

Our World of Learning in History

Love learning and inspire
each other to thrive in the
world.

**Language
and
Literacy**

**First
Hand
Learning**

**My
World
and Me**

Our world of learning in History - EYFS

Autumn

A1:
Family Tree/Royal Family Tree x3
sessions

A2:
Toys – past and present
Christmas Toy Shop – role play

Elf Day – children dress up, wrap
presents, mischief

Spring

Sp1:
Castles in the past and how were they
built x3

Sp2:
Dinosaurs x3

Summer

Su1:
Seaside past and present x3

Su1:
Jobs past and present x3
(links to year 2 significant individuals –
Emelia Earhart – female gender roles

Our world of learning in History - Year One

Autumn

Significant Individuals – Neil Armstrong

- To know key facts about Neil Armstrong and the moon landing.
- To know who was involved in the moon landing.
- To name inventions we have because of space travel.
- To know that Neil Armstrong inspired many people.
- To know where the moon landing fits into the chronological framework.
- To be able to use simple stories and other sources to show that they have understood key events.

Spring

Changes within Living Memory

- To look at how we shop today.
- To look at how we shopped in the past.
- To compare the similarities and difference between how we shop – past and present.
- To identify differences between kitchens – past and present.
- To understand how the ways we communicate has changed over time.
- I can consider why things may change over time

Summer

Significant historical events, people and places in their own locality – Hoghton Tower

- To know key facts about Hoghton Tower.
- To know why it is important
- To understand what life was like for people who lived in Hoghton Tower in the past.
- To understand what life was like for people who worked in Hoghton Tower in the past. To compare and contrast.
- To be able to use sources to answer simple questions about the past – trip.
- MWaM session- My thoughts on Hoghton Tower and why it is important to my community.

Our world of learning in History - Year Two

Autumn

Events that are commemorated through festivals.

- To understand what is meant by the Gunpowder plot.
- To know who Guy Fawkes was and why he was important to the gunpowder plot.
- To understand how and why we celebrate bonfire night.
- To understand what is meant by apartheid.
- To understand who Nelson Mandela was and what he wanted to achieve.
- To understand the impact that Nelson Mandela has had on the world and why we celebrate Nelson Mandela day. (July 18th)

Spring

Significant Individuals who have contributed to national and international achievements

- To know facts about Emelia Earhart and understand how she contributed to international achievements.
- To be able to ask and answer questions from the past through observing, handling, using a range of sources such as objects, museum displays. (Trip to the museum of transport).
- To be able to recognise the distinction between past and present.
- To know about the life and works of Rosa Parks and Emily Davison.
- To be able to recognise some of the reasons why people in the past acted as they did.
- To know why Emelia Earhart was significant? To know what life was like for women in the past

Summer

Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London

- To understand where, when and why the Great Fire of London started.
- To understand why the fire spread so quickly and why it stayed alight for so long.
- To understand how historical sources can teach us about the past – the diary of Samuel Pepys.
- To be able to place the events from the Great Fire of London on a timeline.
- To understand the impact of the Great Fire of London (in the past and today).

Our world of learning in History - Year Three

Autumn

Changes in Britain from Stone Age to Iron Age – Stone Ag

- Changes in Britain from Stone Age to Iron Age – Stone Age Day
- Understand what is meant by the Stone Age.
- Understand the significance of Skara Brae
- To explore the style of Stone Age cave art and understand why it is important as a Historical source.
- To be able to recall important information about Stonehenge and understand why it is referred to as a mystery.
- To know key facts about Iron Age Hill Forts

Spring

The Roman Empire and Its Impact on Britain – Roman Soldier Visit

- Understand how the Roman Empire expanded over time and the role of the Roman army in the expansion of the Roman Empire.
- Evaluate how different aspects of life in Iron Age Britain might have affected the success of the Roman invasion.
- To compare the different invasion attempts including Julius Caesar's attempted invasion in 55-54 BC and the successful invasion by Claudius, including Hadrian's Wall.
- Explore the story of Boudicca's rebellion against the Romans. To use historical sources to find out about Boudicca.
- To evaluate the impact of the Roman Empire on modern Britain.

Summer

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality– Astley Hall - Visit

- To understand the history of Astley Hall house and Grounds. To understand the History of the house in relation to wider events and changes.
- To be able to use primary and secondary sources to learn about the past.
- To learn about the people who lived at Astley Hall in 1851.
- To explore what life was like for a servant at Astley Hall in 1851.
- To understand the History of Astley House and the families who lived there.
- To understand its significance to the local community.

Our world of learning in History - Year Four

Autumn

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – World War II Visit

- To be able to explain why World War II began. To know the main countries involved and the order of key events on a timeline.
- To be able to describe how people on the home front contributed to the war effort during World War II.
- To be describe the roles and responsibilities of the armed forces during World War II.
- To be able to explain the events of the Battle of Britain and understand why it was an important turning point in the war.
- To be able to identify what people did for entertainment during wartime Britain.
- To be able to describe how and why World War II events are commemorated.

Spring

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Changing Power of Monarchs — Royal Day.

- To understand why King John was an unpopular but important king.
- To locate the Tudor kings on a timeline and to learn about Henry VIII's six wives.
- To examine sources to learn about King Henry VIII.
- To understand why Queen Anne (Stuarts) was important in creating the country of Great Britain.
- To understand the growth of the British Empire under Queen Victoria (Hanover).

Summer

Britain's settlement by Anglo-Saxons and Scots

- To study the archaeological evidence found at Sutton Hoo and understand how historical evidence can be used make historical claims.
- To understand who the Anglo-Saxons were and where they came from.
- To understand who the Picts and Scots were and where they lived.
- To understand about Anglo-Saxon invasions, settlements and Kingdoms – village life.
- To explore Anglo-Saxon culture including art, music, legends and poetry.
- To explore the spread of Christianity –Lindisfarne, Iona.

Our world of learning in History - Year Five

Autumn

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Visit – Yorvik Viking Centre/Beacon fell

- To understand how and why Vikings invaded Britain.
- To find out about Viking invasions.
- To understand the Viking resistance by Alfred the Great.
- To understand what life was like for Vikings living in Britain.
- To understand the events that led to the end of the Anglo-Saxon/Viking era in Britain..

Spring

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of: Ancient Egypt- History man for Egyptians

- To understand how evidence can give us different answers about the past.
- To understand and explain the ancient Egyptian ritual of mummification.
- To understand the different ways in which ancient Egyptians lived and worked.
- To understand what was important to people during ancient Egyptian times.
- To understand how evidence can give us different answers about the past – Egyptian Writing systems.
- To investigate the inventions and achievements of the ancient Egyptians.

Summer

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present

- To introduce the broad trends of crime and punishment from the Romans to the 21st century.
- To explore crime and punishment in the Roman period.
- To compare punishment in the Anglo-Saxon and Viking period with the Roman period.
- To use sources to find out how Roman and Saxon crime and punishment influenced the medieval and Tudor periods.
- To explore crime and punishment in the early modern period. Gunpowder Plot 1605, poachers, smugglers, highwaymen, "Bloody code"
- To use sources to find out how other periods in history influenced crime and punishment in the Victorian period.

Our world of learning in History - Year Six

Autumn

A non-European society that provides contrasts with British history Benin (West Africa) Poetry Visitor

- To be able to locate Benin on a world map and understand how the kingdom of Benin developed.
- To be able to describe what the people of Ancient Benin believed in.
- To understand the significance of the Benin Bronzes and why they are still important today.
- To understand how the history of Benin's past has been recorded - the story of Eweka.
- To explain how and why the kingdom of Benin became powerful and successful and how and why the empire came to an end.

Spring

Ancient Greece – a study of Greek life and achievements and their influence on the western world Greek Day

- To understand Greek life and achievements and their influence on the Western World.
- To understand how and why empires grow.
- To be able to explain the chronology of a timeline.
- To understand how the political system worked in Ancient Greece and to be able to compare this system with other political systems.
- To be able to learn about the past from sources including art.
- Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist.
- To understand the connection between religious and social history by learning about Greek Gods and Goddesses.

Summer

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- To understand why the Titanic was significant.
- To identify different types of historical sources that provide information about the Titanic and determine their reliability.
- To investigate what life was like on board for the different classes.
- To investigate the people on board the Titanic.
- Gather evidence to back up opinions about why so many people lost their lives in the Titanic disaster.
To be able to reflect on what has changed since the Titanic disaster and how the incident influenced changes.