





# KS 3/4 History

## Learning Journey

2026

**How did WW2 change everyday life in London?**

Know why things happened and people acted as they did

Chronological understanding

Collect explore and sort different artefacts and use them as evidence

**Are rivers important for survival?**

Recognise links between people, activities, functions and people

Historical enquiry

Use symbols artwork, drawing and writing to record

**What was life like in medieval times?**

Collect explore and sort out different objects of the and artefacts and use them as evidence

Know why things happened and people acted as they did

Historical enquiry

Recognise links between people, activities, functions and people

**How high can I travel on Earth?**

Collect explore and sort different artefacts and use them as evidence

Know why things happened and people acted as they did

Historical enquiry

**How do different countries and religions celebrate?**

Collect explore and sort out different objects of the and artefacts and use them as evidence

Develop a greater appreciation of similar and different culture values

Recognise the links between activities, functions and people

**How are skills from the iron/stone age still used today?**

Recognise the links between activities, functions and people

Know why things happened and people acted as they did

Collect explore and sort out different objects of the and artefacts and use them as evidence

2025

**What effect did the growth of London have on Herndon?**

Chronological understanding

Collect explore and sort out different objects of the and artefacts and use them as evidence

**When did Herndon thrive the most?**

Respond in different ways to people and environments by expressing their own views about their surroundings

Chronological understanding

**How did the Romans change our world?**

Respond in different ways to people and environments by expressing their own views about their surroundings

Historical enquiry

Select resources to find out about an aspect of life of the past

**How does it feel to be part of a carnival?**

Develop a greater appreciation of similar and different culture values

Respond in different ways to people and environments by expressing their own views about their surroundings

**Can you travel the whole way around the world?**

Develop a greater appreciation of similar and different culture values

Respond in different ways to people and environments by expressing their own views about their surroundings

**Are the Pyramids of Giza an important part of world history?**

Develop a greater appreciation of similar and different culture values

Historical interpretation

Select resources to find out about an aspect of life of the past

**Could you survive in the desert?**

Develop a greater appreciation of similar and different culture values

Respond in different ways to people and environments by expressing their own views about their surroundings

Historical enquiry

**Would you like to live near the equator?**

Use symbols artwork, drawing and writing to record

Historical enquiry

Respond in different ways to people and environments by expressing their own views about their surroundings

**What was life like during the turn of BC to AD?**

Recognise the links between activities, functions and people

Analyse and explain the reasons for the results of historical events and situations

Historical enquiry

**Could you survive in a rainforest?**

Respond in different ways to people and environments by expressing their own views about their surroundings

Historical enquiry

Select resources to find out about an aspect of life of the past

**How does it feel to be part of a carnival?**

Take part in a community activity

Develop a greater appreciation of similar and different culture values.

Respond in different ways to people and environments by expressing their own views about their surroundings

**Did the Vikings change our world?**

Select resources to find out about an aspect of life of the past

Recognise links between people, activities, functions and people

Historical enquiry

2023

**How has Herndon changed over the past 100 years?**

Place events in chronological order. Recognise representations of themselves and other people in past events

To experience stories from different religions and cultures

**Would you like to holiday in Herndon during the Victorian times?**

Learn about the diversity of people lives

Using speech, stories and accounts backed by facts to show their knowledge and understanding of history

**How have significant people changed our world?**

Place events in chronological order. Recognise representations of themselves and other people in past events (Mary McLeod Bethune)

Identify differences and similarities between life today and life in the more distant past as we as in different places and countries

**How has history changed the way we celebrate?**

Recognise links between people, activities, functions and people

To experience stories from different religions and cultures

Caribbean culture: Use materials and resources that pupils can experience and understand through sight, taste and smell

**Would you like to live in Kenya?**

Recognise links between people, activities, functions and people

To experience stories from different religions and cultures

African culture: Use materials and resources that pupils can experience and understand through sight, taste and smell

**Why was the year 1666 important to London?**

Recognise links between people, activities, functions and people

Historical interpretation

Place events in chronological order. Recognise representations of themselves and other people in past events

**Human or Physical: what makes a good seaside?**

Respond to and use a range of resources for exploration and information

Use symbols artwork, drawing and writing to record

**What is the difference between the weather and climate?**

Use symbols artwork, drawing and writing to record

Respond in different ways to people, places and environment's by expressing their views about their surroundings

**How was life different when Queen Victoria ruled?**

Using speech, stories and accounts backed by facts to show their knowledge and understanding of history

Identify trends within and across different periods

Learn about the diversity of people's lives

**Where in the world are you?**

Analysing and explaining the reasons for or results of historical events, situations and changes

Recognise links between people, activities, functions and people

**How has history changed the way we celebrate?**

Learn about the passage of time through daily routines and contact with objects and people, using terms about time

Identify differences and similarities between life today and life in the more distant past as we as in different places and countries

**What makes a person significant?**

Know why things happened and why people acted the way they did.

Place events in chronological order. Recognise representations of themselves and other people in past events (Anne Frank)

2021