

# History Learning Journey



Study a significant society or issue in world history and its interconnections with other world developments.

Carry out a local history study.

Study an aspect or theme in British history to consolidate and extend chronological knowledge prior to 1066.

Understand the challenges for Britain, Europe and the wider world from 1901 to the present day.

Know about the Ideas, political power, industry and empire in Britain between 1745-1901.

Describe how religious beliefs focused around three realms; heaven, earth and the underworld.

Study the ancient Mayan civilisation. Explain what the Mayans have done for us, looking at impacts in maths, writing and the creation of the calendar.

Use primary sources through oral history (interviews) to share perspectives of WW2 in our community.

**KS3**

Study the development of the Church, state and society in medieval Britain 1066-1500 and later in 1509-1745.

Understand the importance of the sun and astronomy, and the creation of the calendar.

Employ war memorials as a subject for enquiry based learning.

Study and compare key war-time figures: Hitler, Chamberlain, Churchill, Mussolini, Roosevelt, Stalin and Tojo.

Discuss propaganda and debate source reliability.

Discuss different viewpoints in history, e.g. Henry VIII's perspective versus Anne Boleyn)



Learn about the countries involved in the second world war, and the impact of the war on Britain and the Jewish Community.



**YEAR 6**

Learn about famous Tudor figures including Henry VIII, Elizabeth I and William Shakespeare.

Discuss different viewpoints in history, e.g. Henry VIII's perspective versus Anne Boleyn)

Compare the 1940s to previously studied time periods in the UK e.g. Stone, Bronze and Iron Age, Romans, Anglo-Saxons.

Understand the causes of the Second World War and its links to the First World War.

Learn about Tudor lives through studying The Tudor Rose, Tudor House, jobs and music.

Compare the Tudors era to previous British studies on the Romans and Anglo-Saxons.

Know how advancements and changes following the Roman invasion changed Britain.

Understand where the Anglo Saxon and Tudor periods are situated on a world history timeline and draw comparisons to previously studied civilisations.

Identify local links to the Tudors (Catherine of Aragon)

Study the evidence available at 'Sutton Hoo' as a key archaeological site.



Discuss the evidence available from the Anglo Saxon era and how reliable it is.

Identify the ways in which Anglo Saxons changed Britain.

Learn about where the Anglo Saxons came from, their religion and key figures (St. Augustine and King Alfred the Great)

Study the important Roman figures of Julius Caesar and Boudicca.



Discover Roman artefacts from the Peterborough museum.

Understand the term 'empire'.

**YEAR 5**

Explain how Rome differed from Britain at this time.

Describe the impact of the Roman invasion on Great Britain

Consider how interpretations of the Roman invasion differed between Julius Caesar and Boudicca.

Explain the significance of Hadrian's wall.

Compare the Roman Empire to previously studied time periods e.g. Ancient Egypt, The Stone Age.

Study key figures in Ancient Greece including Archimedes, Alexander the Great, Hippocrates and Pericles.

Understand which modern sources of information (online) are more reliable.

Learn about the Ancient Greek Gods including Aphrodite, Athena, Hades, Hermes, Poseidon and Zeus.



Learn about the Ancient Greek government, democracy and slavery.



Understand where Ancient Greece is situated on a world history timeline and compare it to other civilisations.

Consider how aspects of everyday living evolved from prehistoric times and identify changes between time periods, e.g. Palaeolithic and Neolithic.

Study maps to understand why settlements were located in particular places.

Use local historical sites and artefacts (Flag Fen) to learn about the Bronze Age.

Learn about Ancient Egyptian lives by studying Egyptian Gods, Pharaohs (Tutankhamun) and the significance of the River Nile.

Understand 'prehistory'. Interpret evidence available from the Stone Age.

Learn about everyday lives, settlements (Skara Brae), housing (roundhouses) and monuments (Stonehenge).



Sequence ancient civilisations (Stone, Bronze and Iron Age periods) on a world history timeline.

Discuss how cultural practices (pyramids) have led to further primary sources being available for archaeologists.



Know why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.

Know the meaning of BC and AD.

**YEAR 3**

Explain how you know about the past.

Make comparisons between the past and present.

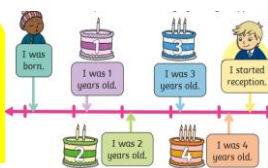
Communicate historical knowledge and understanding in different ways, through ICT, drama, art, DT, writing.

Discuss changes within living memory.

Listen to and read stories set in the past.

Use vocabulary related to the passing of time when recalling events e.g. before, after, new, old, then, now, long ago, recently.

**KS1**



'You have to know the past to understand the present.' CARL SAGAN