



# History Journey at Rucstall Primary School



Ignite children's curiosity  
about the past in Britain  
and the wider world



Help children to  
understand what makes  
a good Historian



Use artefacts, trips,  
workshops and other  
resources to inspire children



Support children with  
developing a good  
sense of chronology

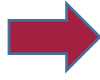
## EYFS History Learning Journey

General	<ul style="list-style-type: none"><li>&gt;Daily discussions of what happened yesterday or today to themselves or their family</li><li>&gt;Curiosity cube with objects from the past</li><li>&gt;Stories including historical figures and events</li><li>&gt;Role play to provide experiences of past times e.g. dinosaurs</li><li>&gt;Visual timetables to show what has already been covered that day</li></ul>
All About Me!	<ul style="list-style-type: none"><li>&gt;Children to discuss their family and say who is older</li><li>&gt;Share photographs and pictures of families and encourage children to talk about them</li><li>&gt;Understand how all families can be different (through books, stories, photographs, etc.)</li></ul>
Space	<ul style="list-style-type: none"><li>&gt;Explore the moon landing and how this was in the past</li><li>&gt;Influential people in the past e.g. astronauts</li></ul>
Super Heroes	<ul style="list-style-type: none"><li>&gt;Explore people who the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, fire, nurses, dentists, doctors and teachers</li></ul>
Dinosaurs	<ul style="list-style-type: none"><li>&gt;Children are shown pictures, stories and artefacts where they explain similarities and differences</li></ul>

## Year 1 History Journey



Who lives in castles?  
Has it always been this way?



How have toys changed over time?



Who was Florence Nightingale?  
Why should we remember her?

### Objectives

- Understand the different parts of a common castle
- Be able to sequence objects from oldest to new
- Understand what life was like for different people who lived in medieval castles
- Explore how castles have changed over time
- Know how to order items from old to new
- Know how to create a timeline
- Understand what is meant by nursing
- Know who Florence Nightingale was, and why she is well-known
- Know who Mary Seacole was, and why she is well-known
- Know who Edith Cavell was, and why she is well-known
- Be able to identify the similarities and differences between Florence Nightingale, Mary Seacole and Edith Cavell

### Sticky Knowledge

- Know what invade means
- Know who might live in a castle
- Know how a medieval castle is different to a modern day one
- Know what a peasant is
- Know what a noble person is
- Know who resides at Windsor Castle
- Know what a number of older objects were used for within a castle
- Know that the toys their grandparents played with were different to their own AND why
- Organise a number of toys by age from oldest to newest
- Know what a number of older toys were used for
- Know who Florence Nightingale was
- Know who Mary Seacole was
- Be able to organise a number of artefacts by age

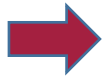
### Rucstall Words

Autumn	Invade, Castle, King, Queen, Knight, Sword, Armour, Peasant, Noble, Rich, Poor, Battle
Spring	Toy, Console, Batteries, Electronic, Cog, Lever, Factory, Museum, Entertainment, Figurine, Pulley
Summer	God, Nurse, War, Soldiers, Hospitals, Medicine, Infection, Hygienic, Lantern, Honourable, Profession, Lamp

## Year 2



Who lives in castles?  
Has it always been this way?



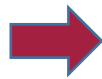
How have toys changed over time?



Who was Florence Nightingale?  
Why should we remember her?



Great Fire of London



Victorian Holidays



Neil Armstrong and Christopher Columbus

### Objectives

- Understand how life has changed between 1666 and now
- Know how London has changed since 1666
- Be able to retell the events of the Great fire of London
- Analyse a range of sources to discover more about the Great Fire of London
- Be able to explain the changes after the Great Fire of London
- Identify the positive outcomes from the Great Fire
- Understand what chronology means
- Know what a typical 1950s seaside holiday was like
- Know what Victorians did for a holiday
- Know what was the same and different for seaside holidays today, in 1950 and in the Victorian era
- Know some inventions and creations which were brought in through the Victorian era to bring more fun to the seaside holiday
- Know who Grace Darling was and explain why she should be remembered
- Know what it means to be an explorer
- Know what Christopher Columbus discovered
- Know who Neil Armstrong was
- Know what Neil Armstrong is remembered for

### Sticky Knowledge

- Know The Great Fire of London started in 1666
- Know The Great Fire of London lasted for five days
- Know the fire started in a bakery on Pudding Lane
- Know reasons why the Great Fire of London was so challenging to put out
- Know what King Charles II did to help the fire
- Know who Samuel Pepys was and why he was important
- Know the old St Paul's Cathedral was destroyed in the fire and a new one was built afterwards
- Know who Grace Darling was and explain why she should be remembered
- Be able to explain the differences between holidays today compared to back in the Victorian times
- Understand how holidays first evolved from day trips to the seaside to spending longer there
- Know the word 'holiday' comes from the words 'holy day' because a long time ago holidays were based around religious festivals
- Know what a primary source means
- Know how the expansion of the railway allowed people to travel further and begin the start of the holidays
- Know some inventions and creations which were brought in through the Victorian era to bring more fun to the seaside holiday
- Know that children's lives today are different to those of children a long time ago

- Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)
- Know what it means to be an explorer
- Know who Christopher Columbus was
- Know what made Christopher Columbus a great explorer
- Know who Neil Armstrong was
- Know what made Neil Armstrong a great explorer
- Know about an event or events that happened long ago, even before their grandparents were born

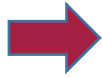
### Rucstall Words

Autumn	London, Buildings, Cathedral, Eyewitness, Diary, Trade, Transport, Bakery, Firebreak, Fire hooks, Flammable, Leather bucket
Spring	Pier, Railway, Lighthouse, Holiday, Invention, Expansion, Rock pooling
Summer	Explorer, Mission, Journey, Discover, Voyage, Port, Harbour, Astronaut

## Year 3



Who lives in castles?  
Has it always been this way?



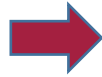
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Why should we remember her?



Great Fire of London



Victorian Holidays



Neil Armstrong and Christopher Columbus



Stone Age to Iron Age



Romans

### Objectives

- Know how to use a time line to understand periods of history
- Understand where historical information comes from and how reliable it is
- Understand when the Stone, Bronze and Iron ages were in comparison to us today
- Understand how food sources changed throughout the Stone, Bronze and Iron Ages
- Compare and contrast homes from different parts of the Stone, Bronze and Iron Ages
- Evaluate how art changed through the Stone, Bronze and Iron Ages
- Describe how we began and summarise the changes in how we lived during these time periods
- Know how Historians use artefacts and historical sources to help understand the past
- Understand what Britain was like before the Romans
- Know why the Romans invaded Britain
- Know what life was like in Roman Britain
- Understand some of the significant areas of Britain used to defend against the Romans
- Know what life was like within the Roman army
- Explore the lasting legacy the Romans had on Britain

### Sticky Knowledge

- Know the term 'Stone Age' refers to a very long period of time that we can break into three sections
- Know BC stands for before Christ
- Know the early Stone Age was called the Paleolithic era
- Know people in the Paleolithic era were hunter gatherers and they found food by roaming from place to place in different seasons
- Know in the late Stone Age, which is called the Neolithic, the way people lived changed a lot because they began to settle into farming villages instead of moving from place to place. People started to look after animals and grow their own crops
- Know an archaeologist is a person who studies the buildings, graves, tools and other objects that belonged to people who lived in the past, in order to learn about their culture and society
- Know pre-historic means anything relating to or existing in the time before written history began
- Know the main differences between the Stone, Bronze and Iron Ages
- Know what an Iron Age hillfort looked like

- Know the meaning of BC/BCE and AD/CE
- Know how the Roman empire expanded over time
- Know why the Romans invaded Britain
- Know Romans tried to invade Britain three times in 100 years
- Know who the Celts were and their involvement with the Romans
- Know how the Roman occupation of Britain helped to advance British society
- Know how there was resistance to the Roman occupation and know about Boudica
- Know about at least one famous Roman Emperor

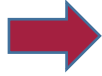
### Rucstall Words

Autumn	Hunter-Gatherer, Tools, Change, Chronology, Neolithic, Palaeolithic, Characteristics, Artefacts
Spring	Empire, Invasion, Europe, Countries, Trade, Civilisation, Forts, Roads, Romanisation, Latin

## Year 4



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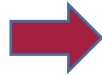
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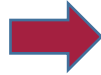
Victorian Holidays



Neil Armstrong and Christopher Columbus



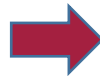
Stone Age to Iron Age



Romans



Anglo Saxons



Vikings

### Objectives

- Explore and explain how we know about the Anglo-Saxons
- Know why the Anglo-Saxons came to Britain
- Know what life was like for people in the Anglo-Saxon time period
- To understand why accounts from the Anglo-Saxon period may differ
- To give evidence to prove whether the Anglo-Saxons had a positive or negative effect on Britain
- Know where the Vikings originated from
- Explore why the Vikings invaded Britain
- Through sources, know about the Viking raids
- Know how the Anglo-Saxons responded to the Viking raids
- Know why the Vikings were feared
- Know how the Vikings and Anglo-Saxons co-existed
- Know who King Alfred The Great was and his legacy

## Sticky Knowledge

- Know what happened in England before the Anglo-Saxons invaded
- Know about how the Anglo-Saxons attempted to bring about law and order into the country
- Know the impact of Christianity on the Anglo-Saxons
- Know that during the Anglo-Saxon period, Britain was divided into many kingdoms
- Know that the way the kingdoms were divided led to the creation of some of our county boundaries today
- Know how the lives of wealthy people were different from the lives of poorer people
- Use a time line and map to show when the Anglo-Saxons were in England
- Know where the Vikings originated from and show this on a map
- Know how and why the Vikings invaded Britain
- Know that the Vikings and Anglo-Saxons were often in conflict
- Know why the Vikings frequently won battles with the Anglo-Saxons
- Know the religious beliefs of the Vikings
- Know about the Kings and rulers of the Viking period

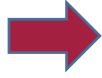
## Rucstall Words

Spring	Dark Ages, Artefacts, Excavated, Venerable, Legend, Romano-Britains, Celts, Tribe, Barbarian, Rebellion, Settlement, Saxons, Cause, Consequence, Interpretation
Summer	Raiders, Traders, Settlers, Longships, Knarr, Valhalla, Pagan

## Year 5



Who lives in castles?  
Has it always been this way?



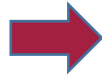
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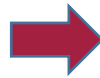
Stone Age to Iron Age



Romans



Anglo Saxons



Vikings



Ancient Civilisations  
History



Ancient Egypt



Victorians



Local

### Objectives

- Know what is meant by an ancient civilisation
- Know and compare the four earliest civilisations
- Investigate the ancient civilisations and their importance
- Explore what each early civilisation is known for
- Be able to draw conclusions from a range of sources
- Understand what life was like in a Victorian workhouse
- Analyse the differences between school and workhouse life during the Victorian era
- Understand the difference between life for rich and poor children during the Victorian era
- Know who Queen Victoria was
- Know the significance of Basing House
- Know how Basing House has changed/stayed the same throughout History
- Know what Basing House was like in its time

- Know the legacy of Basing House

### Sticky Knowledge

- Know about, and name, some of the advanced societies that were in the world about 3000 years ago (Ancient Sumer, Indus Valley, Shang Dynasty and Ancient Egyptians)
- Know about the lives of rich and poor Egyptians and how they differed
- Know about the lives, technology and invention of Egyptian people
- Know what is meant by an ancient civilisation
- Know how Britain has had a major influence on the world
- Know the dates of the Victorian period
- Know how poorer and working class people were sent to workhouses
- Know, understand and can explain the conditions of the workhouses
- Know about Andover Workhouse and the extreme conditions experienced by residents
- Know the differences between life as a poor child and a rich child and able to explain using evidence
- Know how children were educated in the Victorian classroom and how different it was to modern day
- Know the significance of Basing House

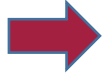
### Rucstall Words

Autumn	Ancient, Civilisation, Indus Valley, Sumer, Shang Dynasty, Egypt, Hieroglyphics, Duration, Overlap, Significance, Remembered, Relevant, Resonant, Remarkable, Result in Change
Spring	Victorian, Workhouse, Class, Social Status, Rich, Poor, Contemporary Source, Interpretative Source, Reliable, Unreliable
Summer	Basing House, Stuarts, Tudors

Year 6



Who lives in castles?  
Has it always been this way?



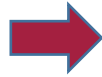
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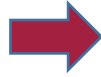
Victorian Holidays



Neil Armstrong and Christopher Columbus



Stone Age to Iron Age



Romans



Anglo Saxons



Vikings



Ancient Civilisations  
History



Ancient Egypt



Victorians



Local



Mayans



Ancient Greeks

## Objectives

- Know some of the achievements of the Ancient Maya
- Be able to critically evaluate the importance of these achievements
- Be able to locate the Maya Empire on a map
- Using evidence of artefacts and paintings, explain what a potential Maya sacrifice may have looked like
- Using evidence of artefacts and paintings, explain what a Mayan Ball Game may have looked like
- Retell a traditional Maya folktale
- Compare Hero Twins story to other Ancient Civilisation stories
- Recall the daily lives of a Mayan
- Know when the height of the Ancient Greeks happened and can locate it on a timeline
- Know what else was happening around the world at the same time
- Know how to evaluate and analyse a range of evidence to prioritise the significance
- Know how to compare and evaluate artefacts and historical sources
- Know about the significant aspects of Greek life
- Know about the art, social customs, Gods and laws of the Greeks
- Know about the democracy and philosophy of the Greeks
- Know about the Olympic games originating from Greece

## Sticky Knowledge

- Know about the impact that the Mayan civilisation had on the world
- Know how to place features of historical events and people from the past societies and periods in chronological framework
- Know the Maya people civilization developed in the south-east area of Mesoamerica
- Know the Maya community started around 2000 BC
- Know the Maya worshipped many deities
- Know it was due to the arrival of the Spanish in the 16th century that their ancient cities fell to ruin
- Know exploration of the Maya continues to this day, and new discoveries of ancient cities and artefacts are still being made today
- Know some of the main characteristics of the Athenians and the Spartans
- Know about the influence the Gods had on Ancient Greece
- Know at least five sports competed in the Ancient Greek Olympics
- Know the impact Ancient Greece had on the world today

## Rucstall Words

Autumn	Collapsed, Ritual, Maize, Sacrifice
Spring/ Summer	Mythology, Democracy, Philosophy, Citizen, Politics, Language, Architecture, Theatre, Performance, Ostracism