



History Learning Overview

EYFS Framework -		Key Stage 1		Key Stage 2				
Nursery	Reception	Areas of Learning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to make sense of their own life-story and family's history.Talk about what they see, using a growing vocabulary.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Can talk about the lives of the people around them and their roles in society. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Key Learning Information	Term 1 Click HERE to access the War and Remembrance:Walter Tull's Story Learning Organiser Term 1 Click HERE to access the Great Fire of London - Samuel Pepys' Tale Learning Organiser		Term 1 Click HERE to access the Stone Age Learning Organiser	Term 1 Click HERE to access the Bronze Age Learning Organiser	Term 1 Click HERE to access the Tudor Era Learning Organiser	Term 1 Click HERE to access the World War II & Battle of Britain Learning Organiser
			Term 2 Click HERE to access A Toy's Story Learning Organiser Term 2 Click HERE to access the Castles & the Norman Conquest Learning Organiser		Term 2 Click HERE to access the Rome Where the Romans Roam Learning Organiser	Term 2 Click HERE to access the Ancient Egyptian Learning Organiser	Term 2 Click HERE to access the Ancient Greeks Learning Organiser	Term 2 Click HERE to access the Romanisation of Britain Learning Organiser
			Term 3 Click HERE to access the Pocahontas and her Journey to Gravesend Learning Organiser Term 3 Click HERE to access the Queen Victoria & The Victorian Era Learning Organiser		Term 3 Click HERE to access the Gravesend History Learning Organiser	Term 3 Click HERE to access the Anglo Saxon Settlers Learning Organiser	Term 3 Click HERE to access the Viking & Anglo Saxon Struggle Learning Organiser	Term 3 Click HERE to access the Ancient Mayans Learning Organiser



		Historical Interpretation	Pocahontas & her Journey to Gravesend Use stories or accounts to begin to identify facts about Pocahontas. Children compare two versions of the story of Pocahontas. Observe and use pictures to find out about the life of Pocahontas. Use stories or accounts to begin to identify facts. Explore objects, photos and accounts and use them to find out about Pocahontas's past. Compare Queen Victoria & the Victorian Era Observe and use pictures and artefacts to find out about how Queen Victoria has been portrayed over time. Compare daily life, clothes, family, homes. Identify similarities and differences between ways of life in different periods the Victorian Era and now. Describe significant individuals from the past. Talk and write about the differences between life before the Victorian Era, life during the Victorian Era and now. Have an understanding of the chronology of the different Victorian inventions and the impact of these on life. Recall some key facts about the Victorian Era and the talk about significant people from the period	Stone Age Compare and contrast objects from different periods and explain the differences (e.g tools, clothes). Construct informed responses about one aspect of Stone Age life (Discuss the impact of farming on Stone Age life) Gravesend History Compare and contrast local life in the past and in the present. Present the similarities and differences. Construct informed responses about what life was like in Gravesend.	The Bronze Age Understand what life was like for someone in the Bronze Age - clothes, food and beliefs. The Anglo Saxons Understand what life was like for an Anglo Saxon - clothes, food and beliefs.	The Tudor Era Find different ways to assess the validity of historical sources of evidence relating to Kings and Queens. Compare and contrast the artwork of Henry VIII and Elizabeth I and how they were portrayed differently throughout their reigns. Compare accounts of events from different sources e.g. fact or fiction. Offer some reasons for different versions of events. Begin to identify primary and secondary sources. Evaluate similarities and differences between the studied Era and our own. Based on learning- extend knowledge by researching the life of a significant individual who has impacted on life today. The Viking & Anglo Saxon Struggle Explain how the impact of the Viking on Anglo Saxon Britain. Explore the development of Danelaw and the impact on Britain. Based on learning- extend knowledge by researching the life of a significant individual (e.g. King Guthrum or King Alfred) Compare accounts of events from different sources. Offer some reasons for different versions of events. Begin to identify primary and secondary sources. Evaluate similarities and differences between the studied Era and our own. Use relevant terms and period labels. Understand, find and analyse different historical sources of evidence.	World War II & The Battle of Britain Understand what propaganda is, how it is used to persuade others and identify examples of propaganda such as posters in World War II. Based on learning- extend knowledge by researching and comparing two significant individuals who have had differing impacts on lives today. Evaluate sources and work out how conclusions were arrived at. Evaluate different interpretations e.g. fact, fiction and opinion. Be aware that different evidence will lead to different conclusions. Recognise primary and secondary sources confidently. Bring knowledge gathered from a range of sources together into a fluent account The Ancient Mayans Give opinions about subjective debates- Were the Mayans civilised? - Were the Mayans clever? Research and describe some key features of the everyday lives of the Ancient Mayan people. Research Ancient Mayan beliefs - gods and goddesses - link to sacrifices, myths and legends. Compare and contrast the Mayan sports with the modern. Compare and contrast Ancient Mayan cities and lives with Egyptian and Greek.
--	--	---	--	---	--	--	--



		Chronological Understanding	War and Remembrance: Walter Tull's Story Choose and select evidence and say how it can be used to find information from the past relating to WWI. The Great Fire of London - Samuel Pepys' Tale Observe or handle evidence to ask and answer simple questions about The Great Fire. A Toy's Story Sequence artefacts and events that are close together in time. Castles & the Norman Conquest Order significant events leading up to and following the Norman conquest and use dates from earliest to latest support this. Sequence pictures from different periods-illustrating different types of castle design.	Stone Age Explore the everyday lives of people from the Stone Age and compare them to our lives today. Present the similarities and differences. Describe the different skills that Stone Age people developed over time. Explain both positive and negative effects of being able to farm. Rome where the Romans Roam Place the time studied on a timeline- the Stone Age, the formation of the Roman Empire, the Norman Conquest, the Victorian Era, WWI and now. Use dates and terms related to the study Sequence several events E.g Foundation of Rome, fall of roman empire. Explain how people in the past have influenced life today. Identify key features, aspects and events of time studied. Use and understand appropriate historical vocabulary to communicate information.	The Bronze Age Construct informed responses about life as a Beaker (Bronze age settler) through careful selection and organisation of relevant historical information. Use terms related to the period and begin to date events. The Ancient Egyptians Place events from the period studied on a timeline - show the events in the context of the Stone Age, the first Egyptians settle on the Nile, the creation of hieroglyphs, Alexander the Great's conquest of Egypt, the Roman conquest of Egypt, Howard Carter's discovery of Tutankhamun's tomb and now. Understand and use more complex terms eg BC/AD BCE/CE and use these when placing events on a timeline	The Tudor Era Investigate their own lines of enquiry by posting historically valid questions to answer. E.g Who were Henry VIII's wives? Why did Henry marry 6 times? How were the lives different between rich and poor in Tudor England? The Ancient Greeks Show understanding of how some historical events happened sequentially. Understand how historical events are linked. Place the current study on a timeline in relation to other periods. Use relevant dates and terms. Sequence up to five events on a timeline.	World War II & The Battle of Britain Investigate their own lines of enquiry by posting historically valid questions to answer - How do we know what happened in World War II? - How and why did Britain win the Battle of Britain?- How and why was Hitler defeated? Based on learning- extend knowledge by researching and comparing two significant individuals who have had differing impacts on lives today https://www.battleofbritain1940.net/0002.html The Romanisation of Britain - Invasion, Battles and Growth Place Roman British events in order- timeline- Hadrian's Wall, Boudicca's rebellion. Settlement of Colchester. Place the current study on a timeline in relation to other studies; including the Stone Age Period, the Ancient Greek Era, the Ancient Egyptian Era, the creation of Rome, when the Romans left Britain and present times.
		Knowledge, understanding of events, people and changes in the past	War & Remembrance: Walter Tull's Story Recount episodes from stories and significant events in history - remembrance day. The Great Fire of London - Samuel Pepys' Tale Describe significant individuals from the past - Samuel Pepyes, King Charles II, John	Stone Age Explain how people in the past have influenced life today - 3 different types of people in the Stone Age compared to people now. Identify key features, aspects and events of time studied -Stone Age timeline significant events - farming and creating pots. Rome where the Romans Roam	The Bronze Age Note key changes over a period of time and give reason for these changes. What was it like before and after the Bronze Age? The Ancient Egyptians Note key changes over a period of time and give reason for these changes. Identify key features, aspects and events of time studied.	The Tudor Era Know and sequence key events of time studied. Place current study on a timeline in relation to other studies; include when Britain consisted of the seven kingdoms, the Mediaeval Period, War of the Roses, all Tudor monarchs' reign, Queen Victoria's reign and present day with King Charles III. Know and sequence key events within the time studied.	World War II & The Battle of Britain Identify and note connections, contrasts and trends over time in everyday lives of people. Compare and Contrast the Battle of Britain with the Battle of Jutland/ Battle of Somme. Examine the cause and results of great events and the impact these had on life in Britain today.



			Evelyn, Thomas Farriner, Christopher Wren A Toy's Story Recognise some similarities and differences between the past and the present. Castles & the Norman Conquest Describe significant individuals from the past - King Harold & William of Normandy. Pochahontas & her Journey to Gravesend Recount episodes from stories and significant events in history. Compare Queen Victoria & the Victorian Era Identify similarities and differences between ways of life in different periods. Describe significant individuals from the past - Queen Victoria & Prince Albert.	Explain how people in the past have influenced life today- How has the World been affected by the Roman Empire? What elements did the empire leave behind? Gravesend History Research places of historical significance in the local area - find out when and why they are important. Research famous historical figures from Kent (E.g. General Gordon, Charles Dickens, William Harvey).	The Anglo Saxons Note key changes over a period of time and give reason for these changes. Identify key features, aspects and events of time studied.	Use relevant terms and period labels. Relate current studies to previous studies. Explore the six wives of Henry VIII and the development of the Church of England. Examine the cause and results of great events and the impact these had on people. Use appropriate historical terms such as culture, religious, social, economical and political when describing the past. Investigate the exploration of the world during Tudor. Relate current studies to previous studies. Explore the six wives of Henry VIII and the development of the Church of England. Examine the cause and results of great events and the impact these had on people. Use appropriate historical terms such as culture, religious, social, economical and political when describing the past. Investigate the exploration of the world during Tudor times; how trade has changed and how this affects the economy-comparative from Early Tudors to Modern day.	The Romanisation of Britain - Invasion, Battles and Growth Identify and note connections, contrasts and trends over time in everyday lives of people. Understand what Roman civilization looked like and how it compared to the life of Brittones. Understand what slavery is and compare Roman life to a slave's life. Examine the cause and results of great events and the impact these had on people. The Ancient Mayans Identify and note connections, contrasts and trends over time in everyday lives of people. Understand what Mayan civilization looked like and how it compared to the life of other ancient peoples. Understand what slavery is and compare Mayan aristocratic life to a slave's life. Examine the cause and results of great events and the impact these had on people.
						The Ancient Greeks Use appropriate historical terms such as culture, religious, social, economical and political when describing the past. Know and sequence key events within the time studied. Place current study on a timeline in relation to other studies; include the Stone Age Period, the creation of Ancient Egypt, the existence of Ancient Greece, the inception of Rome, the expansion of the Greek Empire, when Rome conquered Greece and now. The Viking & Anglo Saxon	



						Struggle Examine the cause and results of great events and the impact these had on people. Use appropriate historical terms such as culture, religious, social, economical and political when describing the past. Know and sequence key events within the time studied. Place current study on a timeline in relation to other studies; include the period when the Romans leave Britain, the period when Anglo Saxon Britain existed as seven kingdoms, the period of the first Viking raids, the period when Britain was divided into two areas (that ruled by Anglo Saxons and that ruled by Danelaw), the period when Vikings were forced to leave York, the period when William the Conqueror invaded and present day.	
		Presenting Organising and Communicating	War & Remembrance: Walter Tull's Story Talk, write and draw about things from the past. Show an understanding of historical terms The Great Fire of London - Samuel Pepys' Tale Use historical vocabulary to retell simple stories about the past. Use drama and role play to communicate ideas about the past. A Toy's Story Talk, write and draw about things from the past. Show an understanding of historical terms	Stone Age Talk, write and draw about things from the past - Stone Age Boy text. Show an understanding of historical terms such as settlement, neanderthal, cave art ,antler pick, spear thrower, smoking meat Rome where the Romans Roam Present, communicate and organise ideas about the past using models, drama, role play and different genres of writing- Romans on the Rampage (Jeremy Strong) Horrible Histories Role play- Romulus and Remus. Gravesend History Present, communicate and organise	The Bronze Age Choose relevant material to present a picture of one aspect of the past e.g. bronze age housing. Use and understand appropriate historical vocabulary to communicate information. Present, communicate and organise ideas about the past using models, drama, role play and different genres of writing (Y4 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides. The Ancient Egyptians Use and understand appropriate historical vocabulary to communicate information. Present, communicate and organise ideas about the past using models, drama, role play and different genres of writing (Y4	The Tudor Era Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Plan and present a self-directed project about the studied period. The Ancient Greeks Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports.. Plan and present a self-directed project about the studied period. Research beliefs, gods and significant people.	World War II & The Battle of Britain Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Know and show a good understanding of historical vocabulary including abstract terms. The Romanisation of Britain - Invasion, Battles and Growth Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports.



			Castles & the Norman Conquest Use historical vocabulary to retell simple stories about the past. Use drama and role play to communicate ideas about the past. Pochahontas & her Journey to Gravesend Talk, write and draw about things from the past. Show an understanding of historical terms Compare Queen Victoria & the Victorian Era Use historical vocabulary to retell simple stories about the past. Use drama and role play to communicate ideas about the past.	ideas about the past using models, drama, role play and different genres of writing.	focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides. The Anglo Saxons Use and understand appropriate historical vocabulary to communicate information. Present, communicate and organise ideas about the past using models, drama, role play and different genres of writing (Y4 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.	The Viking & Anglo Saxon Struggle Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports.. Plan and present a self-directed project about the studied period. Research beliefs, gods and significant people.	Know and show a good understanding of historical vocabulary including abstract terms. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. The Ancient Mayans Present, communicate and organise ideas about the past using discussion about comparisons of ancient civilisations. Plan and present a self-directed project about the studied period.
--	--	--	--	---	--	--	--