

During the EYFS/Infant journey there will be opportunities for the children to earn capes of success for:



During the journey there will be opportunities for the children to earn medals of success for:



Stapleford Abbots Primary Academy History Learning Journey



Have a growing interest in British and global history. Take the skills they have learned and confidently put them to use with further historical research and education in secondary school.



gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilization', 'parliament' and 'peasantry'



Investigate own lines of enquiry by posing questions to answer.

Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.



YEAR 6

Plan and present a self-directed project or research about the studied period.

Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

Evaluate evidence to choose the most reliable forms

Choose reliable sources of information to find out about the past.

Give own reasons why changes may have occurred, backed up by evidence.

Look at artefacts to build up the past

YEAR 5

Order significant events and dates on a timeline.

Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT

School trip to the British History museum

Describe the main changes in a period in history.

Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.



Look at different versions of the same event in history and identify differences.



Use evidence to show how the lives of rich and poor people from the past differed.



Know where all people/events studied fit into a chronological framework

Use common words and phrases relating to the passing of time

- Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums.....

Use evidence to describe the clothes, way of life and actions of people in the past.

Know that information can be retrieved from books and computers

Use timelines to order events or objects or place significant people

YEAR 3

Understand that a timeline can be divided in BC (Before Christ) and Ad (Anno Domini).

Use a wide vocabulary of everyday historical terms

Develop an awareness of the past

Investigate the lives of significant individuals in the past who have contributed to national and international achievements e.g. Christopher Columbus

Explain own knowledge and understanding, and asks appropriate questions

Talk about who was important e.g. in a simple historical account

Can give clear explanation of an important event, offering 2 or 3 reasons why an event took place.

YEAR 2

Recognise and describe special times or events for family or friends

Question why things happen and give explanations

Talk about past and present events in their own lives and in lives of family members.



Understand the past through settings, characters and events encountered in books read in class and storytelling.

Use simple timelines to sequence processes, events, objects within their own experience.

Talk about the lives of people around them and their roles in society

Talk about the lives of people around them and their roles in society

Explain how people in the past may have helped us.

Know that information can be retrieved from books and computers

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Compare and contrast characters from stories, including figures from the past.



Be curious about people and show interest in stories

Reception Early learning goals

Preschool

Answer 'how' and 'why' questions ... in response to stories or event

Begin to make sense of their own life-story and family history.

Order and sequence familiar events

