the Maya civilisation influence the world?



Year 5 Investigating change and legacy



- Were the Vikings raiders, traders or something else?
- What was life like in Tudor England?
- What did the Greeks ever do for us?

KEY HISTORICAL SKILLS WE USE



Ask questions
and plan
enquiries



Use a range
of sources



Compare
different
viewpoints



Evaluate
evidence



Make
connections



Make
judgements



WHERE WE ARE NOW – YEAR 6



We are confident historians who ask questions, investigate and make judgements.

What can the census tell us
about local areas?



We use **census** records and other **sources** to find out about people in the past. We learn how the census has changed over time and explore **Victorian** jobs, the **suffrage** movement and life in the **interwar** period. We carry out our own **enquiry** about who lived in our local area.

What was the impact of World
War II on the people of Britain?



We learn why Britain went to war in 1939 and how life changed during **World War II**. We investigate the **Blitz** and life on the home front using a range of **sources** such as photographs, videos and diaries. We consider how **migrants** helped the war effort and how the war **changed** British society.

Unheard histories: Who should
go on the banknote? OR
The Sikh Empire



Why is
this person
significant?



We learn how to decide who is historically **significant**. We explore different lives and achievements using a wide range of **sources**. We take part in **debates** and create videos to explain our opinions. OR We learn about Maharaja Ranjit Singh and the Sikh Empire – their beliefs, culture, trading and lasting achievements.



We evaluate evidence, consider different viewpoints and make thoughtful judgements about the past and how it shapes our world today.

KEY WORDS – YEAR 6

census	inference	suffrage	empire	migrant
evidence	reliability	Blitz	rationing	evacuation
propaganda	home front	consequence	significance	legacy
perspective	debate	bias	interpretation	civil rights
source	enquiry	change	continuity	impact

HISTORICAL THINKERS!

We think deeply
about the past.
We ask: What
happened? Why did
it happen? What
does it mean today?



We are historians who...

- ✓ Ask questions
- ✓ Look for evidence
- ✓ Respect different views
- ✓ Think critically
- ✓ Learn from the past

WHERE WE ARE HEADED – YEAR 7

What's next?



We will study medieval times in more depth – life in the Middle Ages, the Black Death and the power of the Church.



We will explore the development of the British Empire and the transatlantic slave trade, thinking about different perspectives and consequences.



We will investigate the Industrial Revolution and its impact on people, cities and the environment.

WHY HISTORY IS IMPORTANT



History helps us understand who we are and where we come from. It helps us learn from mistakes, celebrate achievements and make better choices for the future. It gives us empathy, curiosity and a voice to shape a fairer world.



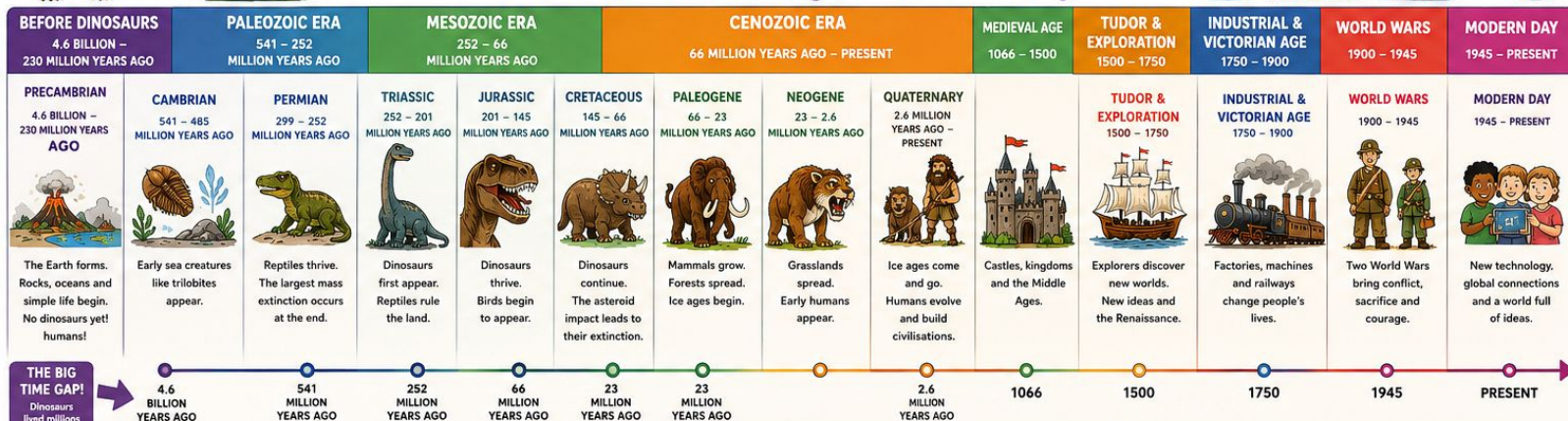
We are curious • We ask questions • We learn together • We respect others • We make history!





OUR HISTORY TIMELINE

From the Dinosaur Age to Modern Day



WHAT WE LEARN IN SCHOOL (Kapow History Topics)												
YEAR 1	How am I making history?	How have toys changed?	How have explorers changed the world?									
YEAR 2	How was school different in the past?	How did we learn to fly?	What is a monarch?									
YEAR 3	Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	Why did the Romans invade and settle in Britain?	What did the ancient Egyptians believe?									
YEAR 4			How have children's lives changed?	How hard was it to invade and settle in Britain?		How did the achievements of the Maya civilisation influence their society and beyond?						
YEAR 5				Were the Vikings raiders, traders or something else?		What was life like in Tudor England?	What did the Greeks ever do for us?					
YEAR 6						What can the census tell us about local areas?	What was the impact of World War II on the people of Britain?	Unheard histories: Who should go on the banknote?				

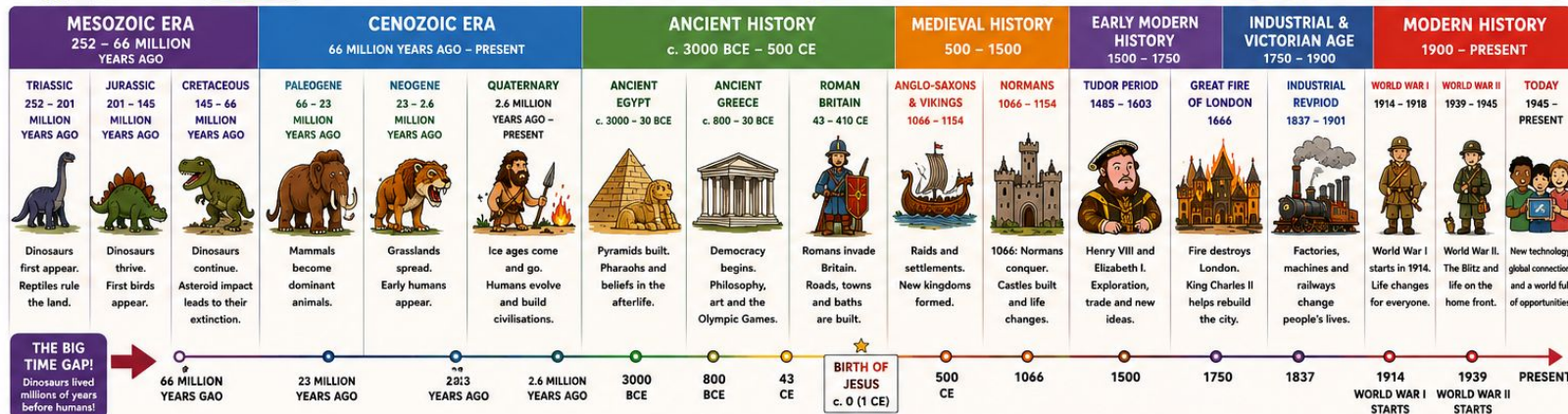
OUR LOCAL ENQUIRY: BARROW IN FURNESS DOCK MUSEUM							
WHERE IS BARROW? Find Barrow on a map. Discover why the docks were built.	BUILDING THE DOCKS Learn how the docks were built and why they were important.	WORKING AT THE DOCKS Find out about the jobs people did. What was life like for workers?	SHIPS AND TRADE Explore the ships that came to Barrow and what they carried.	OBJECT HANDS-ON Handle real artefacts and ask questions like historians.	STORIES FROM THE PAST Listen to local stories and compare past and present.	ACTIVITIES WE'LL DO • Handle artefacts • Look at photos • Ask questions • Draw and take notes • Compare past and present	WHY IS IT IMPORTANT? The docks shaped our local area and people's lives. We learn from the past to build a better future!

★ HISTORY HELPS US UNDERSTAND THE PAST, ENJOY THE PRESENT AND SHAPE THE FUTURE! ★



OUR HISTORY TIMELINE

From the Dinosaur Age to Modern Day



WHAT WE LEARN IN SCHOOL (Kapow History Topics)											
YEAR 1	How am I making history?	How have toys changed?	How have explorers changed the world?								
YEAR 2	How was school different in the past?	How did we learn to fly?	What is a monarch?								
YEAR 3	Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	Why did the Romans invade and settle in Britain?	What did the ancient Egyptians believe?								
YEAR 4		How have children's lives changed?	How hard was it to invade and settle in Britain?			How did the achievements of the Maya civilisation influence their society and beyond?					
YEAR 5			Were the Vikings raiders, traders or something else?		What was life like in Tudor England?	What did the Greeks ever do for us?					
YEAR 6					What can the census tell us about local areas?	What was the impact of World War II on the people of Britain?		Unheard histories: Who should go on the banknote?			

OUR LOCAL ENQUIRY: BARROW IN FURNESS DOCK MUSEUM

WHERE IS BARROW?

Find Barrow on a map. Discover why the docks were built.

BUILDING THE DOCKS

Learn how the docks were built and why they were important.

WORKING AT THE DOCKS

Find out about the jobs people did. What was life like for workers?

SHIPS AND TRADE

Explore the ships that came to Barrow and what they carried.

OBJECT HANDS-ON

Handle real artefacts and ask questions like historians.

STORIES FROM THE PAST

Listen to local stories and compare past and present.

ACTIVITIES WE'LL DO

- Handle artefacts
- Look at photos
- Ask questions
- Draw and take notes
- Compare past and present

WHY IS IT IMPORTANT?

The docks shaped our local area and people's lives. We learn from the past to build a better future!