



Holy Family History Progression



Topic Overview

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|---|---|---|--|
| Family History All about Me and my world | British History Castles | British History Great Fire of London | Prehistoric British History Stone Age | British History Roman Empire in Britain | British History Anglo Saxons and Vikings | British History Kings and Queens Tudors |
| Exploring Mary Anning | World History Famous inventors | World History Significant people Mary Seacole, Florence Nightingale | World History African History Ancient Egypt | World History North American History Ancient Maya | World History European History Ancient Greece | World History WW1 |
| Local History Holidays here vs London | Local History Holidays then and now - Pontins | Local History Victorian Blackpool | Local History Transport over time in Blackpool | Local History Blackpool - Entertainment | Local History Blackpool Illuminations | Local History WW2 Impact on Blackpool |

Chronology

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| 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 – Stone Age to Iron Age significant events | Place events from period studied on timeline – Romans and Mayans | Know and sequence key events of time studied – Tudors and Ancient Greeks | Place current study on timeline in relation to other studies – Victorians |
| Sort objects between past and present; identifying some differences Toys | Sequence 3 or 4 artefacts from distinctly different periods of time - Blackpool link | 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 - toys and seaside games | 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 |

Historical Enquiry

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| Discuss who an artefact might belong to. Open-ended questions. Mary Anning Neil Armstrong | 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. E.g. Roman ruins/mosaics etc | 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 Our life and the life of a Stone Age boy | 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 – Double page spread about crime and punishment | 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 – (Evacuee diary account) |



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Depth of Knowledge/comparisons

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

Historical Interpretation

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| Comment on images of events from the past | Use stories to encourage children to distinguish between fact and fiction – Toby and The Great Fire of London by Margaret Nash and Jane Cope | Compare pictures or photographs of people or events in the past - kings and queens | 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 | Offer some reasons for different versions of events Henry VIII - How he portrays himself in comparison to Historians. 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 | Look at representations of the period – museum, cartoons etc | Consider ways of checking the accuracy of interpretations – fact or fiction and opinion |
| | | | | | | Be aware that different evidence will lead to different conclusions |
| Out of school learning experiences | | | | | | |
| | Lancaster Castle- Kings and Queens Stanley Park | Blackpool Beach – Local History Circus and Tower | Bring Yer Wellies – Stone Age to Iron Age Manchester/Bolton Museum – Egyptians | Ribchester - Roman Experience Local Area walk | | Salmesbury Hall – A day in a life of a Tudor Spitfire museum/ Tatton Park - Evacuee Day |