



## Sequence of Learning - History

	Early years	Y1	Y2	Y3	Y4	Y5	Y6
<u>Termly Topic</u> <u>Context</u> Cycle A	My Family and community	Let's Explore Space  The Great Fire of London  Far Away Lands	Let's Explore Space  The Great Fire of London  Far Away Lands	Viking Invaders  A Place in the Sun  Egyptian Awe and Wonder	Viking Invaders  A Place in the Sun  Egyptian Awe and Wonder  The Prehistoric World – Stone Age to Iron Age.	Ancient Greece  Stars and Stripes  Crime and Punishment	Ancient Greece  Stars and Stripes  Crime and Punishment
<u>Knowledge</u> Cycle A	Talk about past and present events in their own lives  Understand differences between own community and traditions and others	Know I have changed since I was born  Understand that some people have helped us to have better lives.	Understand that things were different when our grandparents were children and give examples  Know facts and information about a famous person using different sources of evidence  Explain and recount the life of a famous person, knowing what they did before and after they were famous	Know that certain events happened at certain times within a specific period of history  Know about some times when Britain has been invaded  Know information about more than one time in history and find and explain similarities and differences	Understand that blocks of history of 100 years are called centuries  Know and explain that lives of wealthy people in the past were different from lives of the poor  Understand that events of the past have shaped our lives today  Know that life for children in the past could be very different from life for children today	Understand how parliament affects decision making in England  Know and explain how Arnold has changed over time  Know and understand how crime and punishment has changed throughout history	Understand that Britain has had a major influence on the world  Know how Britain may have learnt from other countries and civilisations  Understand what propaganda is and how it has been used  Know and explain the difference between primary and secondary sources and give examples



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<p><u>Skills</u> Cycle A</p>	<p>Ask questions of their families and other adults.</p>	<p>Recognise objects from the past.</p> <p>Ask and answer questions about old and new objects.</p> <p>Identify old and new things in pictures.</p> <p>Explain what an object from the past might have been used for.</p>	<p>Enquire and ask about the past by talking to an older person.</p> <p>Use books and the internet to answer questions.</p>	<p>Use maths skills to work out how long ago things happened.</p> <p>Use dates to help describe when things happened.</p> <p>Use a timeline to plot events chronologically.</p> <p>Research in order to ask and answer questions.</p> <p>Compare two or more periods of history.</p>	<p>Plot events on a timeline using centuries.</p> <p>Use maths skills to round historical events to the nearest decade or century.</p> <p>Observe and analyse artefacts to build a picture of the past.</p> <p>Compare 2 versions of the same event explaining how they differ.</p> <p>Present findings of research to an audience.</p>	<p>Create a timeline with different historical periods showing key events.</p> <p>Compare 2 or more historical periods commenting on changes and constants.</p> <p>Hypothesise and test hypothesis in order to answer questions about the past.</p>	<p>Place a range of historical events and people in a chronological framework.</p> <p>Order and summarise the main events of a particular era of history.</p> <p>Explain similarities and differences between different historical eras.</p> <p>Use a range of sources to describe a key event from the past.</p> <p>Present findings of historical research to an audience.</p>
<p><u>Key Vocabulary</u> Cycle A</p>	<p>Yesterday, old, past, now and then.</p>	<p>Old, new, long time ago, king, queen, local, museum.</p>	<p>Before, after, past, present, then and now, church, same, different, monarchy, Christianity, invention.</p>	<p>AD, BC, change, chronology, long ago, century, empire, explorer, invasion, nation, settler, agriculture, discovery.</p>	<p>Decade, peasant, revolt, slave, artefacts, evidence, archaeology, calendar, immigrant, emigrant, international, migration, diversity, monastery, Tudor, Victorian, bronze age, crusades, dark ages, hunter gatherer, iron</p>	<p>Parliament, aristocracy, ancient civilisations, court, continuity, democracy, era, execution, gods/goddesses, heresy, myths and legends, torture, traitor, treason, colony, conquest,</p>	<p>Causation, emperor, global, Islam, medieval, missionary, nomad, oral history, pope, primary, rebellion, republic, sacrifice, secondary, significance,</p>



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					age, prehistory, stone age.		
<u>Termly Topic</u> <u>Context</u> Cycle B		Let's Play  Shine a Light  How does your Garden Grow?	Let's Play  Shine a Light  How does your Garden Grow?	Roman Chariots of Fire  Total Wipeout  Off with your Tudor head!	Roman Chariots of Fire  Total Wipeout  Off with your Tudor head!	Extreme Earth  Meet the Anglo Saxons  The Local Prince of Thieves?	Extreme Earth  Meet the Anglo Saxons  The Local Prince of Thieves?
Cycle B Knowledge	Talk about past and present events in their own lives  Understand differences between own community and traditions and others	Know I have changed since I was born  Understand that some people have helped us to have better lives.	Understand that things were different when our grandparents were children and give examples  Know facts and information about a famous person using different sources of evidence  Explain and recount the life of a famous person, knowing what they did before and after they were famous	Know that certain events happened at certain times within a specific period of history.  Know about some times when Britain has been invaded  Know information about more than one time in history and find and explain similarities and differences	Understand that blocks of history of 100 years are called centuries  Know and explain that lives of wealthy people in the past were different from lives of the poor  Understand that events of the past have shaped our lives today  Know that life for children in the past could be very different from life for children today	Understand how parliament affects decision making in England  Know and explain how Arnold has changed over time  Know and understand how crime and punishment has changed throughout history	Understand that Britain has had a major influence on the world  Know how Britain may have learnt from other countries and civilisations  Understand what propaganda is and how it has been used  Know and explain the difference between primary and secondary sources and give examples
Cycle B Skills	Ask questions of their families and other adults.	Recognise objects from the past.	Enquire and ask about the past by talking to an older person.	Use maths skills to work out how long ago things happened.	Plot events on a timeline using centuries.	Create a timeline with different historical periods showing key events.	Place a range of historical events and people in a chronological framework.



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		<p>Ask and answer questions about old and new objects.</p> <p>Identify old and new things in pictures.</p> <p>Explain what an object from the past might have been used for.</p>	<p>Use books and the internet to answer questions.</p>	<p>Use dates to help describe when things happened.</p> <p>Use a timeline to plot events chronologically.</p> <p>Research in order to ask and answer questions.</p> <p>Compare two or more periods of history.</p>	<p>Use maths skills to round historical events to the nearest decade or century.</p> <p>Observe and analyse artefacts to build a picture of the past.</p> <p>Compare 2 versions of the same event explaining how they differ.</p> <p>Present findings of research to an audience.</p>	<p>Compare 2 or more historical periods commenting on changes and constants.</p> <p>Hypothesise and test hypothesis in order to answer questions about the past.</p>	<p>Order and summarise the main events of a particular era of history.</p> <p>Explain similarities and differences between different historical eras.</p> <p>Use a range of sources to describe a key event from the past.</p> <p>Present findings of historical research to an audience.</p>
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