



## Sequence of Learning - History

	<b>2-3</b>	<b>F1</b>	<b>F2</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<u>Termly Topic Context</u> Cycle A	My Family and community	My Family and community.	Past and now.	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	Notice differences about people.  Begin to make sense of their own life-story and family's history.	Talk about past and present events in their own lives.  Be curious about people and show interest in stories about myself and my family.	Talk about the lives of the people around them and their roles in society.  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	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	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 how parliament affects decision making in England.  Know and understand how crime and punishment has changed throughout history.	Understand how parliament affects decision making in England.  Know and understand how crime and punishment has changed throughout history.



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		Enjoy pictures and stories about myself my family and other people.	Understand the past through settings, characters and events encountered in books read in class and storytelling.		different sources of evidence.  Explain and recount the life of a famous person, knowing what they did before and after they were famous.	than one time in history and find and explain similarities and differences.	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 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
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									give examples.
<u>Termly Topic Context</u> Cycle B	My Family and community	My Family and community.	Past and now.	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 Bronzes of Benin
Cycle B	Notice differences about people.  Begin to make sense of their own life-story and family's history.	Talk about past and present events in their own lives.  Be curious about people and show interest in stories about myself and my family.  Enjoy pictures	Talk about the lives of the people around them and their roles in society.  Understand differences between own community and traditions and others.  Understand the past through	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.	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	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	Know and explain how Arnold has changed over time.	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



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		and stories about myself my family and other people.	settings, characters and events encountered in books read in class and storytelling.		Explain and recount the life of a famous person, knowing what they did before and after they were famous.	explain similarities and differences.	have shaped our lives today.  Know that life for children in the past could be very different from life for children today.		has been used.  Know and explain the difference between primary and secondary sources and give examples.
<u>Termly Topic Context</u> Cycle A	My Family and community	My Family and community.	Past and Now	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>Skills</u> Cycle A	Make connections between the features of	Ask questions of their families	Ask questions of their	Recognise objects from the past.	Enquire and ask about the past by	Use maths skills to work out how long	Plot events on a timeline using centuries.	Create a timeline with different historical	Place a range of historical events and people in a



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	their family and other families.	and other adults.  Look at pictures and ask questions.	families and other adults.  Ask questions of other people in their community.	Ask and answer questions about old and new objects.  Identify old and new things in pictures.  Explain what an object from the past might have been used for.	talking to an older person.  Use books and the internet to answer questions.	ago things happened.  Use dates to help describe when things happened.  Use a timeline to plot events chronologically.  Research in order to ask and answer questions.  Compare two or more periods of history.	Use maths skills to round historical events to the nearest decade or century.  Observe and analyse artefacts to build a picture of the past.  Compare 2 versions of the same event explaining how they differ.  Present findings of research to an audience.	periods showing key events.  Compare 2 or more historical periods commenting on changes and constants.  Hypothesise and test hypothesis in order to answer questions about the past.	chronological framework. Order and summarise the main events of a particular era of history.  Explain similarities and differences between different historical eras.  Use a range of sources to describe a key event from the past.  Present findings of historical
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									research to an audience.
<u>Termly Topic Context</u> Cycle B	My Family and community	My Family and community.	Past and Now	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	Make connections between the features of their family and other families.	Ask questions of their families and other adults.  Look at pictures and ask questions.	Ask questions of their families and other adults.  Ask questions of other people in their community.	Recognise objects from the past.  Ask and answer questions about old and new objects.  Identify old and new things in pictures.	Enquire and ask about the past by talking to an older person.  Use books and the internet to answer questions.	Use maths skills to work out how long ago things happened.  Use dates to help describe when things happened.  Use a timeline to plot events chronologically.  Research in order to ask	Plot events on a timeline using centuries.  Use maths skills to round historical events to the nearest decade or century.  Observe and analyse artefacts to	Create a timeline with different historical periods showing key events.  Compare 2 or more historical periods commenting on changes and constants.  Hypothesise and test hypothesis in order to	Place a range of historical events and people in a chronological framework. Order and summarise the main events of a particular era of history.  Explain similarities and



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				Explain what an object from the past might have been used for.		and answer questions.  Compare two or more periods of history.	build a picture of the past.  Compare 2 versions of the same event explaining how they differ.  Present findings of research to an audience.	answer questions about the past.	differences between different historical eras.  Use a range of sources to describe a key event from the past.  Present findings of historical research to an audience.
<u>Termly Topic Context</u> Cycle A	My Family and community	My Family and community.	Past and Now	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 –	Ancient Greece. Stars and Stripes. Crime and Punishment.	Ancient Greece. Stars and Stripes. Crime and Punishment.



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							Stone Age to Iron Age.		
<u>Key Vocabulary</u> Cycle A	Yesterday, old, past, now and then.	Yesterday, old, past, now and then.	Yesterday, old, past, now and then.	Old, new, long time ago, king, queen, local, museum.	Before, after, past, present, then and now, church, same, different, monarchy, Christianity, invention.	AD, BC, change, chronology, long ago, century, empire, explorer, invasion, nation, settler, agriculture, discovery.	Decade, peasant, revolt, slave, artefacts, evidence, archaeology, calendar, immigrant, emigrant, international, migration, diversity, monastery, Tudor, Victorian, bronze age, crusades, dark ages, hunter gatherer, iron age, prehistory, stone age.	Parliament, aristocracy, ancient civilisations, court, continuity, democracy, era, execution, gods/goddesses, heresy, myths and legends, torture, traitor, treason, colony, conquest,	Causation, emperor, global, Islam, medieval, missionary, nomad, oral history, pope, primary, rebellion, republic, sacrifice, secondary, significance,





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Cycle B	Yesterday, old, past, now and then.	Yesterday, old, past, now and then.	Yesterday, old, past, now and then.	Old, new, long time ago, king, queen, local, museum.	Before, after, past, present, then and now, church, same, different, monarchy, Christianity, invention.	AD, BC, change, chronology, long ago, century, empire, explorer, invasion, nation, settler, agriculture, discovery.	Decade, peasant, revolt, slave, artefacts, evidence, archaeology, calendar, immigrant, emigrant, international, migration, diversity, monastery, Tudor, Victorian.	Parliament, aristocracy, ancient civilisations, court, continuity, democracy, era, execution, gods/goddesses, heresy, myths and legends, torture, traitor, treason, colony, conquest,	Causation, emperor, global, Islam, medieval, missionary, nomad, oral history, pope, primary, rebellion, republic, sacrifice, secondary, significance.