

The Federation of Our Lady of Lourdes and Guardian Angels RCP Schools

Sequencing of History Units of Work

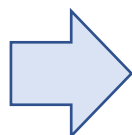
Nursery

Learning Journey One
Myself- My day and days that are important to me

Children will start to develop a sense of chronological understanding using their personal timeline. They will notice the changes from when they were born and predict the changes that will occur during their lifetime.

The children's own experiences, as well as family events from before they were born, will help to place events in the past.

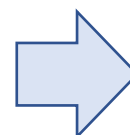
Using opportunities that arise during the day, the children will develop a sense of sequencing the day as well as individual events.



Learning Journey Two
Events in the past and Celebrations Today

The children will build on their previous learning of their own historical timeline to learn that some events (Bonfire night, Christmas, New Year) happen once a year.

Children will begin to link how an event in the past leads to a yearly celebration. For example, how Jesus' birth lead to Christmas celebrations and likewise for Bonfire Night.



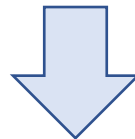
Learning Journey Three
Changes to Transport - Boats

Children will use their previous understanding of sequencing to notice the changes to boats over time.

Children will be able to ask family members questions about previous holidays.

Children will understand the importance of boats in Bury's history and how and why the materials used to make boats have developed.

Learning Journey One Myself Children will start to develop a sense of chronological understanding using their personal timeline. They will notice the changes from when they were born and predict the changes that will occur during their lifetime. The children's own experiences, as well as family events from before they were born, will help to place events in the past. Using opportunities that arise during the day, the children will develop a sense of sequencing the day as well as individual events		Reception Learning Journey Two Toys Through Time The children will build on their previous learning of events in their own history like Christmas Eve traditions. Using their experience of Christmas and favourite toys, the children will notice the similarities between toys that their family members used compared to what they enjoy now. Children can make comparisons between the materials used to make toys in the past and now.		Learning Journey Three Changes to Transport – Planes and Boats Children will use their previous understanding of sequencing to notice the changes to transport over time. Children will be able to ask family members questions about previous holidays. Children will understand the importance of boats in Bury's history and how and why the materials used to make boats have developed.
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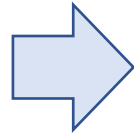
Year One

Learning Journey One The Life of Queen Elizabeth II

The children will sequence up to three events in Queen Elizabeth II's life in chronological (time) order using photographs.

The children will gain an understanding of how Queen Elizabeth II came to reign The United Kingdom and her personal life events, including marriage and children, and the residences that they spent time in across the U.K.

The children will learn about the significant events that occurred during Queen Elizabeth II's reign and the impact that they had. Children can also draw from their own memory of the impact of the death of the Queen and the Coronation of King Charles III.

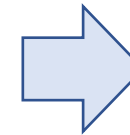


Learning Journey Two Changes within living memory

Children will identify similarities and differences between what classrooms and entertainment (toys and television) were like in different time periods.

Children will discuss the changes that occurred during Queen Elizabeth's reign to describe the impact of changes to technology.

Children can use family members and sources to discover what life was like for other people and compare it to their experiences today.

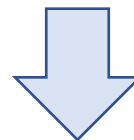


Learning Journey Three Transport

Children will build on their previous knowledge of the development of different modes of transport to discover the impact the Wright Brothers had on allowing people to travel quickly and efficiently as well as how transport could be used in war and invasion.

Children will use the local area of Greater Manchester to see how rivers and canals linked cities across England.

Children will use photographs, videos and their own experiences of using different modes of transport to compare to the past.



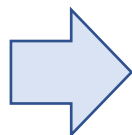
Year Two

Learning Journey One The Great Fire of London

Children will show chronological understanding by placing events or artefacts (such as Samuel Pepys' diary) on a timeline.

Children will build on prior knowledge of London during Queen Elizabeth II's reign to notice the changes in 1666 and today. Children will discover why the fire spread so rapidly. King Charles' 'firebreak' idea to stop the fire will be compared to today's firefighting methods.

Children will compare how fire safety has improved and the lasting impact that the Great Fire of London has had on today.



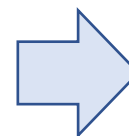
Learning Journey Two Victorians

Children will build on previous learning of a British Queen to further their understanding of the impact and importance of the monarchy on society during their reign.

Children will engage critically with the timeline of events in the Victorian era including the law for children between 5 and 10 to go to school.

Children will compare Victorian classrooms to their own classroom today and use photographs or antiques to support their opinion on which they'd prefer to learn in.

The impact of the development to transport will be revisited through the invention of the steam locomotive.

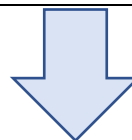


Learning Journey Three Holidays at the Seaside

Children will build on previous learning of changes to transport as well as the second Elizabethan era to learn the popularity of British seaside holidays during this time.

Children will notice the changes to outfits and entertainment used on these holidays.

Children can use their own experiences or experiences of their family members of trips to the seaside or to beaches further afield.



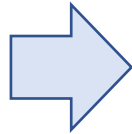
Year Three

Learning Journey One The Stone Age

Children will continue to develop their chronological understanding.

The children will learn about how people lived during The Stone Age and how civilization developed over the 2.5 million years.

The children will look in detail at the Neolithic site of Skara Brae and use study to develop their understanding of how archaeologist find out about the past.

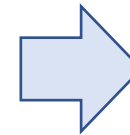


Learning Journey Two Bronze Age to Iron Age

The children will build on their prior knowledge of The Stone Age to understand how civilization developed from Hunter Gathers to farmers.

The children will examine the creation of Hill forts across the country and discuss their benefits.

The children will look in detail at grave goods from Bronze Age and Iron Age burial sites and use study to develop their understanding of how archaeologist find out about the past.



Learning Journey Three Ancient Egypt

Children will develop their historical understanding of the wider world and examine the life and culture of Ancient Egypt.

The children will further their understanding of sources by exploring how archaeologist's deciphered hieroglyphics from the discovery of the Rosetta Stone



Year Four

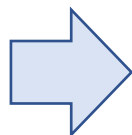
Learning Journey One Ancient Greeks

Children will continue to develop their historical understanding of the wider world and examine the life and culture of Ancient Greece.

The children will use artefacts such as Greek vases to gain a deeper understanding of daily life in Ancient Greece.

The children will explore the legacy of ancient Greece through developing their understanding of how their innovations are still seen in modern life.

Children will begin to develop their independent historical enquiry skills through a research project.

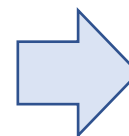


Learning Journey Two Roman Britain

The children will continue their learning and understanding of the history of Britain through exploring the Roman conquest and occupation.

The children will discover how the Romans brought many innovations and new ideas from across the Empire to Britain. Some of which can still be seen today in our daily life and the world around us.

The children will explore how not everyone supported this invasion, such as Boadicea.



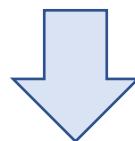
Learning Journey Three Local Area Study – Industry and Transport

Children will recap their knowledge of transport and industry in the local area building both on KS1 learning and personal knowledge.

Children will explore in detail how Bury has changed through the course of the industrial revolution.

Children will explore their local area within the context of national changes such as the expansions of canals/trains.

Children will continue to develop their independent historical enquiry skills through a research project.



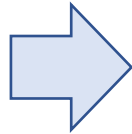
Year Five

Learning Journey One Anglo Saxons and Scots

Children will build on their previous chronological knowledge of British History and explore the invasion by the Anglo Saxons. They will also look at the constant threat of invasion faced by the Anglo Saxons from the Picts and Scots.

They will look at how Britain changed during this time as seven separate kingdoms began to merge into one cohesive kingdom under the rule of Alfred the Great.

Children will continue to develop their historical enquiry skills through exploring artefacts found at the Sutton Hoo Burial Site

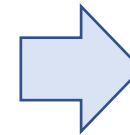


Learning Journey Two Vikings

Children will continue to explore the concept of invasion in Britain as they debate if Vikings were raiders or settlers.

Children will build on their prior knowledge of polytheistic civilisations and explore the Norse Gods.

Children will explore the legacy of the Vikings in modern Britain and explore examples of artefacts to examine Viking daily life and culture.



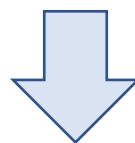
Learning Journey Three Britain and the Slave Trade

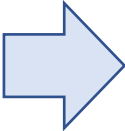
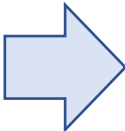
Children will learn that slavery is the practice of people owning other people. The children will recap their previous learning that Ancient Egyptians, Ancient Greeks and Romans all enslaved people.

The children will discover that from the 16th century for nearly 300 years, Britain was involved in the Transatlantic Slave Trade where British companies bought and sold enslaved people and made huge profits selling crops enslaved people worked hard to produce.

They will also learn that the Transatlantic slave trade was the transportation of enslaved African people to North America where they worked for slave owners and these materials were shipped to Britain and then goods were shipped back to West Africa to buy more enslaved people.

Children will also learn that slavery was abolished in Britain in 1807 and in parliament, the campaign was led by William Wilberforce.



Year Six				
Learning Journey One The Impact of WW1 and WW2 Children continue to build on their previous learning of British History, exploring the two world wars and their impact on their local area and Britain as a whole. Through looking at a range of sources from both wars, the children continue to build on their skills of historical enquiry. The children will look at the homefront with a focus on propaganda and evacuations. They will also build on their prior knowledge of Bury and London comparing the impact of bombing in these areas		Learning Journey Two Maya Civilisation Children will build on their knowledge of different world civilizations throughout History by exploring the life and culture of the Maya Civilisation from 200BC to around 1500AD. The children will learn that Maya civilization existed from 2000BC until around 1500AD and Maya people were located in modern day Central America. They will discover that the Maya built pyramid structures which were used as temples and that it is a civilization noted for its architecture. The Children will learn how the Maya people had a very advanced number and calendar system. The children will also explore how, like the		Learning Journey Three Bury's Past and it's Lasting Legacy The children will bring together knowledge of history they have gained over the last seven years alongside their development of historical skills in a final independent research about Bury. This is an opportunity for the children to show off the skills they have gained and pursue their own interests.

Greeks, Romans and Egyptians, the Maya people had polytheistic beliefs, meaning they believed in many Gods. The children will discover that Cacao beans were an important part of Maya life.

These were used as drinks, medicine and for money. Finally, the children will explore the multiple reasons for the decline of the Maya Civilisation.