



# History Learning Journey 2020-21

## Year 1

### History

'When I was Your Age'

### AUTUMN

1

What has changed since my grandparents were young?

#### Key learning this half term:

- Define the meaning of '**within living memory**'
- Identify differences between **old** and **new**.
- Explain why new objects are different to how they were in the **past**, e.g. iron, television, kettle.
- Understand **past** and **present**.
- Learn about how life would have been for children in different **periods of history**.



### History

'Remember, Remember  
- the 5th of November'

### AUTUMN

2

Was Guy Fawkes a hero or a villain?

Is it right to burn 'guys' on Bonfire Night?

#### Key learning this half term:

- Learn about who **Guy Fawkes** was.
- Learn about the **history** of the **Gunpowder Plot**.
- Understand the meaning behind **fireworks** on **bonfire night** as a **commemorative event**.
- Compare **beliefs** and **attitudes** between the time of the **gunpowder plot** and **present day**.
- Develop our own understanding of whether or not **Guy Fawkes** was a **villain** or a **hero**.

### AUTUMN

2



### History

'Toys - Past and Present'

### SPRING

1

Can I explain how toys have changed over time?

#### Key learning this half term:

- Use **historical vocabulary** relating to the passing of time: **past**, **before**, **present**, **now**, **modern**, **future**.
- Define what a **toy** is and identify **old** and **new toys**.
- Understand the **chronology of toys**.
- Understand factors that can indicate whether a toy is old or new. Eg. **design**, **materials**, **technology** etc.
- Develop an understanding of **old** and **new**, **then** and **now** in the context of **toys**.
- Understand how **artefacts** can be used to learn about **people** and their **lifestyles** in the **past**.



### History

'Wheels and Wings  
- Travel and Transport'

### SPRING

2

What was life like before and after the wheel was invented?

#### Key learning this half term:

- Discover how **transport** has changed over time.
- Develop a **chronology of automobiles, trains and space travel**, including **invention** and **use**.
- Discuss how the **development of transport** has **impacted** on peoples **lives**.
- Discuss how **modern transport** may impact **peoples lives** in the **future**.
- Discover **significant people** involved in the **development** of different types of **transport**.



### History

'The People's Palace  
- Alexandra Palace'

### History

'The People's Palace  
- Alexandra Palace'

### SUMMER

1

Why is Alexandra Palace known as the **People's Palace**?



#### Key learning this half term:

- Learn about the **Alexandra Palace** and its **historical context**.
- Explore how the use of **Alexandra Palace** has **changed over time**.
- Discover **why** and **when** the **palace** was **built**.
- Learn about the uses of the **palace**.
- Understand the **significance** of **Alexandra Palace** to the **local community**.
- Discover why **Alexandra Palace** was the first **home of television**.

### History

'Riotous Royalty  
- Henry VIII'

### SUMMER

2

What kind of leader was **Henry VIII**?  
What was his **legacy**?



#### Key learning this half term:

- Learn about **King Henry VIII**.
- Discover **Britain** during the **period of Henry VIII's reign**.
- Explore the reasons behind **Henry VIII's six marriages**.
- Learn about **Henry VIII's six wives**, **who** they were, **what** happened to them and **why**.
- Understand how **Henry VIII** spent his time as a **youth** in comparison to how he spent his **adult life**.
- Understand why **Henry VIII** left the Roman Catholic Church to establish the Church of England.



# History Learning Journey 2020-21

## Year 2

### History

#### 'Homes Through Time'

### AUTUMN 1

How have houses and homes around Tottenham changed over time?

#### Key learning this half term:

- Investigate **features** of a variety of different types of **home**, compare similarities/differences.
- Describe different types of home.
- Develop knowledge of how **homes** have **changed over time**.
- Discuss why everyone needs a home to **live** in and what makes their **house** a **home**.



### History

#### 'London's Burning'

### AUTUMN 2

What do you think was the most important factor that caused the Fire of London to become so large?



#### Key learning this half term:

- Learn about the **Great Fire of London**.
- Compare different **sources of information** relating to the **Great Fire of London** and discuss their **reliability**.
- Learn about the **effects** of the Great fire of London.
- Learn why the Great Fire of London **spread** so quickly and **burned** down so many **buildings**.
- Learn about the **significance** of the **River Thames** during this **historical** time.

### History

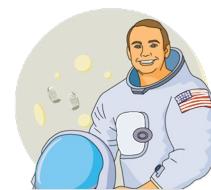
#### 'Intrepid Explorers'

### SPRING 1

What makes Christopher Columbus and Neil Armstrong very brave people?

#### Key learning this half term:

- Learn about what an **explorer** is and the different things that people can **explore**.
- Learn about **Christopher Columbus** and what he took with him on his **voyage of discovery**.
- Lean about **Neil Armstrong** and why he is significant.
- Learn about how **astronauts travelled** to and from **space** and what they did while on the **moon**.



### History

#### 'Nurturing Nurses'

### SPRING 2

How did Florence Nightingale and Mary Seacole shape modern day nursing?



#### Key learning this half term:

- Learn about the life of **Florence Nightingale** and why she was known as the **Lady with the Lamp**.
- Understand how **Florence Nightingale's** contributions to the **Crimean War** influenced **modern** day **nursing**.
- Understand problems associated with treating soldiers prior to **Nightingale's** influence.
- Learn about the life of **Mary Seacole** during the **Crimean War**.
- Learn about the **medication** used by **Mary Seacole** used to treat **sick** **soldiers**.
- Understand how **Florence Nightingale** and **Mary Seacole** were treated after the **war**.

### History

#### 'The Victorians'

### SUMMER 1

Should the Victorian Era be remembered as a time of pleasure or a time of horror?



#### Key learning this half term:

- Children will learn about the **Victorian Era**
- Children will learn about **changes** that took place during this period.
- Children will learn about what life was like for children in Victorian Britain.
- Children will identify the **similarities and differences** between Victorian times and modern day (education, home life, work life, entertainment)
- Children will learn about **key figures** and **inventions** that changed the Victorian's way of life.

### History

#### 'Modern Monarchs'

### SUMMER 2

What was life like when Queen Elizabeth II came to the throne in 1953?



#### Key learning this half term:

- Children will **explore** the life of Queen Elizabeth II.
- Children will learn about **key events** that have happened during queen's reign.
- Children will learn about the jobs that a queen does.
- Children will **understand the** significant contributions she has made to national and international achievements.
- Children will **learn about her family tree** and relate it to their **family trees**.



# History Learning Journey 2020-21

## Year 3

### History

I am a Troglodyte, Get Me Out of Here!  
- Stone Age to Iron Age/Neolithic Britain

How does the period from the Stone Age to the Iron Age fit into the wider picture of British history?

#### Key learning this half term:

- Learn about life in the different **eras**.
- Understand what humans needed for survival in the **Stone Age**.
- Identify weapons, tools, houses etc. in the **stone age/iron age**.
- Learn about the causes and consequences of the **Stone Age** and **Iron Age era**.

### AUTUMN

1



### History

The Celts

### AUTUMN

2



Are the Celts as barbaric as history would have us believe?

#### Key learning this half term:

- Learn about the **social, cultural** and **religious** aspects of the **Celtic** people.
- Understand that the Celts lived during the Iron Age, from about 600 BC to 43 AD.
- Learn about life in a **Celtic society** – government, food, warriors, language, settlements etc.
- Learn about the different ways in which the **Celts** celebrated the change in seasons.
- Learn about **Boudicca** of the **Iceni tribe** and the reasons why she rebelled against the **Romans**.

### History

Full Steam Ahead

### SPRING

1



How did the industrial revolution impact towns and cities in Britain?

#### Key learning this half term:

- Discover what the **Industrial Revolution** was and how it affected Britain.
- Learn about life during the **Industrial Revolution**.
- Learn about some of the most important developments during the **Industrial Revolution**.
- Understand how the **Industrial Revolution** changed the lives of people in Britain.
- Discuss some of the positives and negatives of the **Industrial Revolution**.

### History

Sky High  
- (The History of Flight)

### SPRING

2



How did we learn to fly like the birds?

#### Key learning this half term:

- Learn about the first **hot air balloon**.
- Learn that **Orville** and **Wilbur Wright** invented and built the world's first successful **airplane**.
- Learn about **Leonardo da Vinci's** designs of parachutes, helicopters and flying machines.
- Discover that **Voyager (1986)** completed the first nonstop, around-the-world flight without refuelling.
- Learn about women in **Aviation: Raymonde de Laroche**, first woman to receive a pilot's license.
- Children will learn about **Amelia Earhart** - the first woman to fly solo across the Atlantic Ocean.

### History

### History

1

### SUMMER

1



Right Royal Ruckus

- Kings and Queens of England

Should the British Monarchy end?

#### Key learning this half term:

- Know that England has been ruled by **Kings and Queens** for many years.
- Understand the roles of **monarchy** plays in Britain.
- Develop an awareness of famous **monarchs** of the past – and how they link in with present-day society.
- Learn key facts about **The Tudors** and **The Stuarts**, **The House of Hanoverians**, and **The Windsors**.
- Learn about the **British Royal Family** of today.

### History

### History

Spurs Rising

- Local History: Sports (Football)



### SUMMER

2

Was Alexander great?

#### Key learning this half term:

- Learn about the history of the **Tottenham Hotspur F.C** - Formation and early years (1882-1908).
- Learn about **Tottenham Hotspurs** early decades in the Football League (1908-1958).
- Learn about **Tottenham Hotspurs** football grounds.
- Learn about **Tottenham Hotspurs** kits and crest.
- Discuss **Tottenham Hotspurs** responsibilities (social) to its community.

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# History Learning Journey 2020-21

## Year 4

### History

#### Where It All Begins!

##### - Ancient Egypt

What can we find out about Ancient Egypt from archaeological discoveries?

##### Key learning this half term:

- Develop understanding of the characteristics of a **society**.
- Identify the different ways the **past** is represented.
- Find out about the **Pharaohs, pyramids, mummies King Tutankhamen and Cleopatra**.
- Learn about **hieroglyphs** writings.
- Learn about **Egyptian Mythology - Gods and Goddesses**.
- Learn about **Egyptian Mythology - Gods and Goddesses**.

### AUTUMN

1



### History

#### Live Your Myth

##### - Ancient Greece/Ancient Persia and its empire

How have the Greeks influenced the western world?

##### Key learning this half term:

- Learn **myth and legend** in **Ancient Greece** and recognise different **Greek gods/goddesses**.
- Learn about **ancient and modern Olympic sports**.
- Learn that the **Ancient Greeks** had their own written alphabet and language.
- Recognise the similarities and differences between the **English and Greek alphabets**.
- Know the differences between **Athens and Sparta**.
- Understand how **democracy in Athens** worked.
- Learn about the **Persian Wars**, what caused them, and the significance of **battles of Marathon and Thermopile**.

### AUTUMN

2



### History

#### Coming out of its shell

##### - The Kingdom of Benin

Should original art from Benin Kingdom be returned to Nigeria?

##### Key learning this half term:

- Know where **The Kingdom of Benin** was and the time period they are exploring.
- Learn about the **leaders** of **The Kingdom of Benin**.
- Learn about the lives of the **people** of **The Kingdom of Benin**.
- Learn about the **trade network** of the **Benin Empire**.
- Discover the **Benin Empire's Golden Age**.
- Know some of the achievements of the **Great Kingdom of Benin**.
- Discover the decline of the **Benin Empire**.

### SPRING

1



### History

#### Early Islamic Civilisation

### SPRING

2



Why was the Islamic civilisation around AD900 known as the 'Golden Age'?

##### Key learning this half term:

- Learn about how **Baghdad** became '**The Centre of Islamic culture**' after **AD 768**.
- Learn about the accomplishments of **Islamic scholars** -medicine, mathematics, astronomy, chemistry etc.
- Identify **Arabic** words that are now part of scientific English.
- Learn about the **trade network** of **Baghdad c.CE900**.
- Learn about the achievements of the **early Islamic civilisation**.
- Learn about the spread of **Islam** across the **Middle East, Africa and Europe**.

### History

#### Conquest and Queries

### SUMMER

1

How has the Arabic language, culture permeated in today's society?



##### Key learning this half term:

- Understand about **King Harold** and the death of **Edward the Confessor**.
- Learn about the **Battle of Stamford Bridge**.
- Learn about the **Battle of Hastings**.
- Review the **Bayeux Tapestry**.
- Learn about the **riots, harrowing and Doomsday**.
- Discuss whether **William I** did have a claim.

### History

### History

#### All Roads Lead to Rome

### SUMMER

2



Why were the Romans so powerful and what did we learn from them?

##### Key learning this half term:

- Explore the rise and fall of the **Roman Empire**.
- Learn about life in the **Roman Empire**.
- Learn how society in the **Roman Empire** was structured.
- Learn about the **Roman government and culture**.
- Discuss **laws** in the **Roman Empire** – Were the laws fair?
- Learn about the **Romans** and their impact on **modern day Britain** – culture, food, development of roads, towns, change in religion, Aqueducts, language, numbers and measurements etc.





# History Learning Journey 2020-21

## Year 5

### History

'Blood Swept Lands & Seas of Red - The Great War 1914 – 1918'

Echoes of 1914: Are today's conflicts a case of history repeating itself?

#### Key learning this half term:

- Learn about **World War I (WWI)**, the causes and **key events** which led to the start of WWI.
- Understand the **historical context** of women's roles and **achievements** during WWI period.
- Learn about how we **remember** those who lost their **lives** during WWI.
- Learn about **memorials** around the world which **commemorate** the **heroes** of WWI.

### AUTUMN 1



### History

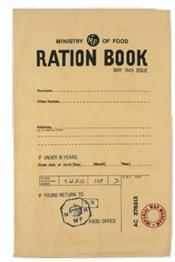
'The Blackout - London Blitz'

How did the Blitz change London forever?

#### Key learning this half term:

- Learn what the **Blitz** was and where the **bombing raids** took place.
- Research some of the ways that the **UK defended** itself during the **Blitz**.
- Discuss how the **Blitz effected** the **British people**.
- Understand the effects of **air raids** and the causes of **evacuation**.
- Consider and discuss the **experiences** and **feelings** of **evacuees**.
- Understand the need for **rationing**.

### AUTUMN 2



### History

'Shang Dynasty'

What connections and comparisons can be made between the Shang Dynasty and other ancient civilisations?

#### Key learning this half term:

- Learn about the **Shang Dynasty** of China.
- Explore the **evidence** surrounding the **Shang Kings**.
- Find out about **Shang royal burials**.
- Discuss what **ordinary life** was like for **people** during the **Shang Dynasty**.
- Learn about the **writing, oracle bones** and the **calendar** created during the **Shang Dynasty**.
- Discover why the **Shang Dynasty** ended.

### SPRING 1



### History

'The Vikings & The Anglo-Saxons'

Why was Alfred so 'great'?

#### Key learning this half term:

- Learn about the **Anglo-Saxons** and their **influence on modern society today**.
- Identify **evidence** which shows that the **Anglo-Saxons** were living in Britain.
- Learn about **Anglo-Saxon laws** and **justice**.
- Learn about **Viking raids** and **invasion**.
- Discover the **resistance** by **Alfred the Great** and **Athelstan**, the first king of England.
- Learn about **Edward the Confessor** and his death, **1066**.

### SUMMER 1



### History

'Mayan Civilisation'

What evidence do we have that the Mayans were an advanced civilisation?

#### Key learning this half term:

- Understand who the **Mayans** were, where they **lived** and how they have **influenced** us.
- Know why the **sun** was important to the **Mayans**.
- Learn how the **ancient Maya religious beliefs** were expressed in their **sciences** and **day-to-day living**.
- Learn about the **Mayan gods** and **goddesses**.
- Learn about the **contributions** of **Mayan civilisation** to **history, astronomy, math, and ancient culture**.
- Understand reasons for **Mayan Civilisation's disappearance**.

### SPRING 2



### History

'Britannia Rules'

How should the British Empire be remembered?

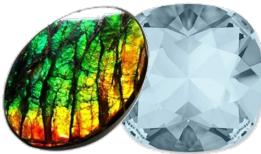
#### Key learning this half term:

- Discuss why **Britain** wanted an **empire**.
- Understand why the British were interested in gaining **colonies** in **Africa** and the **West Indies**.
- Discuss expectations of the local people once they become a part of the British Empire.
- Learn about colonies within the British Empire.
- Discover the **East India Trading Company**.
- Explore and discuss the **advantages and disadvantages** of the British Empire.
- Consider how the British Empire has **impacted modern life** and how it should be remembered.

### SUMMER 2



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# History Learning Journey 2020-21

## Year 6

### History

#### 'World War II'

How did Hitler manage to captivate and motivate an entire country?

#### Key learning this half term:

- Learn about the **Second World War (WWII)** and the events that led to its beginning.
- Understand how **WWII** affected **children locally, nationally and internationally**.
- Learn about the **holocaust** and how we **remember** those who lost their lives.
- Discover **monuments** which **commemorate** those who lost their lives during WWII.

### AUTUMN 1



### History

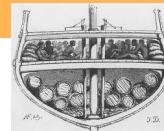
#### 'Slavery'

How did William Wilberforce change the lives of millions of people for the better?

#### Key learning this half term:

- Learn about the reason for the **Atlantic Slave Trade** and who it affected.
- Understand the conditions faced by **slaves** leading up to and during the **Atlantic passage**.
- Learn about who the **British Abolitionists** were and what they did to **campaign against slavery**.
- Understand who **William Wilberforce** was and how he made an impact during these historical events.
- Learn about the **underground railroad**.

### AUTUMN 2



### History

#### 'To Infinity and Beyond - The History of Space Travel'

Will colonizing Mars or the Moon help save humanity?

#### Key learning this half term:

- Explore the history of **space travel**.
- Identify the beginning of the '**Space Age**'.
- Learn about the **space race** between **Russia and America**.
- Understand the importance of the **Space Shuttle Challenger, Shuttle Columbia, The Hubble telescope and The International Space Station**.
- Learn about **astronauts** and the **first humans and animals** to enter space and to **land on the moon**.
- Learn all about the work of **NASA, the European Space Agency and Boeing**.

### SPRING 1



### History

#### 'Crime and Punishment'

### History

#### "Veni, vidi, vici."

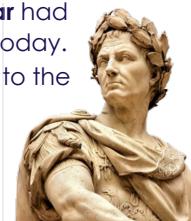
I came, I saw, I conquered - Julius Caesar'

How did Julius Caesar become Rome's 'dictator for life'?

#### Key learning this half term:

- Learn about the early life of **Julius Caesar** and his significance as a '**great figure**' in world history.
- Learn about the **events** which led to **Caesar's heroic status** and how he influenced the **Roman Empire**.
- Learn about the influence that **Caesar** had on the **annual calendar** that we use today.
- Learn about the events which led up to the **assassination** of **Caesar**.
- Know who **Brutus** and **Cassius** were and how they were involved in **Caesar's assassination**.

### SPRING 2



The Devonshire Hill Nursery and Primary School



## Successful Learners

### History

#### 'Bring Out Your Dead - The Black Death'



### SUMMER 1

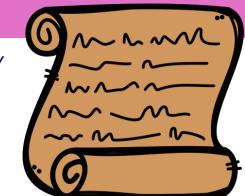
What effect did the Black Death have on society?

#### Key learning this half term:

- Learn about **symptoms** of the **Black Death**.
- Understand **medieval beliefs** and **modern beliefs** about the cause of the **Black Death**.
- Discover how the **Black Death** came to **infect Britain**.
- Understand **factors** that led to the **spread of Black Death**.
- Learn about **medieval remedies** which were believed to **cure/protect against** the **Black Death**.
- Identify the **impact** of the **Black Death** on **Medieval society and economy**.
- Discover what put an **end** to the **Black Death**.

### History

#### 'The Magna Carta'



### SUMMER 2

What is the Magna Carta and why is it still important today?

#### Key learning this half term:

- Learn about why the **Magna Carta** was created.
- Understand the **impact and significance** of the **Magna Carta**.
- Discover the **global influence** of the **Magna Carter**.
- Discuss the **significance** of the **Magna Carta** today, in **comparison** to its **historical context**.