

# Learning Journey



## History

**Historical Interpretations:**  
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. **First man on the moon. International Space station.** Events beyond living memory that are significant nationally or globally. **First aeroplane flight.** Significant historical events, people and places in their own locality. **Concorde.**

**Understanding of events, people and changes.**  
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. **Comparison of: Neil Armstrong, Christopher Columbus, Ibn Battuta**

**Chronological Understanding:**  
Describe where the people and events studied fit within a chronological framework. **Queen Victoria, Brunel, bridge, boat, train, William Morris, Mary Seacole.** Identify similarities and differences between ways of life in different periods. **Life of a child, transport, local area.**

**Understanding of events, people and changes.**  
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. **Brunel, Queen Victoria, Mary Seacole, George Muller**

**Historical Interpretations:**  
Events beyond living memory that are significant nationally or globally. **SS Great Britain - first steam and propeller iron ship.** Significant historical events, people and places in their own locality. **Brunel, George Muller, SS Great Britain.**

**Historical Interpretations:**  
Significant historical events, people and places in their own locality. **Bristol Castle.**

**Understanding of events, people and changes.**  
Identify some similarities and differences between ways of life in different periods. **Difference in life now and then, including jobs. Understand key features of events Why most castles were built, why they were built where they are, who lived there.**

**Chronological Understanding:**  
Describe where the people and events studied fit within a chronological framework. **Dates Castles were built.** Identify similarities and differences between ways of life in different periods. **Jobs**



**Chronological Understanding:**  
Describe where the people and events studied fit within a chronological framework. **Blackbeard's life, Golden age of pirating** Identify similarities and differences between ways of life in different periods. **Life of a pirate**

**Historical Interpretations:**  
Significant historical events, people and places in their own locality. **Blackbeard and Calico Jack.**

**Organisation and Communication:**  
Record what he/she has learned by drawing and writing. **Recount of school trip and understanding that others may give a different version.**

**Historical Interpretations:**  
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. **Toy's change from grandparents to now.**

**Historical Enquiry: All topics, All years**  
Ask and answer questions All topics with what do we know, what do we want to find out. Enquiry based topics.

Choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. **Internet, NF books, story books, artefacts, visits, photos, maps, videos, songs.**

Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.

**Organisation and Communication: All topics, All years**

Speak about how he/she has found out about the past.

Record what he/she has learned by drawing and writing.

Range of activities and opportunities to share learning including assemblies, parent show cases, writing, drawing, maps, pictures and group projects.

**Historical Interpretations: Whole school events**  
Events beyond living memory that are significant nationally or globally. **Guy Fawkes Remembrance day**



**Understanding of events, people and changes.**  
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. **Wright Brothers, Amelia Earhart** Comparison of: **Tim Peake, Mae Jemison.**

**Chronological Understanding:**  
Describe where the people and events studied fit within a chronological framework. **Montgolfier brothers, Wright Brothers, Neil Armstrong, Tim Peake, Mae Jemison.** Identify similarities and differences between ways of life in different periods. **Changes in technology.**

**Chronological Understanding:**  
Describe where the people and events studied fit within a chronological framework. **Dates Castles were built.** Identify similarities and differences between ways of life in different periods. **Jobs**

**Historical Enquiry:**  
Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. **Sorting toys—old and new. Describing similarities and differences between toys.**

**Understanding of events, people and changes.**  
Identify some similarities and differences between ways of life in different periods. **Difference in toys now, parents and grand parents.**

**Historical Enquiry:**  
Talk about the lives of the people around them and their roles in society. **Doctors and nurses. Florence Nightingale.**

**Chronological Understanding:**  
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. **Comparing their experiences with those in stories.**

**Understanding of events, people and changes.**  
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. **Comparing old kitchen artefacts with modern artefacts.**

**T6 Being Human**

**T5 Journey Into Space**

**T4 Explorers**

**T3 Around the World in 28 days**

**T2 Victorian Bristol**

**T1 Animals in the Wild**

**T6 Castles and Dragons**

**T5 Going Green**

**T4 Old Toys**

**T3 Pirates!**

**T2 Enchanted Woodland**

**T1 Me, + my community**

**T4 People who help us**

**T5 Minibeasts**

**T6 Wonderful Water**

**T4 Food Glorious Food**

**T3 Once Upon a Time**

**T2 Me, myself and I**

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