



# Kilmington Primary School HISTORY LEARNING JOURNEY



Year B:  
Local Study: Exeter through the ages

Year A:  
The story of the Trojan horse: historical fact, legend or myth?

Year B:  
Why did the ancient Maya change the way they lived?

In Years 3, 4, 5 and 6 children will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will be encouraged to construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Year A:  
How did a pile of dragon bones help to solve an ancient Chinese mystery?

Year B:  
Why was winning the battle of Britain in 1940 so important?

Year A:  
Why did Britain once rule the greatest empire the world has ever seen?

Years:  
**5/6**  
Ospreys

Year B:  
What did the Vikings want and how did Alfred stop them from getting it?

Year A:  
How do artefacts help us understand the lives of people in Ancient Britain?

Year B:  
Who were the Anglo Saxons and how do we know what was important to them?

In Years 3, 4, 5 and 6 children will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the time periods that they study. Children will be encouraged to notice connections, contrasts and trends over time and develop the appropriate use of historical terms.

Years:  
**3/4**  
Jackdaws

Year A:  
How did the lives of ancient Britons change during the Stone Age?

Year B:  
How did the arrival of the Romans change Britain?

Year A:  
What is the secret of the standing stone? (Bronze Age Britain)

Year B:  
Why is the story of my locality so important? (Focus on Mary Anning)

Year A:  
Who is the greatest history maker?

Year B:  
How do we know so much about where Sappho used to live?

In Years 1 and 2 children will be using a wide vocabulary of everyday historical terms. They will be encouraged to ask and answer questions, choosing and using stories and other sources to show that they know and understand key features of events.

Year A:  
Why was Charles sent to prison?

Year B:  
What does it take to be a great explorer?

Year A:  
How do our favourite toys and games compare to those of the 1960s?

Years:  
**1/2**  
Kingfishers

In Years 1 and 2: children will develop an awareness of the past, using common words and phrases relating to the passing of time. They will discuss where the people and event they study fit within a chronological timeline and identify similarities and differences between ways of life in different time periods.

Learning Challenge:  
Year A: Who are the famous characters inside my books?  
Year B: Should Goldilocks say sorry?

Learning Challenge:  
Year A: What happened to Jack's beans?  
Year B: What would you find on the farm?

Learning Challenge:  
Year A: Are all minibests scary?  
Year B: Do all superheroes wear capes?

In EYFS: Children will develop their understand of the world through sequences events and asking questions about the past. They will begin to understand differences between now and the past.

Years:  
**EYFS**  
Pipits

Learning Challenge:  
Year A: Is everybody's house the same?  
Year B: What do I know about me?

Learning Challenge:  
Year A: Where does the day go at night?  
Year B: Why is it always cold in winter?

Learning Challenge:  
Year A: How do I get about?  
Year B: How do colours make you feel?

