Cottons Farm Primary Academy EYFS Learning Journey

Although history is not explicitly taught in the EYFS through a dedicated history lesson slot; there is a lot of history learning taking place! At CFPA we recognise that within 'Understanding the world', there is a new ELG entitled 'Past and Present' and through the use of chronology development we strive to ensure even the youngest learners have an understanding of time, the past, present and future, as well as where to find information, by the time they are ready for KS1. In EYFS, there is always a lot of talk about the past, often through the use of story books, daily routines and our learning journey timeline.

Learning Journey Timeline

A permanent, 'live' display within the EYFS classroom is the learning journey timeline.

This display was purposefully designed to replicate a traditional timeline. The adults refer to the children's learning to help them talk about what they have learnt in the past. The remaining space on the timeline and how it reduces over the two week period exposes the children to their place within a timeline; subconsciously developing their understanding which will be built upon in KS1.

Daily Routines and Timetable

Each day the children begin with a visual timeline, again showing the children another timeline representation.

The adults use chronological language when discussing the day with the children. This routine also provides a pre teach and then recall from their learning in Spring 1.

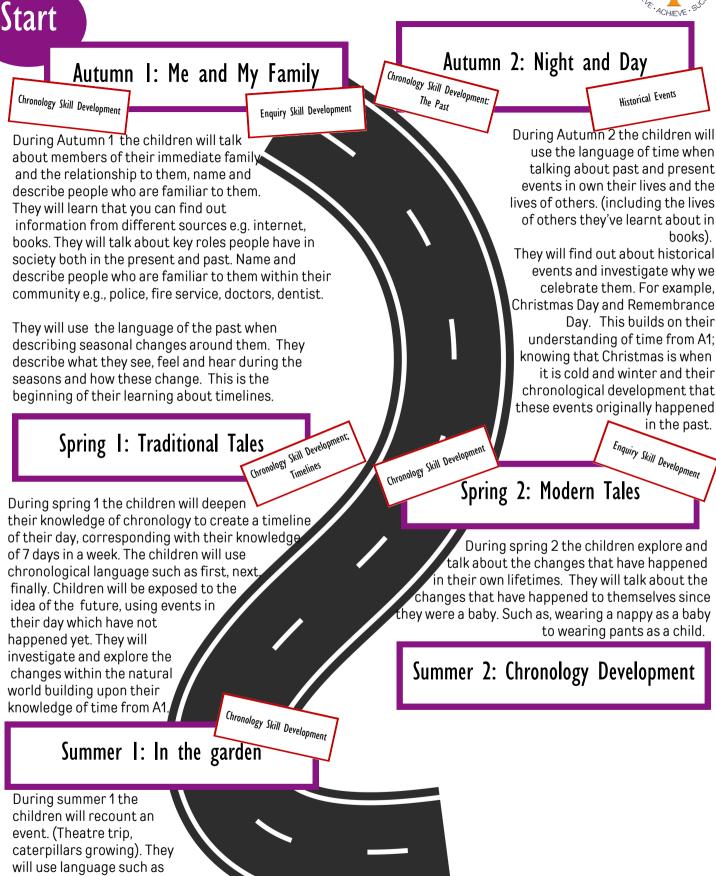
End

Days of the Week

Each day the children sing a days of the week song, and are encouraged to talk about yesterday, today and tomorrow. This provides the children with a simple way they can apply their knowledge of past, present and future.

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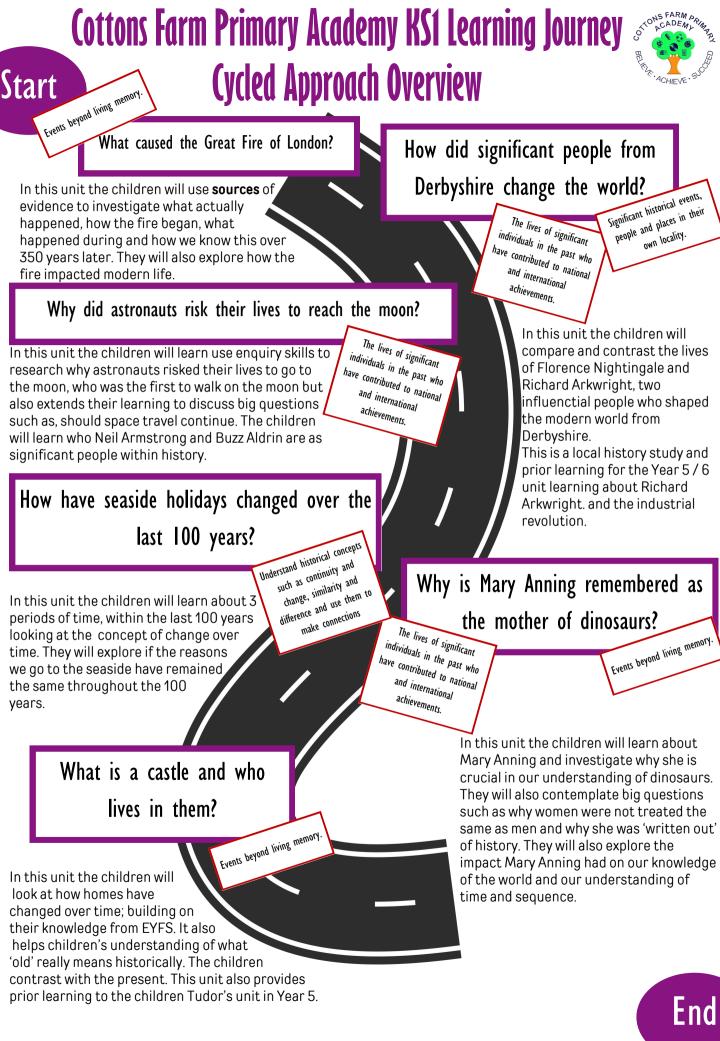
before, next, after that

consolidating their knowledge of

the past, present and future and timelines.

They will investigate the changes plants and animals make during periods of growth again using chronological language to describe their observations.





<u>Cottons Farm Primary Academy Lower KS2 Learning Journey</u> **Cycled Approach Overview** Start The Roman Empire and its impact on Britain

Changes in Britain from the Would I rather be a Stone Age, Iron Age or Bronze Stone Age to the Iron Age Age child?

In this unit the children will learn that The Stone Age was made up of 3 time periods, and these were followed by The Iron and Bronze Age. They will place these 3 periods of time of a timeline of Prehistory. They will investigate the achievements of humans in each period and their impact on change. Finally the children will compare their modern life to that of Prehistory.

In this unit the children will learn which societies were active at the same time as the Ancient Greeks building on their knowledge of time and building up their

own internal historical time line. They will compare the similarities and differences between the city states of Athens and Sparta and the Greek's and Egyptian's death beliefs/rites. The children will investigate how Greek democracy is seen today and how the Greek achievements can be identified in today's world.

How does Egyptian society compare with British prehistory?

The achievements of the ^{earliest} civilizations

In this unit the children will learn about 3 periods of time, within the last 100 years looking at the concept of change over time. They will explore if the reasons we go to the seaside have remained the same throughout the 100 years.

Anon-European society that provides contrasts with British history

How is the Mayan civilization different to ours?

In this unit the children will learn who the Mayan's were and understand that the Mayan civilization started in 1800BC and ended in 900AD. They will explore the ways in which the Maya communicated with their Gods. The children will compare and contrast how the daily lives of the Mayan differ to that of their own.

What are the legacies left to us by the Ancient Greeks?

Ancient Greece – a study of Greek life and achievements and their influence on the western world

Saxons and Scots

How did the Roman invasion of Britain impact modern society?

In this unit the children will understand the impact of the Roman Invasion upon life in Britain today (aqueducts, roads, town names, democracy). Know about the rise and fall of the Roman Empire. Understand how the Anglo Saxons influenced life in Britain today (settlements, Christianity). Explore the impact of invasions and resistance by the British and the ongoing struggle for control of the kingdom.

> Viking and Anglo-Saxon struggle for the Kingdom of England

Who won England: the Vikings or

the Saxons?

Britain's settlement by Anglo-

a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066- A-S crime and punishment

End

In this unit the children will learn where the Anglo-Saxons and Vikings came from, and where they landed in Britain. They will investigate the crime and punishments of the Anglo-Saxon times, and give their opinion on the ethics / effectiveness of their methods eg. stoning. They will explain the importance of Alfred the Great and the Battle of Hastings and explain why this was an important period of British history.

Throughout these units, the children are building up their knowledge on British history, knowing which time periods came first; how each impacted the next, the advancements early civilizations made and how ew can still see their impacts today and understand how many time periods overlap (knowing that the Roman's didn't pack up and leave one day and the Saxons/ Vikings arrived the next).

Cottons Farm Primary Academy Upper KS2 Learning Journey Cycled Approach Overview Start

A study of an aspect or

How did British society change following the rule of Henry VIII?

theme in British history that ^{extends} pupils' chronological ^{knowledge} beyond 1066 In this unit the children will place the Tudors on a timeline. They will investigate ' and explain who Henry VIII was and his six wives. The children will explore the crime and punishments of Tudor period drawing their own conclusion about society but also comparing and contrasting the punishments those of the Anglo-Saxon's which they learnt about in Year 3/4. After this, the children will be able to understand and explain how crime and punishment has changed since Tudor times giving their opinion as to why these changes have been made; linking to ethical:/moralvalues.

The children will investigate the impact Henry VIII has on religion within the UK and how his choices still impact modern Britain.

> Peace for our time...Which significant events in WW2 had

the greatest impact on British

A study of an aspect or ^{theme} in British history that ^{extends} pupils' chronological knowledge beyond 1066

history?

In this unit the children learn to know where WW2 occurs in the timeline and that is followed WW1.

The children will learn the events around the Battle of Dunkirk and The Battle of Britain and evaluate their significance to the war effort. The children will also assess the reasons and impact of evacuees moving from urban to rural areas. They will lean the role of Churchill and Hitler and compare them as leaders. Finally the children will evaluate how the end of WW1 contributed to the events leaving up to WW2.

a significant turning point in British history, the Battle of Britain

Do the Derwent Valley

A study of an aspect or theme in British history that extends pupils' chronological ^{knowled}ge beyond 1066

A local history study

Mills deserve to be a World

A study over time tracing Heritage site? how several aspects of national history are reflected in the locality

> In this unit the children learn what The Industrial Revolution was and place it within a timeline of history.

The children will investigate who Richard Arkwright was and how his invention changed the world. They will investigate why he is a significant person in the history of Derby but also the world.

The children will assess the impact of the Silk Mill, the first factory in Britain on the development of Derby. They will explore the importance of the River Derwent (linking to prior Geography Rivers unit) and the creation of The Derwent Valley Mills to the Industrial Revolution. Finally, the children will compare the achievements made during this time, and how its impacted the modern world; answering the question of why it achieved UNESCO status.

End