

At Les Landes, we believe that History helps children make sense of the world by deepening their understanding of the past and its impact on the present and future. We bring history to life through enriching experiences such as trips, visiting speakers, and themed History Days. These opportunities, combined with engaging classroom learning, help foster a love of history and a strong sense of curiosity.

In **Key Stage 1**, children explore the past within living memory as well as significant events and people from beyond living memory, both locally and globally. They begin to develop a sense of chronology and learn how we find out about the past through different sources. Through guided enquiry, they ask and answer questions and begin to understand that people interpret the past in different ways.

In **Key Stage 2**, pupils build on their historical knowledge by making connections, identifying contrasts, and recognising trends across time periods. They develop a secure understanding of chronology and use increasingly sophisticated historical vocabulary. Children study a wide range of historical periods including prehistory, ancient civilisations, invaders and settlers, and Britain beyond 1066. They learn to critically analyse sources, understand causes and consequences of change, and ask deeper historical questions.

Across all year groups, historical study is closely linked to other areas of the curriculum. Through high-quality literature, art, drama, dance, ICT, and even maths, we enrich historical learning and help children connect with the past in creative and meaningful ways.

By exploring diverse perspectives and encouraging critical thinking, we ensure our History curriculum is inclusive, engaging and relevant to all learners. Our aim is to nurture informed, thoughtful individuals who understand their place in the world and how history continues to shape our lives today.

Year Group	Focus / Skills	Chronological Understanding	Range and depth of historical knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
1	<p>What are the similarities and differences between toys in the past and now?</p> <p>Can I learn about key figures in history i.e. Charles Darwin and Gerald Durrell?</p> <p>Can I learn about a significant historical place in their locality - Mont Orgueil Castle?</p>	<ul style="list-style-type: none"> <li>- Sequence events in their life.</li> <li>- Develop a simple awareness of the past.</li> <li>- Sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>- Match objects to people of different ages.</li> <li>- Place events on a simple timeline.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the difference between past and present in their own life and the lives of others.</li> <li>- Know and recount episodes from stories about the past, knowing and understanding key events.</li> <li>- Talk about simple similarities and differences between life at different times.</li> </ul>	<ul style="list-style-type: none"> <li>- Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</li> <li>- Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.</li> <li>- Compare adults talking about their past – How reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>- Find answers to simple questions about the past from sources of information e.g. artefacts.</li> <li>- Ask and answer simple Historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT.</li> <li>- Use simple terms to talk about the passing of time.</li> </ul>
2	<p>Can I look at a range of sources to find out about an significant event – The great fire of London?</p> <p>Can I compare aspects of life in a different period – medicine – Florence Nightingale and Mary Seacole?</p> <p>Can I ask and answer questions about a significant local event – The Battle of Jersey?</p>	<ul style="list-style-type: none"> <li>- Sequence artefacts closer together in time.</li> <li>- Check accuracy using books/ICT.</li> <li>-Sequence photographs from different periods of their life.</li> <li>- Place events on a simple timeline, adding times previously studied.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise why people did things, why events happened and what happened as a result.</li> <li>- Know and recount episodes from stories about the past, knowing and understanding key events.</li> <li>- Talk about similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare 2 versions of a past event.</li> <li>- Compare pictures or photographs of people or events in the past.</li> <li>- Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.</li> <li>- Use stories to encourage children to distinguish between fact and fiction and to help them remember key historical facts.</li> </ul>	<ul style="list-style-type: none"> <li>- Handle sources and evidence to ask and answer questions about the past based on simple observations</li> <li>-Ask and answer appropriate Historical questions, using their growing Historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate their knowledge though discussion, drawing, drama and role play, making models, writing and ICT.</li> <li>- Use simple terms to talk about the passing of time.</li> </ul>
3	<p>Can I look at sources that show continuity and changes in the Tudor period?</p> <p>Can I understand changes to the Monarchy and the importance of succession through the Tudor and Stewart period?</p> <p>Can I learn the importance of the Royal Mace to Jersey and its significance in the English civil war?</p>	<ul style="list-style-type: none"> <li>- Place the time studied on a timeline, compare where this fits into topics previously studied.</li> <li>Use dates and terms related to the study unit and passing of time.</li> <li>- Sequence several events or artefacts.</li> <li>- Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.</li> </ul>	<ul style="list-style-type: none"> <li>- Find out about everyday lives of people in time studied.</li> <li>- Compare with our life today.</li> <li>Identify reasons for and results of people's actions.</li> <li>- Understand why people may have wanted to do something.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and give reasons for the different ways in which the past is represented.</li> <li>- Distinguish between different sources – compare different versions of the same story.</li> <li>- Note connections in Historical periods studied.</li> <li>Note connections and cause and effect in Historical periods studied.</li> <li>- Look at representations of the period e.g. Museum, cartoons etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of sources to find out about a period.</li> <li>- Observe small details – artefacts, pictures. Select and record information relevant to the study.</li> <li>- Use the library and the Internet for own personal research. Ask and answer simple questions</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</li> <li>Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information.</li> <li>- Use Historically accurate terms to talk about the passing of time.</li> </ul>

4	<p>Can I place the Anglo Saxons and Vikings in their chronological period?</p> <p>Can I ask and answer questions about why people invade and settle and look at this in relation to Jersey?</p> <p>Can I compare and contrast time in Ancient Greece with today?</p> <p>Can I look at democracy withing Ancient Greece?</p>	<p>- Place the time studied on a timeline, compare where this fits into topics previously studied.</p> <p>- Use terms related to the period and begin to date events.</p> <p>- Understand more complex Historical terms e.g. BC/AD/CENTURY</p> <p>5- Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied. Range and depth of Historical knowledge</p>	<p>- Use evidence to reconstruct life in the time studied. • Identify key features and events of time studied. Look for links and effects in the time studied. Offer a reasonable explanation for some events.</p>	<p>Look at and evaluate the evidence available. Begin to evaluate the usefulness of different sources. Note connections in Historical periods studied. Use textbooks and own growing Historical knowledge to gain a better perspective.</p>	<p>Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask and answer a variety of questions. Use the library and the internet for own personal research. Answer and begin to devise own Historically valid questions.</p>	<p>Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. Construct own responses beginning to select and organise relevant Historical information. Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY/BCE/ACE</p>
5	<p>Can I understand key changes to British life in the Victorian period and look at the consequences?</p> <p>Can I understand Key historical vocabulary, Industrialisation, philanthropy, empire, urban, rural, in relation to historic study?</p> <p>Can I look at the development of democracy in Jersey?</p> <p>Can I look at how Victorian Britain fits in with other civilizations i.e. – the Kingdom of Benin?</p> <p>Can I look at advances and their significance in Ancient Egypt?</p> <p>Can I look at the reasons for the decline of the Ancient Egyptian civilization?</p>	<p>Place the time studied on a timeline, compare where this fits into topics previously studied to provide a greater Historical perspective. Gain greater Historical perspective by placing their growing knowledge into different contexts. Use and relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance. Make comparisons between different times in the past. Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.</p>	<p>Study different aspects of different people – differences between men and women. Examine causes and results of great events and the impact on people. Compare life in 'early' and 'late' times studies. Compare an aspect of life with the same aspect in another period.</p>	<p>Compare different accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.</p>	<p>Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence. Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</p>	<p>Recall, select and organise historical information. Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY? BCE/ ACE</p>
6	<p>Can I place the occupation of Jersey in the context of WW2?</p> <p>Can I investigate sources of evidence, i.e. the occupation tapestry and see what they tell me about the past?</p> <p>Can I look at the significant changes and their cause and consequence in Prehistoric Jersey?</p> <p>Can I use relevant historical terms in relation to a study of the Occupation and prehistoric Jersey?</p> <p>Can I look at evidence from the period and understand how it could be interpreted in different ways in relation to the Occupation and nazi propaganda?</p>	<p>Place the time studied on a timeline, compare where these fit into topics previously studied to provide a greater Historical perspective. Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance. Sequence previously studied topic on a timeline to gain greater Historical perspective. Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.</p>	<p>Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.</p>	<p>Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.</p>	<p>Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account. Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</p>	<p>Recall, select and organise information. Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. Select and organise information to produce structured work, making appropriate use of dates and terms. Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY/ BCE/ ACE</p>

<https://www.natgeokids.com/uk/category/discover/history/>

<https://padlet.com/JHEducation> - Jersey Heritage site

<http://www.primaryhomeworkhelp.co.uk/>

<https://www.bbc.co.uk/bitesize/subjects/zcw76sg>