



History Learning Journey



Subject Rationale:

At William Davis our history curriculum is organised to ensure a progression in developing both knowledge and skills. Our curriculum is carefully planned so that children work towards a deeper understanding of our 'Big Ideas' for history. Children's knowledge acquisition is supported by the use of knowledge organisers and opportunities for retrieval practice to help them to remember what they have learned.

Our history studies are linked to our wider themes, so that connections in learning with other subjects, such as English, geography, art and design technology, are made.

We have chosen to use learning modules from CUSP (Curriculum with Unity Schools Partnership) as we believe its approach supports our curriculum drivers of communication skills and experiential learning. It also supports our belief in a clear sequence of teaching with assessment embedded within this and the use of strategies that support cognitive load and knowledge retention.

History National Curriculum Coverage

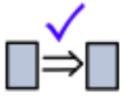
Key Stage 1 Curriculum coverage

| | |
|---|--|
| Changes within living memory (To reveal aspects of change in national life) | Did Bethnal Green always look like this? (Y1) Toys (Y1) |
| Significant events beyond living memory | Great Fire of London (Y2) |
| The lives of significant individuals in the past who have contributed to national and international achievements | Grace Darling + Grace O'Malley (Y1) Walter Tull + Nicola Adams (Y2) Mary Anning + David Attenborough (Y2) Monarchs and Leaders (Y2) |
| Significant historical events, people and places in their own locality. | The Great Fire of London (Y2) Did Bethnal Green always look like this? |

Key Stage 2 Curriculum coverage

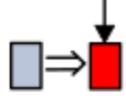
| | |
|---|---|
| Changes in Britain from Stone Age to Iron Age | Year 3 |
| The Roman Empire and its impact on Britain | Year 4 |
| Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | Year 5 |
| A local history study | The matchgirl's strike 1888 (Y5) How did the Blitz affect our local area? (Y6) |
| A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | Monarchs, Conflict and Peace (Y6) |
| The achievements of the earliest civilizations: An overview and a depth study of one | Ancient Egypt (Y3) |
| Ancient Greece- a study of Greek life and achievements and their influence on the western world | Year 6 |
| A non- European society that provides contrasts with British history. | Mayan Civilization AD 900. (Y5) |

History 'Big Ideas'



cause .

The thing that makes an event happen. The reason for an event or action.



consequence .

The result of actions or events.



continuity

When things continue to happen or exist over a period of time with no great changes.



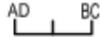
change

How things changed over the course of time.



civilisation .

A human society with its own social organization and culture.



chronology .

Arranging events or dates in the order in which they happened.



diversity

The difference and variety of people, that inhabit a given area.



democracy .

A system of government in which people choose their rulers by voting for them in elections.



empire

A number of individual nations that are all controlled by the government or ruler of one particular country.



evidence

Pictures, objects, buildings, written sources and the landscape are all pieces of historical evidence that can help us understand the past.



invasion

When a foreign army enters another country by force.



legacy

Something that is handed down from one period of time to another.



monarchy .

A country that has a monarch. (king, queen, emperor or empress)



oppression .

The cruel or unfair treatment of people.



rebellion

Organised (sometimes violent) action by a large group of people who are trying to change their country's political system.



source

A book, document or object that can tell us about history.



significance .

A historical event or person from history that we should learn about because it teaches us something important about the past.

Progression of Big Ideas

| Big Idea | EYFS | KS1 | KS2 |
|---------------------|---|---|--|
| Civilisation | What is it like where we live? | Monarchs and leaders of the past: Pharoahs | Ancient Egypt Romans Maya Iron Age |
| Democracy | Taking turns/ class rules/fairness | Monarchs and Leaders: What makes a good /fair leader? Explore fairness through story of Walter Tull/ Mary Anning | Ancient Greece Roman Empire |
| Empire | Different places around the world: Celebrations study. | Walter Tull: Family history and WW1 (Y1) | The Roman Empire Industrial Revolution (British Empire) Hitler's Nazi Empire |
| Invasion | Castles / knights/battles | Monarchs and leaders of the past: Boudicca | Roman Empire Anglo-Saxons and Vikings The Blitz |
| Legacy | Lives of their grandparents/parents Nursery Rhymes | Toys; What did my grandparents play with? Great Fire- what positives came out of this terrible event? | The Romans Ancient Greece Anglo-Saxons Industrial revolution |
| Monarchy | Kings and queens (Castles study) | Monarchs and leaders (Y2) King John + Henry V111, Elizabeth 1 + Queen Victoria | Queen Victoria (Industrial Revolution) (Y5) Monarchs, conflict and peace (Y6) |
| Oppression | Stories that challenge stereotypes; Princess Smarty pants/Paper Bag Princess, Red Rockets and Rainbow Jelly | Mary Anning (Y2) Grace Darling and Grace O'Malley (Y1) Walter Tull and Nicola Adams (y2) | Match girls' Strike (Y5) WW11- Jewish experience (Y6) |
| Rebellion | Stories that challenge stereotypes; Princess Smarty pants/Paper Bag Princess, Red Rockets and Rainbow Jelly | Monarchs and Leaders :King John (Y2) | The Romans/ Iciini Tribe The Matchgirl's strike of 1888 (Industrial revolution) Story of Julius Caesar's assassination |
| Significance | Important people in my life/ celebrations/ birthdays. | Grace Darling and Grace O'Malley (Y1) Monarchs and Leaders :King John (Y2) Great Fire (Y2) | Julius Caesar (Y4) |
| Tyranny | Stories about bullying; Elmer and the Big bird, Tyrannosaurus Drip, Traditional stories: 3 Little Pigs, | King John (Y2) (Monarchs and Leaders) | Monarchs, conflict and peace (Y6) The Blitz (Y6) (Hitler) Julius Caesar (Y4) (hero or tyrant?) |

Big ideas that run throughout all year groups:

cause consequence chronology evidence source continuity change diversity

History Learning Journey



Y6

In what ways have the Ancient Greeks influenced our lives today?

How did WW2 affect our local area??

Monarchs, conflict and Peace

Y4

Raiders or settlers? How should we remember the Anglo-Saxons and Vikings??

How did the Industrial Revolution change life in our local area?

Y5

Julius Caesar: Hero or tyrant?

What have the Romans done for us?

Y3

How do we know about the lives of Ancient Egyptians?

How did life in Britain change from the Stone Age to Iron Age?

Y2

Who are the leaders and monarchs of the past?

What was the Great Fire and why did it happen?

David Attenborough and Mary Anning- what is the same and what is different?

Why are Walter Tull and Nicola Adams special?

Who were Grace Darling and Grace O'Malley and why do we remember them??

Y1

Was Bethnal Green always like this?

Were my grandparents' toys different to mine?

Who really lived in castles and what was life like there?

Which are our favourite celebrations of the year?

What was it like when our parents/grandparents were children?

What can nursery rhymes tell us about the past?

What has happened in my life so far?

EYFS



welcome