



# Holy Family History Progression



## Topic Overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about the lives of the people around them and their roles in society;</p> <p>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>-Understand the past through settings, characters and events encountered in books read in class and Storytelling.</p>	<p>Changes in living memory linking to aspects of change in national life</p> <p>Lives of significant individuals – <b>Sir Francis Beaufort</b></p> <p>Lives of significant individuals – <b>Kings and Queen</b></p>	<p>Events beyond living memory significant nationally or globally – <b>The Great Fire of London</b></p> <p>Lives of significant individuals – <b>Neil Armstrong, Chris Hadfield and Tim Peake</b></p> <p>Significant historical events, people and places in their locality – <b>Apollo 11 Moon landing</b></p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain - <b>Boudicca</b></p>	<p>The achievements of the earliest Civilisations - <b>Ancient Egypt</b></p> <p>Britain’s settlement by Anglo-Saxons and Scots -<b>The Vikings</b> -<b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p>A local history study</p>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - <b>The Tudors</b></p>	<p>A non-European society that provides contrasts with British history – c. AD 900; <b>Mayan civilization</b></p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - <b>changing powers of Monarchs (Victorians) WW2</b></p>



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Chronology						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sequence events in their own life – past to present; understanding how they have changed, changes in their family	Sequence events in their life – past to present; understanding how they have changed, changes in their family	Sequence artefacts closer together in time	Place the time studied on a time line  – <b>Stone Age to Iron Age significant events</b>	Place events from period studied on timeline  – <b>Ancient Egyptians and Anglo Saxons-Vikings</b>	Know and sequence key events of time studied –  <b>Tudors and Ancient Greeks</b>	Place current study on timeline in relation to other studies – <b>Victorians</b>
Sort objects between past and present; identifying some differences  <b>Toys</b>	Sequence 3 or 4 artefacts from distinctly different periods of time -  <b>Blackpool link</b>	Sequence photographs etc. from different periods of their life	Use dates and terms related to the study unit and passing of time	Use terms related to the period and begin to date events	Use relevant terms and period labels	Use relevant dates and terms
Sequence objects - <b>toys and seaside games</b>	Match objects to people of different ages and discuss how they might know	Describe memories of key events in lives	Sequence several events or artefacts	Understand more complex terms e.g. BC/AD in order to create timelines	Make comparisons between different times in the past	Sequence up to 10 events on a timeline



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## Historical Enquiry

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discuss who an artefact might belong to. Open ended questions. <b>Mary Anning</b> <b>Neil Armstrong</b>	Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations	Use a range of sources to find out about a period, including artefacts (loan boxes) pictures and photographs	Use evidence to build up a picture of a past event. <b>E.G. the discovery of King Tut’s tomb</b>	Begin to identify primary and secondary sources ; using the library and internet for research with increasing confidence and create double page spreads	Recognise primary and secondary sources and use a range of sources to find out about an aspect of time past – create diaries
			Select and record information relevant to the study. E.g. Venn diagrams for comparisons/ similarities and differences charts <b>Our life and the life of a Stone Age boy</b>	Ask a variety of questions - Choose relevant material to present a picture of one aspect of life in time past	Use evidence to build up a picture of a past event – <b>Double page spread about crime and punishment</b>	Suggest omissions and the means of finding out (things that haven’t been identified)
			Begin to use the library and internet for research – Key questions given	Use the library and internet for research – begin to identify own questions	Use the library and internet for research with increasing confidence	Bring knowledge gathered from several sources together in a fluent account – <b>(Evacuee diary account)</b>



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## Depth of Knowledge/comparisons

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand the past through settings, characters and events encountered through books read in class</p> <p><b>Neil Armstrong</b> <b>Tim Peak</b> <b>Mary Anning</b></p>	<p>Recognise the difference between past and present in their own and others' lives –what did children do at the beach now and then?</p> <p><b>(Victorian Seaside- local History link)</b></p>	<p>Recognise why people did things, why events happened and what happened as a result –</p> <p><b>Neil Armstrong and moon landing</b></p>	<p>Find out about everyday lives of people in time studied and compare with our life today –</p> <p><b>Neolithic Age (link to Stone Age Boy)</b></p>	<p>Use evidence to reconstruct life in time studied and begin to think about the effect this had. E.g.</p> <p><b>Viking Invasion</b></p>	<p>Study different aspects of different people - differences between rich and poor – <b>The Tudors and The Greeks</b></p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p>
<p>Listen to and discuss stories from the past -</p> <p><b>Moon's First Friend</b> <b>Stone Girl Bone Girl (Mary Anning)</b></p>	<p>They know and recount episodes from stories about the past - <b>The Great Fire of London</b></p>	<p>Identify differences between ways of life at different times</p> <p><b>–King and queens through the years How people dressed? What they ate? Etc...</b></p>	<p>Identify reasons for and results of people's actions –</p> <p><b>How did the Roman empire affect the next part of History?</b></p>	<p>Identify key features and events of time studied, e.g.</p> <p><b>Tutankhamun's death (Egyptians)</b></p>	<p>Examine causes and results of great events and the impact on people</p> <p>- <b>Ancient Greeks Olympics</b></p> <p><b>Tudor- Battle of Bosworth</b></p>	<p>Explain cause and effect of past events using evidence to support</p> <p>– WW2 ; understanding key dates and characters involved</p> <p><b>Winston Churchill</b></p>
			<p>Research everyday life of people and compare to their own</p> <p>- <b>Stone Age child (diary entry)</b></p>		<p>Compare life in early and late 'times' studied – <b>Tudors</b></p>	



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Historical Interpretation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comment on images of events from the past	Use stories to encourage children to distinguish between fact and fiction – <b>Toby and The Great Fire of London by Margaret Nash and Jane Cope</b>	Compare pictures or photographs of people or events in the past - <b>kings and queens</b>	Identify and give reasons for different ways in which the past is represented	Look at the evidence available Begin to evaluate the usefulness of different sources	Compare accounts of events from different sources – fact or fiction	Link sources and work out how conclusions were arrived at.
	Compare adults talking about the past – how reliable are their memories?	Discuss reliability of photos/ accounts/ stories	Distinguish between different sources – compare different versions of the same story	Use text books and historical knowledge	Offer some reasons for different versions of events <b>Henry VIII - How he portrays himself in comparison to Historians</b>	Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
			Look at representations of the period – museum, cartoons etc			Be aware that different evidence will lead to different conclusions
Out of school learning experiences						
	Blackpool Zoo – Dinosaurs  Stanley Park	Lancaster Castle- Kings and Queens  Blackpool Beach – Local History Circus and Tower	Bring Yer Wellies – Stone Age to Iron Age  Ribchester - Roman Experience	Manchester/Bolton Museum – Egyptians  Local Area walk	Salmesbury Hall – A day in a life of a Tudor	Tatton Park - Evacuee Day  Textile Mill