## Copplestone Primary HISTORY LEARNING JOURNEY



TRANSITION **SECONDARY** 

World war II and a local study of the Blitz.

Geography Topic

Crime and Punishment

line. Children will link sources and work out how conclusions were arrived at, consider ways of checking the accuracy of interpretations – fact or fiction and opinion, be aware that different evidence will lead to different conclusions and confidently use of the library etc. for research. Children will recognise primary and secondary sources; use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out and bring knowledge gathering from several sources together in a fluent account.

6

Year

Ancient civilisations gypt

he History of Education

Incient Greece

Year

As historians, children can place current studies on time line in relation to other studies, know and sequence key events of time studied' use relevant terms and periods labels, relate current studies to previous studies make and comparisons between different times in history. They will compare accounts of events from different sources, fact or fiction and offer some reasons for different versions of events. Children will begin to identify primary and secondary sources; use evidence to build up a picture of life in time studied; select relevant sections of information and confidently use library, e-learning, research

Romans and Pompeii

The monarchy

Vikings and Anglo Saxons

As historians, children can place events from a period studied on a time line, use terms related to the period and begin to date events and understand more complex terms e.g. BCE/AD and relate to and build upon world and British historical events. They will look at the evidence available and begin to evaluate the usefulness of different sources from textbooks and historical knowledge. They will use evidence to build up a picture of past events; choose relevant material to present a picture of one aspect of life in time past; ask a variety of questions use the library and e-learning for research.

Year

Term 2 Sir Francis Drake

The history of Dartmoor

Ancient civilisations—The Mayans

Term 2 Stone Age to Iron Age

North America

Term 3 North America

Term 1 Nelson Mandela. <mark>significant</mark> individual

Gunpowder Plot

Year

3

photographs, and select and record information relevant to the study.

Year

2

All about me and personal history. How has Copplestone changed?

Term 1 Remembrance Day

Term 2 Transport from the past

As historians, children can sort artefacts and pictures of then and now using a wide range of sources. They will ask questions and answer questions related to different sources. Children will be able to sequence up to three events/artefact in chronological order, label a timeline and discuss how things have changed.

Year

As historians, the children will sequence pictures, items and draw pictures to show their understanding of chronology. As historians they can: answer how and why questions about experiences and in response to stories and events.

Year: **EYFS** 

Term 2 Explorers - Sir David Attenborough

The Great Fire of London

Term 3: Changes in farms Special times and events

