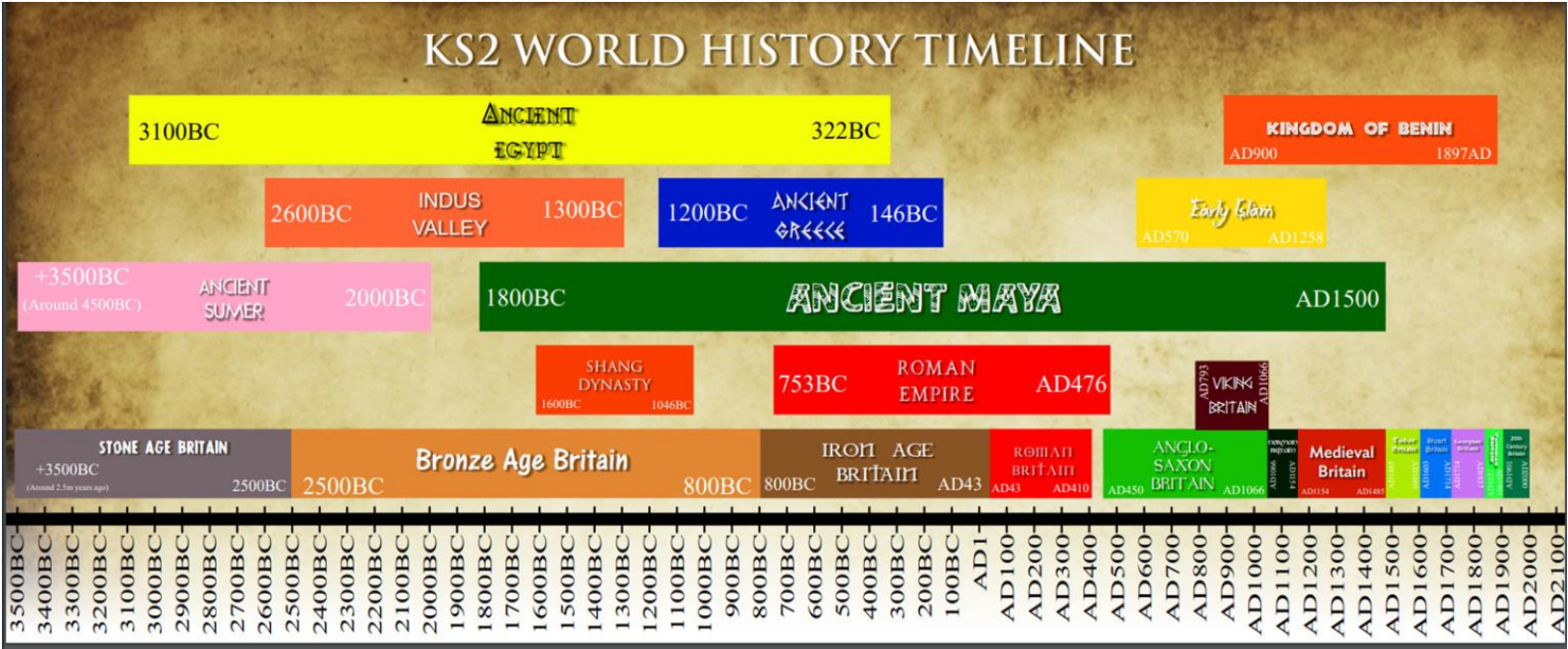


**Ashley Junior School**

# INTENT:

Through our learning units at Ashley Junior School, the children will develop a coherent knowledge and understanding of people, events and contexts from a range of historical periods and understand how Britain has influenced and been influenced by the wider world. They will develop an understanding of historical concepts and processes, such as 'Continuity and Change', 'Cause and Consequence', 'Similarity and Difference' and 'Significance'.



## IMPLEMENTATION:

The children will have at least two opportunities in each year group to learn about different periods of history. Each learning unit will be integrated with other curriculum areas, such as art and literacy, giving the children more opportunities to learn about the people, places and events of the past in depth and to share their knowledge and understanding in a variety of different forms.

In addition, the children may learn about other famous people from the past through other topics, for example in Year 4 the children learn about Kandinsky through cross curriculum links to Science and Art.

The children will also have opportunities throughout their four years at the school to experience both Living History Days and trips related to their history topic as they study aspects of local, British and World history.

Our Learning Resource Provision has up to 16 children with moderate learning difficulties. All the children will be attached to a year group for some of their learning, which may include history. They will usually go to their own year group or to the year group below, with or without LSA support as appropriate. They will also often accompany the class on their school trips and join in the themed days within their attached year group.



Grace Darling -  
Year 3 Arts Week



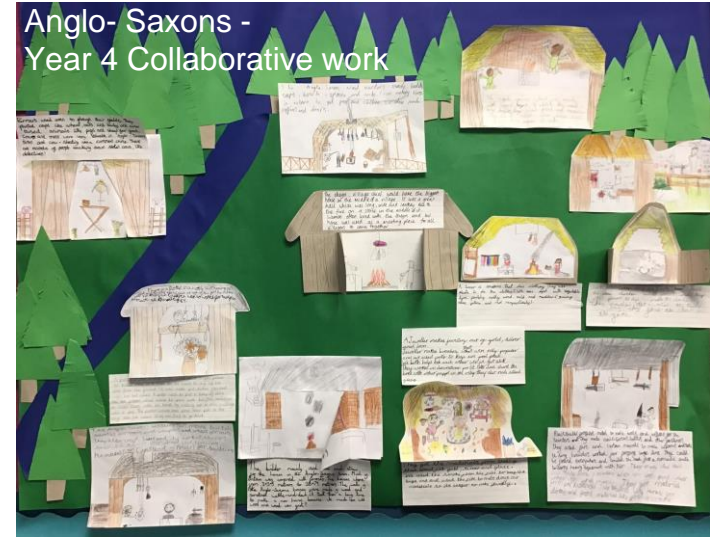
Anglo- Saxons -  
Year 4 Butser Farm



## IMPACT:

Through our learning journeys the children will develop:

- The ability to think critically about history and communicate ideas confidently in styles appropriate to a range of audiences, accurately using abstract terms such as 'empire', 'civilisation' and 'invasion'.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think critically, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.



*Having researched about Anglo-Saxon jobs and society hierarchy, Year 4 worked collaboratively to create an Anglo-Saxon village. They considered whereabouts in the village their house would be and what it would contain depending on the chosen job of their chosen Anglo-Saxon.*

<b>Skill</b>	<b><u>By the end of year 3</u></b>	<b><u>By the end of year 4</u></b>	<b><u>By the end of year 5</u></b>	<b><u>By the end of year 6</u></b>
<b><u>Chronology</u></b> - developing an understanding of the chronology of the people, events, periods or civilizations studied.	Uses and understands phrases such as 'over three hundred years ago' and AD/BC or BCE/CE	Begins to understand historical periods overlap each other and vary in length. Uses more precise chronological language.	Understand that past civilizations overlap with others in the different parts of the world, and that their respective durations vary.	Can accurately place civilizations/periods studied, in chronological order and may take account of some overlap in duration and intervals between them.
<b><u>Characteristic Features</u></b> - can identify characteristic features of events, people, periods or civilizations studied..	Can describe main features associated with the period/civilization studied,mostly using period specific language.	Can give simple explanations that not everyone in the past lived the same way. Consistently uses period specific language in explanations.	Understand that some past civilizations in different parts of the world have some important similarities. Can identify and make links between significant characteristics of a period/civilization studied and others studied previously.	Can contrast and make some significant links between civilizations/periods studied. Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied.
<b><u>Continuity and Change</u></b> - develop an understanding that while many aspects of life changed for people over tie, change was not necessarily universal nor occurred at a consistent rate.	Can describe some changes in history over a period of time and identify some things which stayed the same.	Can describe and give some examples of a range of changes at particular points in history while some things remained the same. Can explain why changes in different places might be connected in some way.	Can give simple explanations with simple examples of why change happened during particular events/periods. Understands that there are usually a combination of reasons for a change. Understands that changes do not impact everyone in the same way or at the same time.	Understands that changes in different places and periods are connected. Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly.
<b><u>Cause and Consequence</u></b> - develop an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently , or not at all, depending on a range of other factors.	Can describe the causes and/or consequences of an important historical event offering more than one example of its results	Can describe with simple examples different types of causes seeing that events happen for different reasons not just human action.	Can explain consequences in term sof immediate and longer term effects and/or that people were affected differently. Can link causes or explain that one cause might be linked to another making an event much more likely to happen.	Can explain causes <b>and</b> consequences of quite complex events, even though they might still link some in a simple way.

Skill	<u>By the end of year 3</u>	<u>By the end of year 4</u>	<u>By the end of year 5</u>	<u>By the end of year 6</u>
<b><u>Historical Significance</u></b> - develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time (possibly into the present).	Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).	Can identify significance reveals something about history or contemporary life.	Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.	Can make judgements about historical significance against criteria. Recognises that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance)].
<b><u>Historical Interpretation</u></b> - building an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, period or civilization and the aims or view of those that developed the construct.	Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.	Can describe how different interpretations arise. Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.	Understands that different accounts of the past emerge for various reasons- different people might give a different emphasis. Understands that some interpretations are more reliable than others.	Understands that all history is to some extent a construct [(interpretation) and can identify a range of reasons for this. Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance).
<b><u>Historical Enquiry</u></b> - the development and increasingly sophisticated use of historical skills and the ability to communicate findings of historical studies.	Can describe in simple terms how sources reveal important information about the past. Recognises that the absence of certain types of sources can make it more difficult to draw conclusions	Can describe and question the origins and purposes of sources using knowledge of periods and civilizations. Asks perceptive questions. Knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis.	Can explain with examples why a source might be unreliable. Can construct simple reasoned arguments about aspects of events, periods and civilizations studied.	Can construct reasoned arguments about events, periods or civilizations studied. Can question source reliability with reference to the period or civilization and/or the provenance of a source, considering <b>why</b> different sources may give conflicting information and offering reasons for this.



### Year 3 Learning Journey: Changes from Stone Age to Iron Age

Was the Iron Age better than the Stone Age because more happened in it?

WALT:enquire- How and why did prehistoric people build megalithic structures?

WALT:identify and compare key features of settlements from prehistory with today

WALT:identify the changes in housing throughout the Prehistoric Period

WALT:identify the changes in society from the Stone Age to the Iron Age

WALT:recognise how religious beliefs changed from the Stone Age to Iron Age period

WALT:understand the importance and forms of prehistoric entertainment

WALT:understand the methods of food collection in prehistoric Britain

WALT: understand the significance of the achievements of Stone Age man

WALT:identify the Prehistoric Period and the durations of time within it.

#### Key skills:

Chronology  
Historical enquiry  
Historical significance  
Historical interpretation

#### Key Vocabulary:

Stone Age  
Iron Age  
Neolithic hunter-gatherers/farmers  
Iron Age hill forts  
Time period/ era  
Chronology/ chronological  
Sources of evidence  
Legacy  
Cause/consequence







## Year 3 Learning Journey:

### The Roman Empire and its impact on Britain

Enquiry - What was the Roman Empire's most significant impact on Britain?

**WALT:** enquire - What was the Roman Empire's most significant impact on Britain?

**WALT:** explain what Roman baths were and know about the different amenities they contained.

**WALT:** research the Romans' religious beliefs and identify some of the gods and goddesses that they worshipped.

**WALT:** explain when, how and why Emperor Hadrian built a wall and describe its features.

**WALT:** recognise how the Roman empire affected different people and how they reacted to the changes that were being made.

**WALT:** understand why, where and how the Romans built new roads in Britain

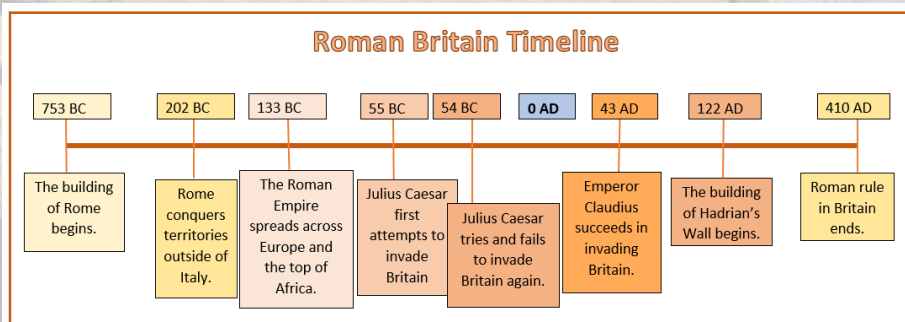
**WALT:** understand when and how the Romans invaded Britain and how the Roman Empire spread.

#### Key skills:

Chronology  
Cause and consequence  
Continuity and change  
Historical enquiry  
Historical significance  
Historical interpretation

#### Key Vocabulary -

Empire  
Romans  
Invasion  
Resistance  
Legacy  
Sources of evidence  
Cause/consequence  
Chronology/chronological  
Time period/ era







# Year 4 Learning Journey: Britain's settlement by Anglo-Saxons and Scots

Enquiry: Who did the Anglo-Saxons think they were - raiders or settlers?

**WALT: enquire - Who did the Anglo-Saxons think they were - raiders or settlers?**



**WALT: analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture**

**(Home learning project)**

**WALT: explore Anglo-Saxon village life**

**Key skills:**

Chronology  
Cause and consequence  
Continuity and change  
Historical enquiry  
Historical significance  
Historical interpretation

**Key Vocabulary -**

Anglo Saxons  
Vikings  
Normans  
Invasion/raids  
Peasants/peasantry  
Empire  
Settlement  
Kingdom  
Culture  
Laws  
Justice  
Legacy  
Point of view  
Sources of evidence  
Cause/consequence  
Chronology/chronological  
Time period/ era



**WALT: understand how Anglo- Saxon settlements influenced Britain's place names today**

**(Geography skill: location)**

**WALT: identify why, where and when the Anglo-Saxons invaded Britain**  
**(Geography skill: location)**

**WALT: place Anglo-Saxon Britain on a chronological timeline**





## Year 4 Learning Journey: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Enquiry: Who was more dominant in the struggle for the Kingdom of England, the Anglo-Saxons or the Vikings?

**WALT: enquire - Who was more dominant in the struggle for the Kingdom of England, the Anglo-Saxons or the Vikings?**

**WALT: explain how the last Anglo-Saxon kings shaped Britain**

**WALT: explain who King Ethelred II was why he introduced Danegeld**

**WALT: compare the success and discuss the significance of Anglo-Saxons kings during the Viking period**

**WALT: explain how the legal system worked in Anglo-Saxon and Viking Britain**

**WALT: identify and explain key aspects of Viking life**

**WALT: identify why, where and when the Vikings raided Britain**

**Key skills:**  
Chronology  
Cause and consequence  
Continuity and change  
Historical enquiry  
Historical significance  
Historical interpretation

### Key Vocabulary -

Anglo Saxons  
Vikings  
Normans  
Invasion/raids  
Peasants/peasantry  
Empire  
Settlement  
Kingdom  
Culture  
Laws  
Justice  
Legacy  
Point of view  
Sources of evidence  
Cause/consequence  
Chronology/chronological  
Time period/ era







## Year 5 Learning Journey: Achievements of the earliest civilisations - Ancient Egypt

**WALT:enquire -**  
**Would the Ancient Egyptians have achieved so much without the Nile?**

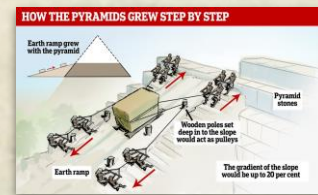


**WALT:understand the process and beliefs behind mummification making links to today's world**

**WALT:research the achievements of Ancient Egyptians and their impact on today's world**

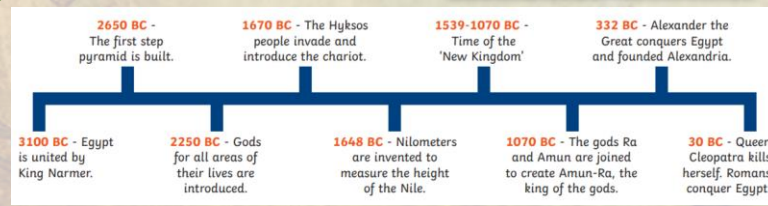
**WALT:use artefacts and sources of evidence to understand Ancient Egyptian life**

**WALT: identify ancient civilisations and their legacies**



**Key skills:**  
Chronology  
Historical enquiry  
Historical significance  
Historical interpretation

**Key Vocabulary:**  
Ancient Egypt/Egyptians  
Civilizations  
Legacy  
Empire  
Architecture  
Social  
Religious  
Technological  
Cultural  
Afterlife  
Sources of evidence  
Time period/era  
Chronology/chronological  
Century







## Year 5 Learning Journey: Ancient Greece its achievements and influence on the western world

**WALT:debate- Are the Ancient Greek achievements overrated?**

**WALT:establish Alexander the Great's role in spreading Greek culture**

**WALT:recognise the impact of the Ancient Greeks on the western world**

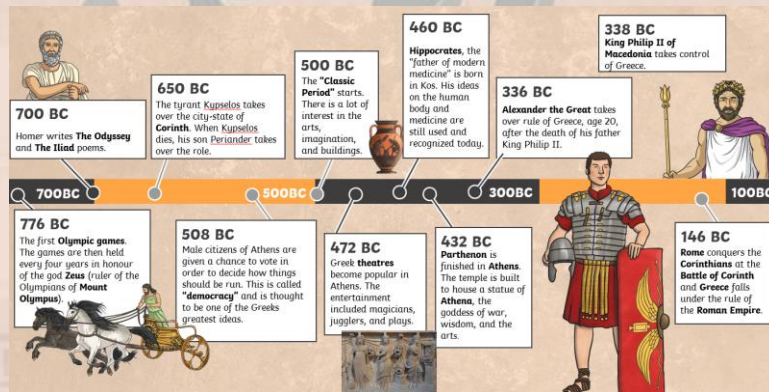
**WALT:identify and evaluate major Greek achievements**

**WALT:explore the similarities and differences between the Greek city states**

**WALT:identify the chronological context of the Ancient Greeks**

**Key skills:**  
Chronology  
Cause and consequence  
Continuity and change  
Historical enquiry  
Historical significance  
Historical interpretation

**Key Vocabulary -**  
Ancient Greece/Greeks  
Civilizations  
Legacy  
Empire  
Architecture  
Social  
Religious  
Political  
Technological  
Cultural  
Democracy  
War/Peace  
Sources of evidence  
Time period/era  
Chronology/chronological  
Century





**Year 6 Learning Journey:**  
**Early Islamic Civilisation; A Study of Baghdad c.AD900**  
Enquiry: How has the 'Golden Age' influenced our world today?

**WALT: enquire -How has the 'Golden Age' influenced our world today?**



**WALT: establish how and why Islamic learning reached Europe**



**WALT: research and evaluate significant Early Islamic discoveries**



**WALT: recognise the House of Wisdom as an innovative centre for learning**

**WALT: locate Baghdad and its place in the world**

**WALT: identify the chronological context of Early Islam**

**Key skills:**

Chronology  
 Cause and consequence  
 Continuity and change  
 Historical enquiry  
 Historical significance  
 Historical interpretation

**Key Vocabulary -**

Dynasty  
 Golden Age  
 Caliph  
 Century  
 Settlement  
 Kingdom  
 Culture  
 Laws  
 Justice  
 Legacy  
 Point of view  
 Sources of evidence  
 Cause/consequence  
 Chronology/chronological  
 Time period/ era

