



Ashley Junior School

Ready • Respectful • Responsible



AJS History Learning Journeys Whole School



History



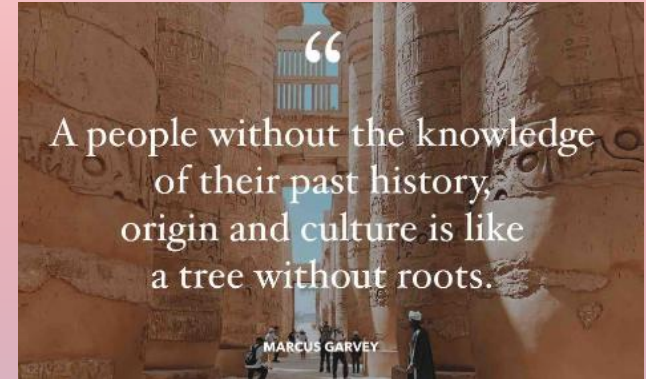
Definition



A **historian** is someone who studies the past.

As **historians** we are learning to...

- **think** and ask questions
- use research to problem-solve **collaboratively** and inform our thinking
- develop our communication skills and find ways to explore the past
- **reflect** and analyse changes over time and debate the impact of changes



HOW DO
WE KNOW?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

HOW DO
WE KNOW?

WHAT MATTERS WHY DOES IT MATTER?

CAUSE AND EFFECT

- What were the causes of past events?
- What were the effects?



CHANGE & CONTINUITY

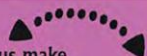
- What has changed?
- What has remained the same?



THINKING LIKE A HISTORIAN

USING THE PAST

- How does the past help us make sense of the present?



TURNING POINTS

- How did past decisions or actions affect future choices?



THROUGH THEIR EYES

- How did people in the past view their world?



HOW DO
WE KNOW?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW DO
WE KNOW?

WHAT MATTERS? WHY DOES IT MATTER?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

A HISTORIAN is someone who...

uses
clues and
tools to
study the
past

wonders
about the
past

connects
the past
to the
present



shares their
knowledge
of the past

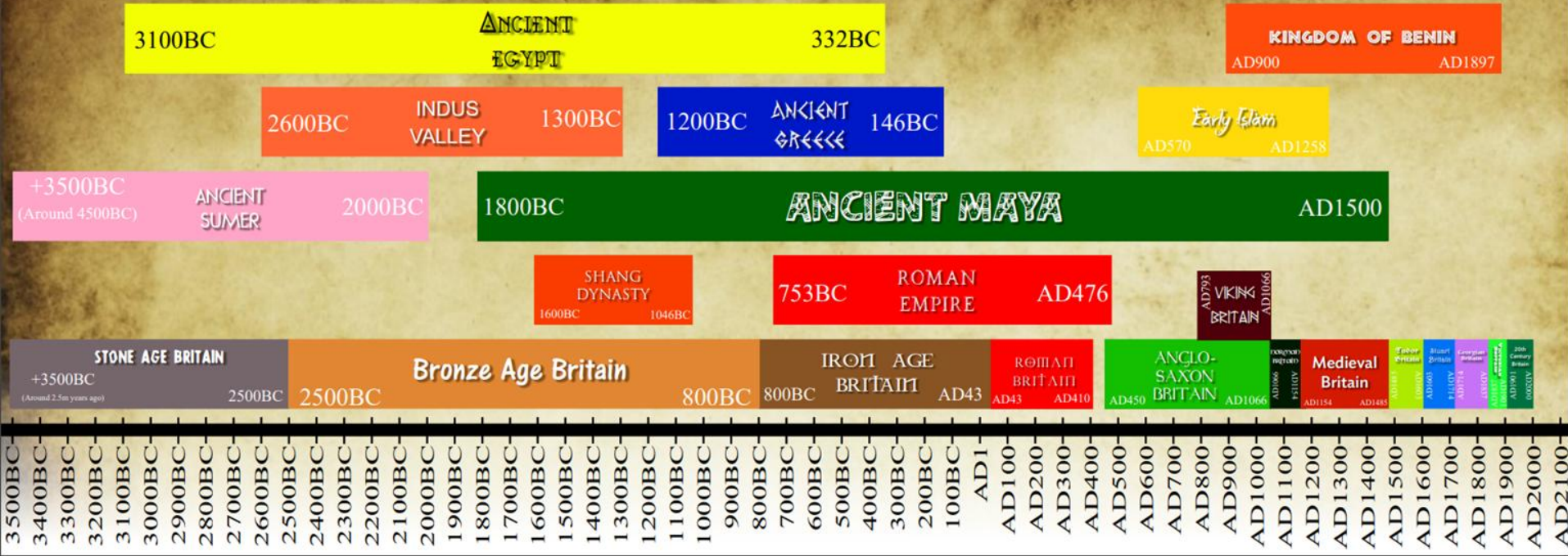
explores
the world
around
them

uses their
imagination

A HISTORIAN is someone like you!

**AJS History
Learning Journeys
Year 3/4-Cycle A**

KS2 WORLD HISTORY TIMELINE



Draw attention to Anglo-Saxons and Vikings were at the same time in British history.

Retrieval:

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Key Questions:

1) When and why did the Anglo-Saxons invade Britain?

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2) Explain the difference between paganism and Christianity:

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3) How do Anglo- Saxon artefacts tell us whether they were raiders or settlers?

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Cycle A- Year 3/4 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

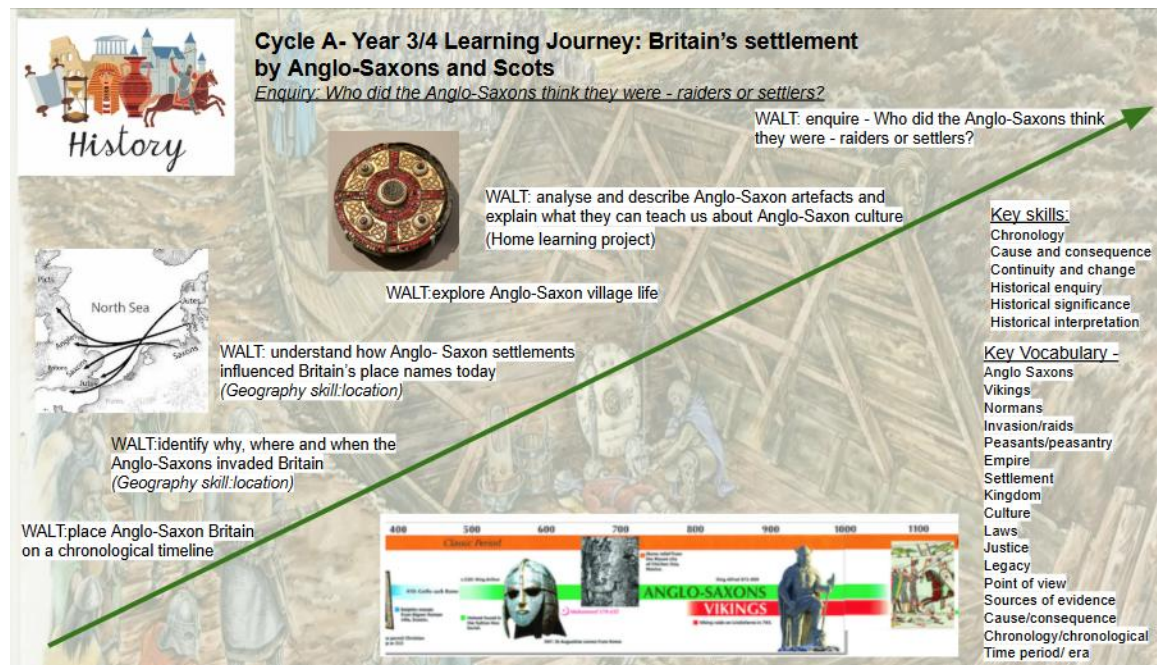
WALT: understand how Anglo- Saxon settlements influenced Britain's place names today (Geography skill: location)

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

WALT: place Anglo-Saxon Britain on a chronological timeline

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



The collage features a map of the North Sea with arrows indicating invasions from the north. A circular brooch is shown with a detailed description. A timeline from 400 to 1100 AD highlights the 'Anglo-Saxons' and 'Vikings' periods. Various artefacts and historical figures are depicted, including a Roman soldier and a Viking longship.



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

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: identify and explain key aspects of Viking life

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



Retrieval:

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Key Questions:

1) What differences are there between Anglo-Saxons and Vikings?

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2) When did the Vikings arrive in Britain?

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3) Why did King Ethelred II introduce Danegeld?

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Cycle A- Year 3/4 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

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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

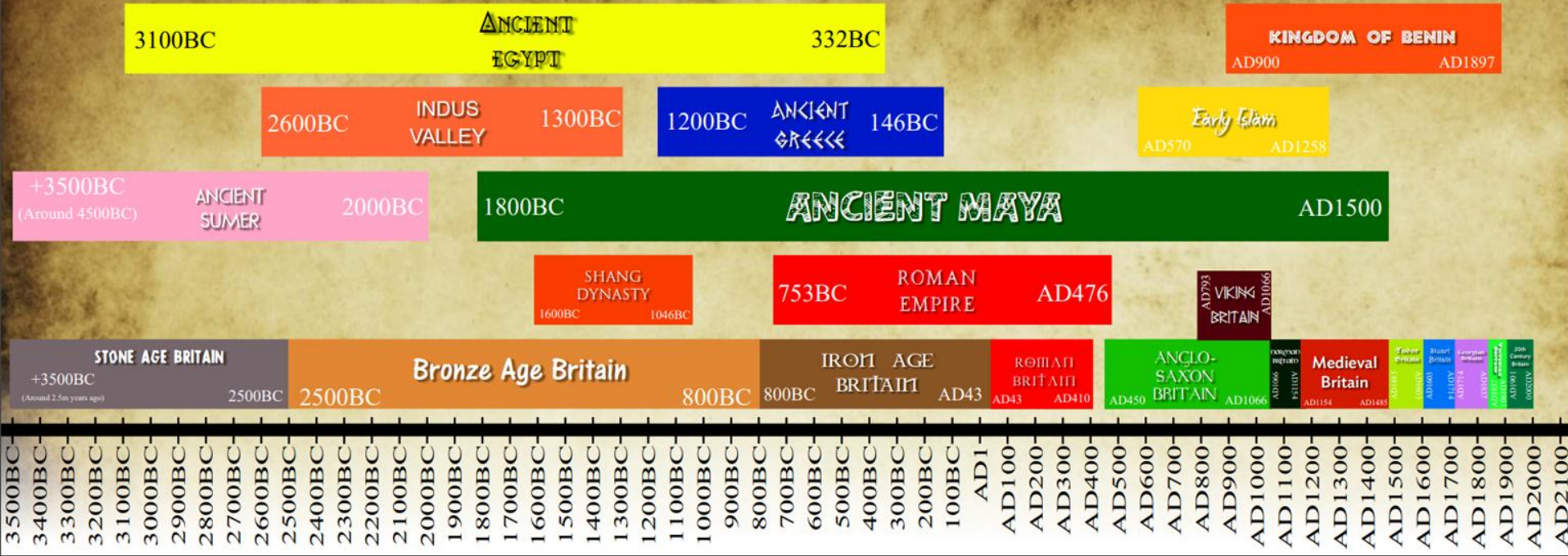
Key Vocabulary -

- 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



AJS History
Learning Journeys
Cycle B-Year 3/4

KS2 WORLD HISTORY TIMELINE



Draw attention to concept of prehistoric period - before written records. Stone Age to Iron Age, vast period of time.



Cycle B- Year 3/4 Learning Journey: The Roman Empire and its impact on Britain

Enquiry - How did the Romans impact upon the people and culture of Britain?

WALT: enquire - How did the Romans impact upon the people and culture of Britain?

WALT: To understand the continuity and change within society from the Iron Age to Roman Britain

WALT: To understand the changes and continuity between Roman housing and Celtic

WALT: To understand the achievements of the Romans and the impact that they had on Britain

WALT: To understand why and when Britain was invaded

WALT: To understand where the Romans and Roman Britain fits into a continuing chronological narrative

WALT: identify the chronological context of Roman Britain

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

Retrieval:

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Key Questions:

1) What did the Romans build in Britain?.....

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2) When did the Romans invade Britain and how long did they stay?

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3) Why was there resistance to the Romans?

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Cycle B- Year 3/4 Learning Journey:

The Roman Empire and its impact on Britain

Enquiry - How did the Romans impact upon the people and culture of Britain?

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WALT: identify the chronological context of Roman Britain

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Key Vocabulary -

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

Key skills:

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



Cycle B- Year 3/4 Learning Journey: Changes from Stone Age to Iron Age

Enquiry: When do you think it was better to be alive- Stone Age, Bronze Age or Iron Age?

WALT: enquire - When do you think it was better to be alive - Stone Age, Bronze Age or Iron Age?

WALT:investigate how and why prehistoric people built 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 forms and importance of prehistoric entertainment

WALT:understand the methods of food collection in prehistoric Britain

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

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

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



Retrieval:

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Key Questions:

1) What were some of the achievements of the Stone Age?

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Cycle B- Year 3/4 Learning Journey:
Changes from Stone Age to Iron Age
Enquiry: When do you think it was better to be alive- Stone Age, Bronze Age or Iron Age?

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WALT:understand the methods of food collection in prehistoric Britain

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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

Prehistory timeline

The Early Stone Age (Paleolithic) 500,000 BC - 8000 BC	The Middle Stone Age (Mesolithic) 8000 BC - 4000 BC	The Late Stone Age (Neolithic) 4000 BC - 2500 BC	The Bronze Age 2500 BC - 700 BC	The Iron Age 700 BC - AD 43
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2) When was it better to be alive – the Stone Age, the Bronze age or the Iron Age?

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3) Why were megalithic structures built?

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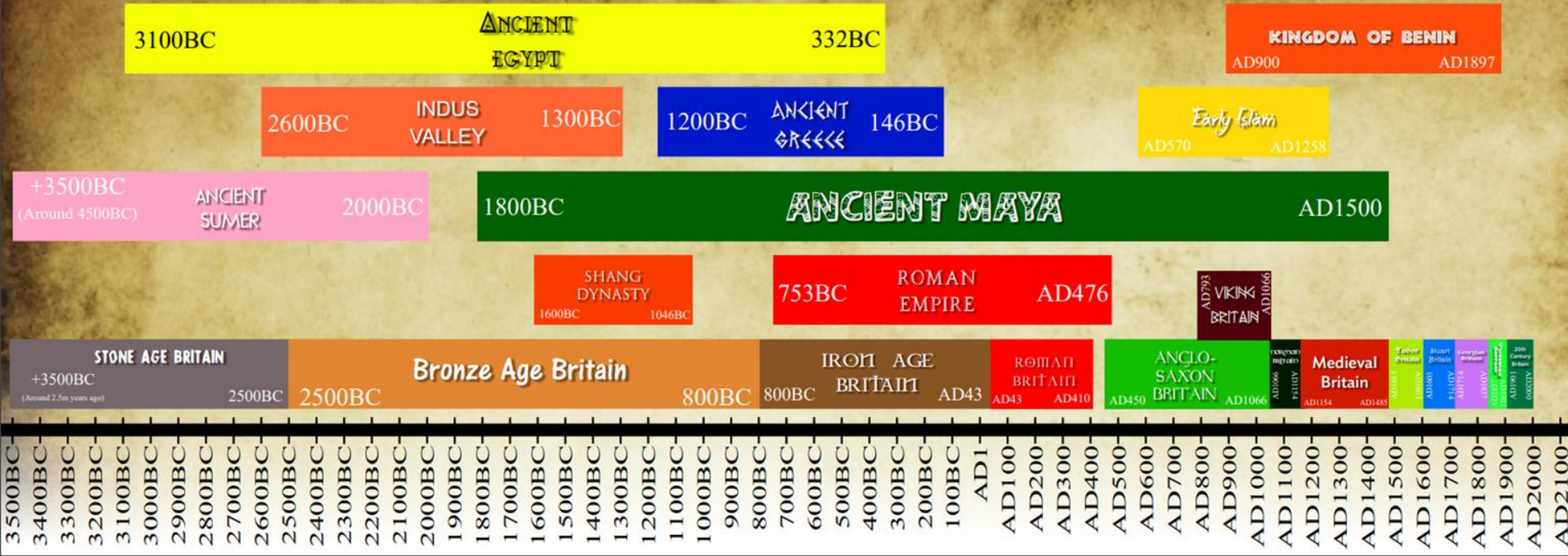
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**AJS History
Learning Journeys
Year 5**

KS2 WORLD HISTORY TIMELINE



Ancient Egypt

Draw attention to how Ancient Egypt is a part of the prehistoric period of history and running alongside the Stone Age to Iron Age in Britain. Consider the similarities and differences between the way of life in Egypt and the way of life in prehistoric Britain studied in year 3.

Ancient Greece

Highlight again what was happening elsewhere in the world at the same time, periods of history already covered in year 3 and year 5. Pose the question - Do you think they were aware of what was happening elsewhere in the world?



Year 5 Learning Journey:
Achievements of the earliest civilisations -
Ancient Egypt
Enquiry: Would the Ancient Egyptians have achieved so much without the Nile?

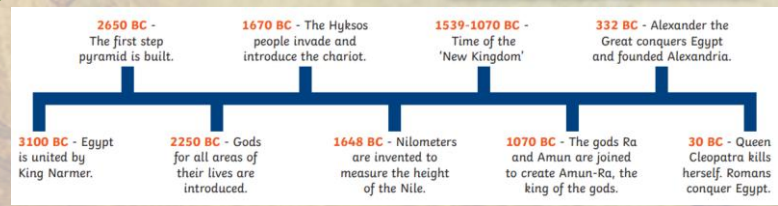
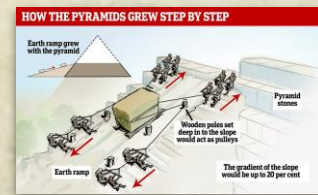
WALT:use our enquiry skills -
Would the Ancient Egyptians have achieved so much without the Nile?

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:
Achievements of the earliest civilisations -
Ancient Egypt

Enquiry: Would the Ancient Egyptians have achieved so much without the Nile?

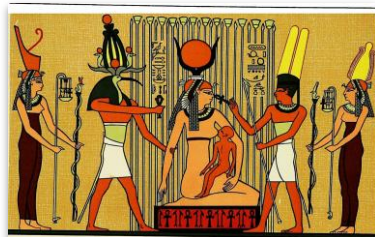
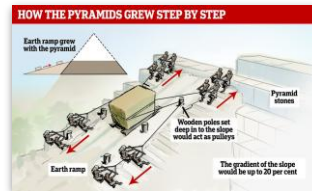
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Key skills:
 Chronology
 Historical enquiry
 Historical significance
 Historical interpretation

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

Retrieval:

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Key Questions:

1) What were the Egyptians biggest achievements?

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2) When were the first Egyptian pyramids built?

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3) Why was the Nile so important to the Egyptian civilization?

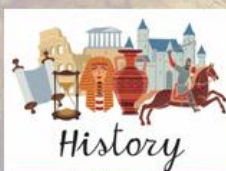
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Year 5 Learning Journey:

Achievements of the earliest civilisations -
Ancient Egypt

Enquiry: Would the Ancient Egyptians have achieved so much without the Nile?

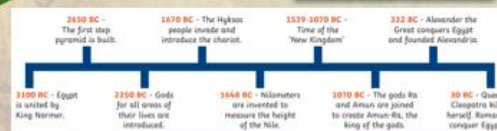
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WALT: use artefacts and sources of evidence to understand Ancient Egyptian life

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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
Enquiry: Are the Ancient Greek achievements overrated?

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

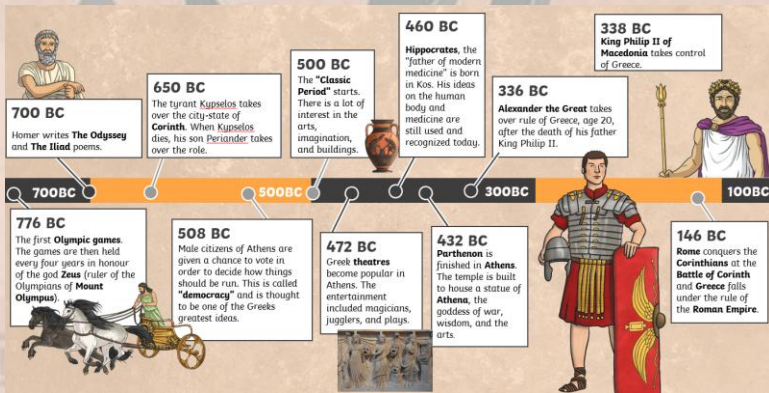
WALT:identify and evaluate major Greek achievements

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 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 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

Key skills:

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

Retrieval:

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Key Questions:

1) What other civilisations existed at the same time as The Greeks?

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2) Name and describe three major Greek achievements.

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3) How did Alexander the Great Spread Greek culture?

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History

Year 5 Learning Journey:
Ancient Greece its achievements and influence on the western world
Enquiry: Are the Ancient Greek achievements overrated?

WALT:debate- Are the Ancient Greek achievements overrated?

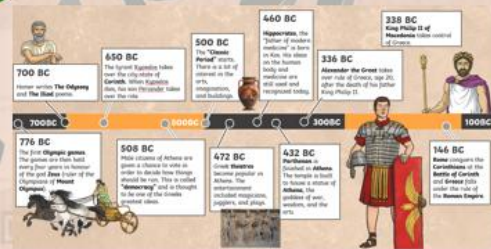
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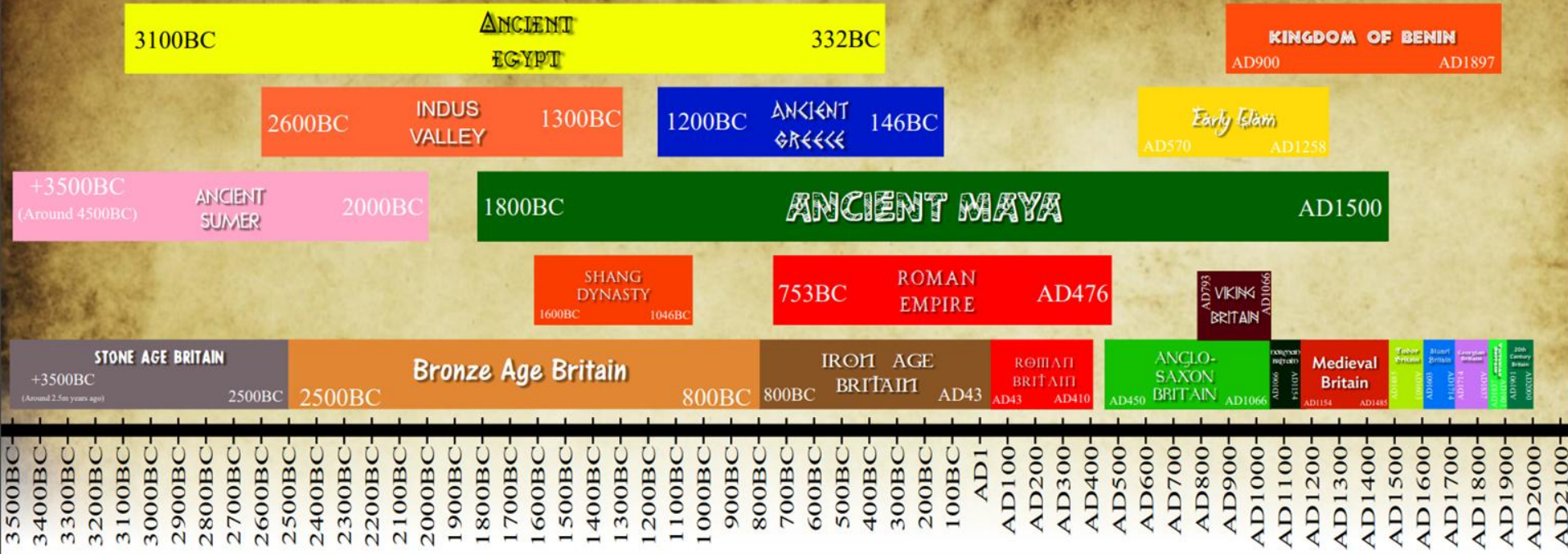


Key skills:
 Chronology
 Cause and consequence
 Continuity and change
 Historical enquiry
 Historical significance
 Historical interpretation

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

**AJS History
Learning Journeys
Year 6**

KS2 WORLD HISTORY TIMELINE



Draw attention to short era compared to others.

Give consideration to what was happening in Britain at the same time. Draw on any similarities and differences that can be made.



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

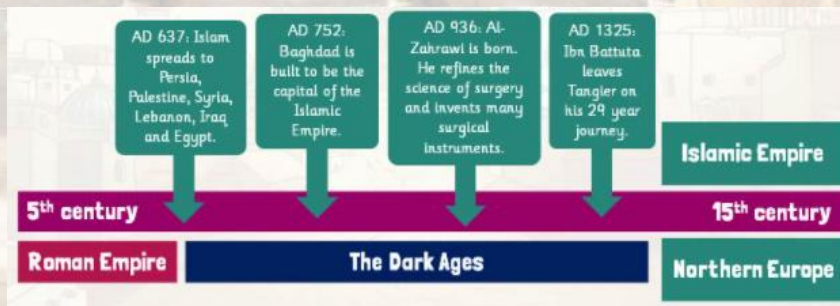
WALT: identify the chronological context of Early Islam

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



Retrieval

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Key Questions:

1) What was the House of Wisdom?

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2) When did Baghdad become the capital of the Islamic Empire?

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3) Why did Ibn Battuta undertake his first journey?

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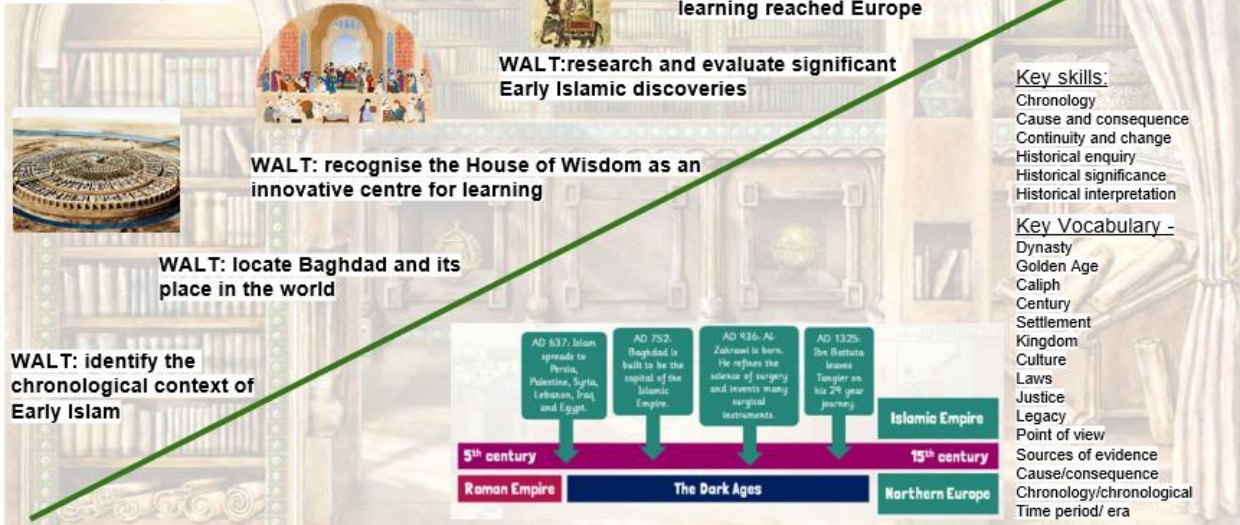
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Year 6 Learning Journey:
Early Islamic Civilisation; A Study of Baghdad c.AD900
Enquiry: How has the 'Golden Age' influenced our world today?



WALT: establish how and why Islamic learning reached Europe

WALT: research and evaluate significant Early Islamic discoveries

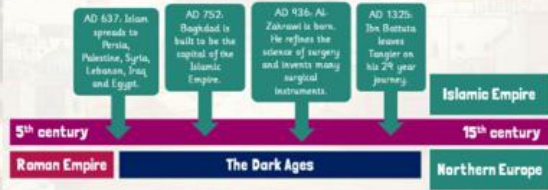
WALT: recognise the House of Wisdom as an innovative centre for learning

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



AD 637: Islam spreads to Persia, Palestine, Syria, Lebanon, Iraq and Egypt.

AD 752: Baghdad is built to be the capital of the Islamic Empire.

AD 936: Al-Zahrawi is born. He reflects the science of surgery and invents many surgical instruments.

AD 1325: Ibn Battuta leaves Tangier on his 29 year journey.

Islamic Empire

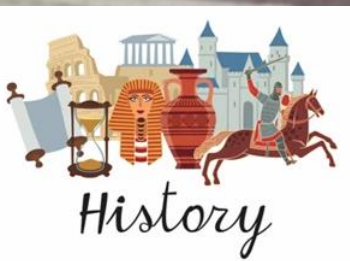
5th century

15th century

Roman Empire

The Dark Ages

Northern Europe



**Year 6 Learning Journey:
Local History Study of Ashley**

Enquiry: Is our local history important? What can we learn about ourselves from our local history?

WALT: Evaluate the most significant changes in Ashley and its' local school over time

WALT: Investigate life at Ashley Senior School in the 1960's/ 70's.

WALT: Using personal accounts, consider the impact of WW2 on Ashley Senior School.

WALT: Establish how the arrival of the railway changed life in Ashley.

WALT: Research the first school in Ashley through a variety of sources.

WALT: Identify and explore the chronological context of Ashley.

Key skills:

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

Key Vocabulary -

Century
Growth
Culture
Evacuation
Education
Legacy
Point of view
Sources of evidence
Cause/consequence
Chronology/chronological
Time period/ era

Retrieval:

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Key Questions:

1. What impact did the arrival of the railway have on the local area?

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2. Name one change in Ashley School over time and explain the reason for it?

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3. Which sources of evidence were most useful in telling us what life was really like in Ashley in the past?

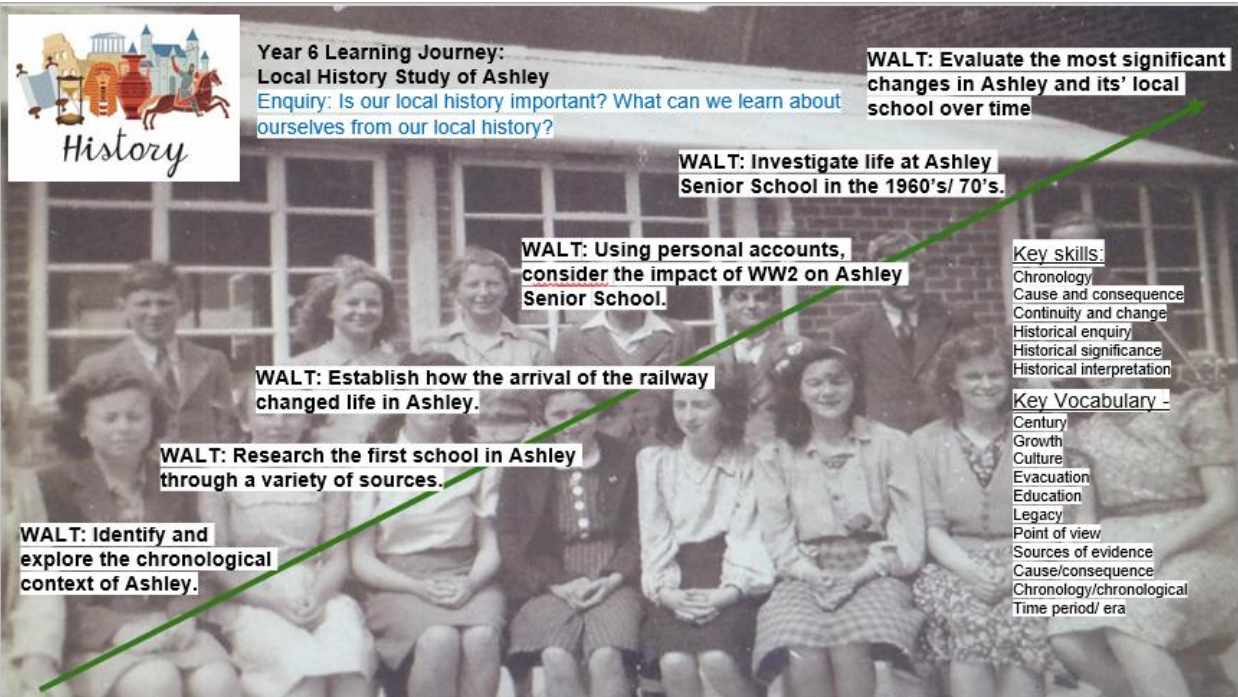
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Year 6 Learning Journey:
Local History Study of Ashley
Enquiry: Is our local history important? What can we learn about ourselves from our local history?

WALT: Evaluate the most significant changes in Ashley and its' local school over time

WALT: Investigate life at Ashley Senior School in the 1960's/ 70's.

WALT: Using personal accounts, consider the impact of WW2 on Ashley Senior School.

WALT: Establish how the arrival of the railway changed life in Ashley.

WALT: Research the first school in Ashley through a variety of sources.

WALT: Identify and explore the chronological context of Ashley.

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

Key Vocabulary -
Century
Growth
Culture
Evacuation
Education
Legacy
Point of view
Sources of evidence
Cause/consequence
Chronology/chronological
Time period/ era