

## Marsh Gibbon Church of England School

### History Learning Journey

This document aims to track expectations for History at Marsh Gibbon Church of England Primary School.

#### **What the National Curriculum says:**

##### **KS1**

- Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Pupils should be taught events beyond living memory that are significant nationally or globally
- Pupils should be taught 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
- Pupils should be taught significant historical events, people and places in their own locality

##### **KS2**

- Pupils should be taught about changes in Britain from the Stone Age to the Iron Age
- Pupils should be taught about the Roman Empire and its impact on Britain
- Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots
- Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Pupils should be taught about an aspect of local history
- Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:
  - a. Ancient Sumer;
  - b. The Indus Valley;
  - c. Ancient Egypt; or
  - d. The Shang Dynasty of Ancient China
- Pupils should be taught a study of Greek life and achievements and their influence on the western world
- Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:
  - a. early Islamic civilization, including a study of Baghdad c. AD 900;
  - b. Mayan civilization c. AD 900; or
  - c. Benin (West Africa) c. AD 900-1300

## Early Years

In the early years, children are to talk about the past and present events in their own life and that of their family members. Along with this, children can use everyday language related to time.

Objectives	Year 1 and 2	Year 3 and 4	Year 5 and 6	More and most able
To investigate and interpret the past	<ul style="list-style-type: none"> <li>➤ Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>➤ As questions such as: What was it like for people? What happened? How long ago?</li> <li>➤ Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>➤ Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use evidence to ask questions and find answers to questions about the past.</li> <li>➤ Suggest suitable sources of evidence for historical enquiries.</li> <li>➤ Use more than one sources of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>➤ Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>➤ Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use sources of evidence to deduce information about the past.</li> <li>➤ Select suitable sources of evidence, giving reasons for choices.</li> <li>➤ Use sources of information to form testable hypotheses about the past.</li> <li>➤ Eek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>➤ Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>➤ Understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand the need to use a range of information from a wide variety of sources.</li> <li>➤ Create and test hypotheses, using evidence to make claims.</li> </ul>

<b>Objective</b>	<b>Year 1 and 2</b>	<b>Year 3 and 4</b>	<b>Year 5 and 6</b>	<b>More and most able</b>
To build an overview of world history	<ul style="list-style-type: none"> <li>➤ Describe historical events.</li> <li>➤ Describe significant people from the past.</li> <li>➤ Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe changes that have happened in the locality of the school throughout history.</li> <li>➤ Give a broad overview of life in Britain from ancient until medieval times.</li> <li>➤ Compare some of the times studied with those of other areas of interest around the world.</li> <li>➤ Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>➤ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify continuity and change in the history of the locality of the school.</li> <li>➤ Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>➤ Compare some of the times studied with those of other areas of interest around the world.</li> <li>➤ Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>➤ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Build upon a growing knowledge about the significant people and events that have shaped our nation and our world.</li> <li>➤ Look at history from different cultural perspectives.</li> <li>➤ Understand how some of the political, religious, social and economic circumstances that prevail today may be linked to past events throughout history.</li> </ul>

Objective	Year 1 and 2	Year 3 and 4	Year 5 and 6	More and most able
To understand chronology	<ul style="list-style-type: none"> <li>➤ Place events and artefacts in order on a time line,</li> <li>➤ Label time lines with words or phrases such as: past, present, older and newer.</li> <li>➤ Recount changes that have occurred in their own lives.</li> <li>➤ Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Place events, artefacts and historical figures on a time line using dates.</li> <li>➤ Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>➤ Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe the main changes in a period of history (using terms such as; social, religious, political, technological and cultural)</li> <li>➤ Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>➤ Understand the concepts of continuity and change over time representing them along with evidence on a time line.</li> <li>➤ Use dates ad terms accurately in describing events.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand the changes within and between time periods.</li> <li>➤ Understand how some changes take centuries whilst others are more rapid and give examples with evidence.</li> </ul>

<b>Objective</b>	<b>Year 1 and 2</b>	<b>Year 3 and 4</b>	<b>Year 5 and 6</b>	<b>More and most able</b>
To communicate historically	<ul style="list-style-type: none"> <li>➤ Use words and phrases such as:               <ul style="list-style-type: none"> <li>▪ a long time ago</li> <li>▪ recently</li> <li>▪ when my parents/carers were children</li> <li>▪ years</li> <li>▪ decades and centuries</li> </ul>               to describe the passing of time.             </li> <li>➤ Show an understanding of the concept of a nation and a nation's history.</li> <li>➤ Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>▪ dates</li> <li>▪ time period</li> <li>▪ era</li> <li>▪ change</li> <li>▪ chronology</li> </ul> </li> <li>➤ Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>▪ dates</li> <li>▪ time period</li> <li>▪ era</li> <li>▪ chronology</li> <li>▪ continuity</li> <li>▪ change</li> <li>▪ century</li> <li>▪ decade</li> <li>▪ legacy</li> </ul> </li> <li>➤ Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> <li>➤ Use original ways to present information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>➤ Become fluent in the use of historical vocabulary and techniques.</li> </ul>