

History Learning Sequence Document - Year 1/2 - 2 Year Rolling Programme



Term	2023/2024			2024 / 2025		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Memory Box	Towers, Tunnels and Turrets	The Enchanted Forest	Splendid Skies	Moon Zoom	Land Ahoy!
Enquiry Questions:	How has our local area changed? What is living memory? How is my life different to my parents / grandparents?	What makes castles special? What was everyday life like in a castle? How have tunnels been used in the past?	What can woodlands tell us about the past?	How wild is the wind? (Beaufort Scale)	Who won the Space Race?	What is an explorer? Was Christopher Columbus a hero?
Suggested History skills and knowledge coverage	<ul style="list-style-type: none"> Explain changes within living memory Discuss events beyond living memory that are significant nationally or globally Use common words and phrases relating to the passing of time. Compare and contrast aspects of life in different periods. Recognise significant historical events, people and places in their own locality Talk about the lives of people around them and their roles in society. 	<ul style="list-style-type: none"> Compare and contrast aspects of life in different periods. Explain changes within living memory Discuss events beyond living memory that are significant nationally or globally Understand some of the ways in which we find out about the past and identify different ways in which it is represented 	<ul style="list-style-type: none"> Explore and discuss the lives of significant individuals in the past who have contributed to national and international achievements Understand some of the ways in which we find out about the past and identify different ways in which it is represented 	<ul style="list-style-type: none"> Explore and discuss the lives of significant individuals in the past who have contributed to national and international achievements. Recognise significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Discuss events beyond living memory that are significant nationally or globally Explain changes within living memory. Explore and discuss the lives of significant individuals in the past who have contributed to national and international achievements Ask and answer questions, choosing and using parts of stories and other sources to show knowledge and understanding of key features of events. 	<ul style="list-style-type: none"> Explain changes within living memory Discuss events beyond living memory that are significant nationally or globally Use common words and phrases relating to the passing of time. Compare and contrast aspects of life in different periods. Recognise significant historical events, people and places in their own locality Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
Sequence of learning:	<ul style="list-style-type: none"> Identifying living memory and placing events on a simple timeline. Describe important events in the history of the school. Use artefacts to ask questions about how people lived in the past (beyond living memory). Explore how transport has changed through the ages. Investigate how toys have changed over time. Identify significant items or events from our memory or current time and create a time capsule. 	<ul style="list-style-type: none"> Investigate how castles have changed over time. Describe the role of a monarch Create timeline of British monarchs from living memory to beyond living memory. Investigate the Gunpowder Plot and the life of Guy Fawkes. Explore how tunnels were used in 'The Great Escape'. 	<ul style="list-style-type: none"> Use maps and aerial photographs across different time periods to track changes in a local woodland area. (eg. Idless Woods Hillfort) https://www.idlesswoods.org/idless-ecosystem Identify artefacts in a local woodland and ask questions to understand how the area was used or was different in the past. 	<ul style="list-style-type: none"> Investigate the life of Francis Beaufort and the achievements he is famous for. Ask questions about other meteorological aspects and how we developed an understanding of them. (eg. Clouds – Luke Howard) 	<ul style="list-style-type: none"> Identify the countries involved in the space race and significant individuals involved. Explore the timeline of the space race. Create timeline of key events (Sputnik, Yuri Gagarin, Valentina Tereshkova, Moon landings etc.) Investigate how space travel has changed over time and ask questions about how this may continue to change in the future. 	<ul style="list-style-type: none"> To identify how people in the past learned about other parts of the world To investigate the achievements of Christopher Columbus. (HA Resource) Compare the life and achievements of two explorers.
End Point:	Develop understanding of chronology and what makes up living memory and the time beyond living memory. Understand how aspects of life have changed over time.	Developing knowledge of chronology of the British Isles. Understanding of historical enquiry methods and the impact that individuals can have on the lives of others.	Understanding of how Woodland uses have changed over time. Deeper understanding of Iron Age hill forts and historic defences (link to Spring topic)	Knowledge of the impact individual people can have on the lives of others. Understanding of historical enquiry methods.	Develop understanding of the chronology of significant human events and their impact on future lives. Knowledge of the impact individual people can have on the lives of others.	Developing understanding of how the past can be represented. Knowledge of the exploration and discovery of other parts of the world. Understanding of
Vocabulary:	Past, present, future, inventions, timeline, toys, decade, century, modern, era, period.	Chronological order, Guy Fawkes, monarch, parliament, treason, hillfort, defences, moat, King/Queen, timeline	Artefact, past, present, hillfort,	Famous, significant, achievement, pioneer, impact,	Moon landing, Neil Armstrong, Buzz Aldrin, Valentina Tereshkova, Yuri Gagarin, Sputnik, Soviet Union, space, pioneer, space shuttle, rocket.	Christopher Columbus, America, explorer, significant, achievement, opinion, travel, similarities, differences.