

History Learning Pathway Reception

TOPICS	Marvellous me, magnificent you	Let's go: Transport	We are all superheroes	Blast Off	Marvellous Mini Beasts	Once upon a time
Skills	Recognising some of the differences between people. Developing positive attitudes about the differences between people.	Talk about my immediate family and community. Name and describe people who are familiar to them. Begin to compare and contrast different methods and transport e.g. comparing horses, historical cars and modern cars.	Talk about the roles of different people in society who help us including: doctors, nurses, dentists, police, fire service, school staff etc.	Comment on and discuss historical events e.g. the first rocket launches and the moon landing. Discuss key historical figures in the moon landings with a focus upon Neil Armstrong and Katherine Johnson.	Know some similarities and differences between objects in the past and now based upon stories (e.g. Peepo) and experiences (e.g. comparing different progressions of telephones, computers and music). This is a through a series of hands on object investigation sessions	Compare and contrast characters from stories including figures from the past.
End of year assessment	Past and Present Early Learning Goal: Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;					

History Learning Pathway Year 1

TOPICS	Fantastic Families	Heroes	Transport
Knowledge	- I can talk about my life and sequence the different stages. I can explain which people are in my family tree. - I can describe the games my grandparents played when they were children.	- I can say three important things about Florence Nightingale's life. I can say why we remember Florence Nightingale. - I can say what has changed since Florence Nightingale looked after people who were hurt.	- I can say what is the same and what is different about bikes in the past and present. I can say what is the same and what is different about cars in the past and present. - I can say why we remember the Wright brothers.
Skills	- I can use common words and phrases relating to the passing of time such as: before I was born, after I was born, long ago, years ago. I can begin to identify similarities and differences between ways of life at different times. - I can listen to accounts about the past from real people and ask them questions to find out more about the past. - Listen to eye-witness accounts and remember parts of stories from the past.	- I can explain how we know about Florence Nightingale, even though she lived so long ago. - I can sort pictures of hospitals from the past and present. I can think of a question that I would like to ask related to Florence Nightingale and suggest ways to find the answer.	- I know that we can find out about the past by looking at real artefacts (VISIT). - I can sort pictures of transport (or toy cars) from the past and present. - I can talk about how people travelled when my grandparents were at school. I can sequence two or three (see above objective) transport pictures on a timeline. - I can think of a question that I would like to ask related to transport and suggest ways to find the answer.

			I can suggest why cars have changed over time.
Key vocabulary	Changes, same, different, memory, before I was born, after I was born, long ago.	Past, present, sequence, modern, Nurse, soldiers, patients, injured, germs, medicine, hospital.	Similarities, differences, timeline, modern, old, older, oldest, transport, invention, inventor.

History Learning Pathway Year 2			
TOPICS	Fire, Fire!	Intrepid Explorers	Toy Story
Knowledge	- I can give five differences between London in 1666 and London nowadays. - I can say how and why the Great Fire of London started and ended. - I can identify three problems caused by the fire. - I can describe the firefighting methods used. I can say why the Great Fire of London burned down so many houses.	I can explain why we remember Christopher Columbus. - I can describe life on board CC's ships. - I can say three positive things and three negative things about CC's actions. - I can explain why we remember Neil Armstrong. - I can describe life on board Apollo 11.	- I can find out which toys my grandparents and parents played with I can find out how toys were different in the past
Skills	- I can ask questions about how the Great Fire of London started. - I can explain three different ways, including Samuel Pepys' diary, that we know about	I can describe 3 similarities and three differences between the explorations of CC and NA. - I can use different sources of evidence.	- I can describe the characteristics of toys. I can identify toys which are old and toys which are new

	the Great Fire of London, even though it was so long ago. • I can place the Great Fire of London on a timeline that includes the History that I learned about in Year 1. • I can describe how the Great Fire has led to changes today.	• I can place the explorations of CC and NA on a timeline, along with my prior History learning. • I can recount significant events.	• I can describe how toys are different and how they are the same. • I can share three things I have learnt about toys.
Key vocabulary	Difference, similarity, comparison, evidence, source, timeline, London, fire, Samuel Pepys, Tower of London.	Fact, evidence, artefact, Christopher Columbus, Neil Armstrong, America, navigate, compass, explorer, Atlantic, ocean, voyage.	Material, identify, characteristics, electronic, rusty, wooden.

History Learning Pathway Year 3			
TOPICS	The Prehistoric World	Ancient Greeks	Romans
Knowledge	• I can describe life in Stone age times. • I can explain how farming changed life in the Stone Age. • I can name one invention from Stone Age times and one from Iron Age. • I can describe changes in Britain from Stone Age to the Iron Age.	• I can describe everyday life in Ancient Athens. • I can describe the main achievements of the ancient Greeks and how they still influence our lives (Olympics, democracy). BBC Bitesize. • I can explain the beliefs of the Ancient Greeks.	• I can explain why the Romans invaded Britain. • I can compare the Celtic and Roman armies. • I can re-tell the story of Boudicca's rebellion. • I can give three ways that the Roman Empire still influences our lives today. • I can talk about Roman remains in Leicester.

Skills	• I can explain what Skara Brae teaches us about Stone Age life. • I can use sources and evidence to describe the way of life of people in Stone Age and Iron Age times. • I can compare and contrast life in the Stone Age and life in the Iron Age. • I can use timelines to place Old Stone Age, new Stone Age, Bronze Age and Iron Age and understand that timelines can be divided into BC and AD.	• I can make deductions from clues on Greek pots and from other artefacts. • I understand the difference between fact and opinion when looking at sources. • I can use evidence to describe people's beliefs in certain time periods.	• I can ask historical questions and use sources of evidence to find the answers, including local visits. • I can explain how Boudicca is viewed in different ways. • I can research and present information on the Roman Empire.
Key vocabulary	Research, source, BC, AD, Stone Age, Bronze Age, Iron Age, Neolithic, hand axe.	Event, representation, plausibility, opinion, nobleman, slave, Olympics, Greek Empire.	Artefact, present, Boudicca, Julius Caesar, bath house, villa, Amphitheatre, coliseum, aqueduct, mosaic.

History Learning Pathway Year 4			
TOPICS	Anglo Saxons	Ancient Egypt	Children in WW2
Knowledge	• I can describe why, where and when the Scots and Anglo-Saxons invaded Britain. • I can understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings.	• I can understand the social hierarchy in Ancient Egypt. • I can describe what Pharaoh is and understand that we can find out about Pharaohs by studying artefacts. • I can explain that the Ancient Egyptians worshipped many different Gods.	• I can explain when and why World War II began and when it ended. (timeline) • I can identify the countries who were axis and allies during WW2. • I can understand what it would have been like to live during the Blitz in WW2 and can compare

	- I can describe a typical Anglo-Saxon village and explain what everyday life was like for the people who lived there. - I can explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped.	I can discuss some of the achievements of the Ancient Egyptians. - I can understand the process of mummification during the Ancient Egyptian period.	life during Leicester then and now. - I can understand what life was like for evacuees during WW2. - I can explain what rationing is, why it was necessary and how it impacted on people's lives. I can understand what life was like during WW2 and how the war impacted people's lives.
Skills	- I can identify beliefs, social structure and attitudes of different time periods and compare and contrast. I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture and social structure.	- I can present findings about the past using speaking, ICT and drawing. I can use primary and secondary sources of information to find out about the Ancient Egyptian period and discuss their reliability. - I can understand that a timeline can be divided into AD and BC and can place historical events on a timeline.	I can understand how propaganda influences people's opinions and beliefs. - I can draw a simple timeline and organise events on this in date order. - I can understand that we can find out about WW2 by looking at primary and secondary sources and can describe the difference between these.
Key vocabulary	Significant events, beliefs, social structure, rebellion, Pagan, settlements, aristocracy, peasantry.	Secondary sources, primary sources, reliability, embalming, hieroglyphics, Nile, mummification.	Propaganda, chronological, evacuation, evacuee, rationing, empire.

History Learning Pathway Year 5			
TOPICS	Mayans	Vikings	Local History - Richard III

Knowledge	• I can locate the Mayan civilisation in time and place. • I can name important Mayan achievements. • I can give valid reasons as to why the Mayan civilisation was so strong. • I can use evidence to describe Mayan society and what life was like for the Mayans. • I can describe Mayan religion and understand their practice of human sacrifice.	• I am able to pick out three popular stereotypical perceptions of Vikings that people have today. • I can describe the key events in the Anglo-Saxon's struggle against the Vikings. • I can understand the significance of archaeological Viking finds. • I can use my knowledge of Viking place names in order to look for settlement patterns and draw on my prior knowledge of Romans in order to assist me with this.	• I can understand who King Richard III was and when he reigned. • I can name key places relating to King Richard III. • I can explain how King Richard III is perceived today and give reasons as to why. • I can understand how King Richard III came to be buried in Leicester and how his body was discovered.
Skills	• I can draw a timeline placing different civilisations (BC and AD). • I can raise and research valid questions relating to Mayan society. • I can compare culture, social structure and religion of a certain time period with Britain today. • I can use a wide range of evidence in order to explain how we know what Mayan life was like and make my own deductions from primary sources of evidence. • I am able to draw on my wider knowledge of other civilisations	• I can place the Viking civilisation on a timeline and understand that their contact with England lasted over 3 centuries. • I can give short term cause and consequence of the main events and changes in Viking period. • I can recognise that there may multiple answers to certain historical questions and understand why these may vary.	• I can draw and label a timeline and place King Richards Reign on this. • I can question reliability of source material relating to King Richard III and form my own conclusions and opinions using these. • I can look at how landscape and places linked to King Richard III have changed over different time periods. • I can collect, organise and present relevant historical information in order to answer questions.

	in order to suggest possible reasons for the fall of the Maya		
Key vocabulary	Civilisations, culture, AD, BC, chronological, Chichen Itza, Mesoamerica, ritual, sacrifice.	Consequence, impact, timescale, long ship, kingdom, pillaged, raid, parliament, exile.	Influence, landscape, bias, reliability, Bosworth Battlefield, King Richard III, War of the Roses, Plantagenet, archaeologists.

History Learning Pathway Year 6			
TOPICS	Victorians - link to local area	World War II	British History Heroes
Knowledge	- I can name some of the main changes that took place during the Victorian era and how the industrial revolution affected Leicester. - I can identify a range of problems children faced when working in factories. - I can explain a range of reasons why people moved	- I can explain why certain countries were allies, axis or neutral during WW2. - I can write about why the Battle of Britain was a turning point in British history. - I can explain why Anne Frank was a significant figure from WW2. - I can understand what the Holocaust was and how it	- I can explain who Winston Churchill was. - I can explain who Emmeline Pankhurst was. - I can discuss the key events in the lives of significant British Heroes. - I can explore what society was like during the life of certain significant British heroes and compare this with life today.

	to the towns in the 19th century. • I can identify a range of features in a typical Victorian town. • I can use evidence to predict the effect railways would have had on peoples occupations and lives.	impacted the life of Jewish people in Europe.	• I can explain how certain British heroes impacted the lives of British people.
Skills	• I can use timelines to accurately place events within short and long time periods. • I can use timelines to compare events within culture, technology and religion. • I can critically evaluate a range of primary and secondary sources to draw own conclusions.	• I can draw a detailed timeline showing key events leading up to WW2. • I can use different sources to investigate and explain the events of the blitz.	• I can use information from a range of sources, both primary and secondary in order to form my own opinions on significant British heroes. • Collect relevant and reliable information and present this in the most appropriate manner, e.g. ICT, diagrams, video, written.
Key vocabulary	Critically evaluate, reliability, monarch, workhouse, sewers, scullery.	Holocaust, blitz, allies, axis, neutral, Anne Frank, Jewish, Battle of Britain, concentration camp.	Reliable, sources, appropriate, recording, accurate, Winston Churchill, Emmeline Pankhurst.