



The Learning Journey through History – Whole School

Year22/23	Year GP	History	National Curriculum
	Rec	The Journey of Life	<p>Past and present; People, culture and communities</p> <p>Nursery Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Nursery Past and present Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Nursery Understanding the world (Breadth) Breadth Discuss simple changes as they have grown from being a baby.</p> <p>Reception People, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Reception People, culture and communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Reception Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Reception Past and present Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Reception Understanding the world (Breadth) Breadth Discuss simple changes as they have grown from being a baby.</p>
	Rec	Night and day	<p>Past and present; The natural world</p> <p>Nursery Past and present Talk about the lives of the people around them and their roles in society.</p> <p>Reception Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Reception Past and present Talk about the lives of the people around them and their roles in society.</p> <p>Reception Past and present Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
	Rec	Dinosaurs	<p>This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.</p>
	Infants	Living in the 1950's	<p>Historical vocabulary; Historical artefacts; Timelines; Everyday life and childhood in the 1950s; Significant events – Queen's coronation; Enquiry</p> <p>Year 1 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Year 1 Learn about events beyond living memory that are significant nationally or globally.</p> <p>Year 1 Learn about significant historical events, people and places in their own locality.</p> <p>Year 1 Learn about 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.</p> <p>Year 1 Aims Breadth Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Year 1 Aims Breadth Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Year 1 Aims Breadth Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>

		Heroes from the Past	<p>Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; Memorials; Significant people – Captain James Cook, Christopher Columbus, Claude Monet, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare</p> <p>Year 2 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Year 2 Learn about events beyond living memory that are significant nationally or globally.</p> <p>Year 2 Learn about significant historical events, people and places in their own locality.</p> <p>Year 2 Learn about 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.</p> <p>Year 2 Aims Breadth Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Year 2 Aims Breadth Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
	Infants	History of Space	<p>Significant individual Neil Armstrong/Famous astronauts</p> <p>Learn about 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.</p> <p>Year 1 Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>
	Infants	Dinosaurs	<p>Events beyond living memory; Significant individuals – Mary Anning</p> <p>Year 1 Learn about events beyond living memory that are significant nationally or globally.</p> <p>Year 1 Learn about 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.</p>
	Juniors	First and Second World Wars	<p>First and Second World Wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life; Significant leaders; End of war; Local history study; Remembrance; Post-war Britain</p> <p>Year 6 Conduct a local history study.</p> <p>Year 6 Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Year 6 Aims Breadth Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Year 6 Aims Breadth Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Year 6 Aims Breadth Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Year 6 Aims Breadth Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Year 6 Aims Breadth Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>
	Juniors	The Solar System	<p>Significant individuals – Galileo Galilei, Isaac Newton; 1960s space race</p> <p>Year 5 Aims Breadth Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>

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	Juniors	Polar Regions	<p>Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic</p> <p>Year 6 Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Year 6 Aims Breadth Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Year 6 Aims Breadth Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Year 6 Aims Breadth Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Year 6 Aims Breadth Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>