



| EYFS | Autumn | Spring | Summer |
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| Overview | Develop an understanding of past and present through family memories and an understanding of chronology through school routines. | Continue to develop an understanding of the past and present through family memories and routines. Begin to talk about the lives of people around them and their roles. Begin to understand the past through events in books. | ELG- Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. |
| Key Concepts: (take from EYFS curriculum) | Understands how and why questions. Begins to use more complex sentences to link thoughts. Talks about why things happen and how things work. Children talk about past and present events in their own lives. | Talk about past and present from events they have discovered in books. | Answers How and why questions Explaining knowledge in sentences using connectives Talk about past and present - own lives and from books. |
| Knowledge | Family photos are shared with the class. Discuss family events. Talk about our day and the passage of time through the day and week | Compare characters from stories, including figures from the past. Little People Big Dreams books. | Know about influential figures from the past Christopher and discuss historical events that have happened in the past such as the discovery that the world was round, the first man and woman on the moon and the discovery of dinosaurs through palaeontology. To be able to comment on images of situations in the past. |
| Skills | Comment on images of events. Begin to develop an understanding of chronology when discussing routines and past events. Develop an understanding of past and present through images. Use stories to encourage children to distinguish between fact and fiction. | Comment on images of familiar situations in the past. Develop an understanding of chronology when discussing past events through what they have read in books and topics | Develop an understanding of past and present through texts and own lives. Developing an understanding of chronology through day to day activities and discussions/books and topics. |

| Year 1 | Autumn 2 | Spring 1 | Summer 1 |
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| Overview | Great Fire of London (National History) | Grace Darling (Local History focus - History of the RNLI) | Explorers: Neil Armstrong (World History) |
| Key Concepts: Main events Location Food and Farming Travel and Exploration Conflict Society Artefacts | Main Events Location Society | Main Events Location Travel | Main Events Travel and Exploration Artefacts |
| Prior Learning | Developing an understanding of chronology (when discussing routines and past events - in their own lifetime) Understands 'how' and 'why' questions. Developing an understanding of past and present through images. | | |
| Knowledge - what will our children learn? (see Chris Quigley Milestone 1) | Describe...how.....when....what? When did the fire break out? Where did the fire break out? Where is London? What happened on the 3rd September? (People left the city) How big was the fire? (fire so great it could be seen as far away as Oxford) What happened on 6th September? (wind died down and fire stopped spreading) Who was Samuel Pepys? Vocab: eyewitness, flammable, century | Describe...how...when...what? When was Grace Darling born? When and where did she move to in 1826? (Longstone Lighthouse on the Farne Islands) What happened in 1838? (Rescued passengers from the Forfarshire) What type of ship was the Forfarshire? List some reasons why people travelled by ship during this time. When did she die? (1842) What does RNLI stand for and why are they important to us? What is a museum? What might you find at Fleetwood Museum? Why? Vocab: steamship, heroine | Describe...how...when....what? When was Neil Armstrong born? (1930) When did he join the US Navy? (1949) What is the Navy? When did he join NASA and what does NASA stand for? What do they do? 1952 When did he take his first flight into space? 1966 When did he become the first man to walk on the moon? 20th July 1969 When did he die? 2012 Vocab: commander, achievements |
| Skills - what do we want our children to do? (see Chris Quigley Milestone 1) | Order a set of events on a timeline. Use books, videos, photographs, pictures to find out about the past. Ask questions, 'What was different about houses then and my house?' Talk, write and draw about things from the past. | Label a timeline with words or phrases - past, present, old, newer. Understand the difference between things that happened in the past and the present. Describe significant people from the past. Ask questions such as 'What happened?' 'What was it like for people?' Use words and phrases such as: - a long time ago - recently | List the main events in Armstrong's life. Put these dates on a timeline. Research to find out what NASA stands for. What primary and secondary resources do you think you would be able to use to find out more about Neil Armstrong's life? Use books, photos, websites to find out where America Apollo launched from. |
| Enrichment | Chn will recreate the houses based on their learning and watch them as the alight so see what happens. | Visit from the RNLI | |

| Year 2 | Autumn 1 | Spring 1 | Summer 1 |
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| Overview | Great Fire of London (National History) | Grace Darling (Local History focus - History of the RNLI) | Explorers: Neil Armstrong (World History) |
| Key Concepts: Main events Location Food and Farming Travel and Exploration Conflict Society Artefacts | Main Events Location Society Artefacts | Main Events Location Travel and Exploration | Main Events Travel and Exploration Artefacts |
| Prior Learning (Eras and Civilisations) | Great Fire of London Grace Darling Explorers | Great Fire of London Grace Darling Explorers | Great Fire of London Grace Darling Explorers |
| Knowledge - what will our children learn? (see Chris Quigley Milestone 1) | Explain some reasons why the fire was so big and it spread. Explain why the fire was such a significant event. Explain why Samuel Pepys diary is so important. Why did he act as he did? What happened after the Great Fire? Who was Christopher Wren and why was he important? Vocab: congested, architects, extract | Explain why Grace Darling and her father decided to rescue the passengers. Explain what makes Grace Darling a significant person. Organise information about the Royal National Lifeboat Institution. Explain where the Farne Islands are in Britain. Explain how a steamship works. What was travel like during this period? Vocab: gallantry, significant | Why was flying to the moon considered a breakthrough event? Why were astronauts so famous in America in the 1960's? Explain why we need artefacts to help us understand historical events. Explain why the landing base was called Tranquility Base. Vocab: breakthrough, plaque, exploration |
| Skills - what will they be able to do? (see Chris Quigley Milestone 1) | Understand how to put events in order using a scale the teacher has provided. Respond to retrieval questions using books, pictures, witness accounts and artefacts. Identify different ways in which the past is represented. Look at evidence and provide and explain reasons why people in the past may have acted the way they did. | Use dates to describe an event. Recount changes that have occurred (ie investigate the role of a lighthouse keeper to the job in the 1800's) Ask questions 'What was it like for people?' and link in with travel. Compare travelling by land to travelling by sea during this period. Begin to think about children in Victorian society using evidence - were they treated the same way as we are today? | Investigate the types of transport that were involved in flying to the moon. Compare this with transport from the 1800's. Write a list of questions that you could have asked Armstrong when he returned from the moon. Using books, photos, websites find out what the astronauts of Apollo 11 leave behind on the Moon and what did it say? What kind of primary or secondary sources do you think you would be able to use to find out more about Neil Armstrong's life? |
| Enrichment | | Visit to Lifeboat station | Create a 'Diary of an Astronaut', News Bulletin etc describing the events of 1969 - present to parents. |

| Year 3 | Autumn 1 (Autumn 2 2021) | Spring 1 | Summer 1 |
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| Overview | Ancient Egypt (World History) | The Roman Invasion (National History) | The Tudors (National including local History) |
| Key Concepts: Main events Location Food and Farming Travel and Exploration Conflict Society Artefacts | Location Food and Farming Beliefs Society Artefacts | Main events Conflict Artefacts Culture and pastimes Society | Main events Society Beliefs Culture and Pastimes Conflict |
| Prior Learning Eras and Civilisations | 1666 Victorian times Post WW2 | Ancient Egypt 1666 Victorian times Post WW2 | Romans Ancient Egypt 1666 Victorian times Post WW2 |
| Knowledge - what will our children learn?see Chris QuigleyMilestone 2 (& 3 for Tudors) | Place dates/ events on a timeline. Who were the Egyptian rulers? What did the Egyptians invent? What were pyramids and obelisks? Describe the burial process. How do we know about Ancient Egypt? Look at the work of archeologists and the importance of artefacts from Ancient Egypt. | Place key events of the Roman Empire on a timeline. Identify key dates of Roman Britain. Which emperors came to Britain?When was Britain conquered? Who was Julius Caesar? What happened to him? Who was Boudicca? What was Hadrian's wall? What do we know about Roman life and how do we know? What are primary/ secondary source materials? | Who were the Tudors and when did they live? Look at the Tudor monarchs and place them on a timeline. How did Henry VIII become head of the Church of England. What happened in the Elizabethan era?- exploration, theatre. Who were Sir Walter Raleigh, William Shakespeare? What was life like for the rich and poor in Tudor times? |
| Skills - what will they be able to do? | -Use a timeline to place historical events in chronological order. - Use documents, pictures, photographs,as evidence about the past. -Use evidence to describe the culture and leisure activities from the past. -Use evidence to describe the clothes, way of life and actions of people in the past. -Use evidence to describe buildings and their uses of people from the past -Communicate ideas about the past using different genres of writing, drawing,drama, role-play, storytelling and using ICT. | -Use a timeline to place historical events in chronological order. - Explore the idea that there are different accounts of history.(eg Boudicca) - Use documents, pictures, photographs as evidence about the past. -Use evidence to describe the culture and leisure activities from the past. -Use evidence to describe the clothes, way of life and actions of people in the past. -Use evidence to describe buildings and their uses of people from the past | -Use a timeline to place historical events in chronological order. - Use documents, pictures, photographs,as evidence about the past. -Use evidence to describe the culture and leisure activities from the past. -Use evidence to describe the clothes, way of life and actions of people in the past. -Use evidence to describe buildings and their uses of people from the past -Communicate ideas about the past using different genres of writing, drawing,drama, role-play, storytelling and using ICT. |

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| | | -Communicate ideas about the past using different genres of writing, drawing,drama, role-play, storytelling and using ICT. | |
| Enrichment | | Ribchester visit | Tudor day |

| Year 4 | Autumn 1 | Spring 1 | Summer 1 |
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| Overview | Ancient Egypt (World History) | The Roman Invasion (National History) | The Tudors (National including local History) |
| Key Concepts: Main events Location Food and Farming Travel and Exploration Conflict Society Artefacts | Location Food and Farming Beliefs Society Artefacts | Main events Conflict Artefacts Culture and pastimes Society | Main events Society Beliefs Culture and Pastimes Conflict |
| Prior Learning (Eras and Civilisations) | Tudors Romans Ancient Egypt 1666 Victorian times Post WW2 | Tudors Romans Ancient Egypt 1666 Victorian times Post WW2 | Tudors Romans Ancient Egypt 1666 Victorian times Post WW2 |
| Knowledge - what will our children learn?see Chris QuigleyMilestone 2 (& 3 for Tudors) | Why are the Ancient Egyptians significant?How do they compare to the Romans? Why did the Egyptians live near the Nile? Why was irrigation important? What do hieroglyphics and tomb paintings tell us about everyday life? Compare the life of a pharaoh with an ordinary person. Compare Egyptian buildings with those from another era. Organise information about Egyptian rulers. Why were the pyramids robbed of their artefacts? | What was the impact of the Romans on Britain? Look at the events of Pompeii/ Herculaneum- why does it tell us so much about Roman life? Importance of Pliny's letters. Compare Pompeii and Herculaneum. What is the myth of the founding of Rome?-Romulus and Remus. Investigate how far the Roman Empire spread. Investigate famous Roman buildings e.g. the Colosseum. Compare daily life in Rome with daily life in Roman Britain. | Compare some of the Tudor monarchs- how were their reigns similar/ different? Who was your favourite monarch and why? How did people live in Tudor times? What changes had happened? How can we find out about Tudor life? What artefacts do we have and what do they tell us? What was the Spanish Armada? Why was it important? Investigate the Globe Theatre. |
| Skills - what will they be able to do? | -Recall and order significant events and dates on a timeline. | -Recall and order significant events and dates on a timeline. | -Recall and order significant events and dates on a timeline. |

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| | <p>-Use documents, the Internet, artefacts, to collect evidence about the past. (Hieroglyphics, pyramids, buildings)</p> <p>-Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>-Describe similarities and differences between people, events and artefacts studied. (Compare with eras from Y3 studies)</p> <p>-Describe how some of the things I have studied from the past affect/influence life today. (What did we learn from the Egyptians? What remains today?)</p> <p>-Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> | <p>-Describe the main changes in this period in history.</p> <p>-Look at different versions of the same event in history and identify differences. (Pompeii)</p> <p>-Use source materials to collect evidence about the past.</p> <p>-Describe similarities and differences between people, events and artefacts studied. (eg. Ancient Rome and Egypt)</p> <p>-Compare and contrast events and describe how some of the things I have studied from the past affect/influence life today. (What have we learned from the Romans?)</p> <p>-Investigate questions and communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> | <p>-Describe the main changes in this period in history.</p> <p>-Look at different versions of the same event in history and identify differences- eg. compare pictures and descriptions of the same event.</p> <p>-Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits.</p> <p>-Ask questions and find answers about the past.</p> <p>-Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>-Describe similarities and differences between people, events and artefacts studied. (eg. Ancient Rome or Egypt and Tudors)</p> <p>-Describe how some of the things I have studied from the past affect/influence life today. (Theatre, Church)</p> <p>-Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> |
| Enrichment | | Ancient Rome day | Hoghton Tower visit |

| Year 5 | Autumn 1 | Spring 1 | Summer 1 |
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| Overview | Ancient Greece (World History) | Victorians (Local history) | Second World War (National History) |
| Key Concepts: Main events Location Food and Farming Travel and Exploration Conflict Society Artefacts | Main events Society Culture and pastimes Artefacts Settlements Beliefs | Main events Society Culture and pastimes Artefacts Settlements Location | Main events Conflict Location Society Beliefs |
| Prior Learning Eras and Civilisations | Tudors Romans Ancient Egypt 1666 Victorian times Post WW2 | Ancient Greece Tudors Romans Ancient Egypt 1666 Victorian times Post WW2 | Victorians Ancient Greece Tudors Romans Ancient Egypt 1666 Victorian times |

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| | | | Post WW2 |
| Knowledge - what will our children learn? Chris Quigley Milestones 3 | Label a timeline of dates from Ancient Greece. What are the legacies of Ancient Greece? What were the Greek pots used for? Why are they important evidence? Name some famous Greek buildings. What are their features? What is meant by a "myth"/ Which are some of the well known myths? How was Ancient Greece organised and governed? What were the Olympics? | When was the Victorian era? List significant dates/ events of the Victorian era. Describe the experience of rich and poor families in Victorian times. What was life like in the factories? Why and how did workers travel to the seaside? When did the railways arrive in Blackpool? How did Blackpool develop as a tourist destination? What aspects of seaside holidays can we still see today? How have holidays changed since Victorian times? | When was WW2? Who was involved? Where did it take place? Who were the Axis? Who were the Allies? What was the Blitz? What were air raids and what did people do? What was rationing? What was the evacuation? Who was Anne Frank and why is she remembered? |
| Skills - what will they be able to do? | -Order significant events, movements and dates on a timeline. -Describe the main changes in this period in history. -Evaluate evidence to choose the most reliable forms. -Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. -Describe similarities and differences between some people, events and artefacts studied (Compare with Ancient Rome/ Egypt) -Make links between some of the features of the past societies. (e.g. religion, houses,society, technology.) -Describe how historical events studied affect/influence life today.(What did we learn from the Ancient Greeks?) -Communicate ideas about from the past in various ways | -Order significant events, movements and dates on a timeline. -Describe the main changes in a period in history- inventions, working conditions, transport, industry, education. -Give reasons why there may be different accounts of history. -Use sources to collect evidence about the past. -Describe similarities and differences between some people, events and artefacts studied (Tudors) -Describe how historical events studied affect/influence life today.(What can we see of Victorian Blackpool today?) -Make links between some of the features of past societies. (e.g. religion, houses,society, technology.)(Tudors) -Communicate ideas about from the past in various ways | -Order significant events, movements and dates on a timeline. -Describe the main changes in a period in history- the rise of power of the Nazis and Axis leading to their eventual defeat by the Allies. -Give reasons why there may be different accounts of history.(Propaganda) -Evaluate evidence to choose the most reliable forms. -Use sources to collect evidence about the past. -Give their own reasons why changes may have occurred, backed up by evidence. -Describe how historical events studied affect/influence life today.(What happened after WW2 to today?) -Communicate ideas about from the past in various ways |
| Enrichment | Ancient Greece day | Blackpool visit/ new town museum | VE day celebration |

| Year 6 | Autumn 1 | Spring 1 | Summer 1 |
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| Overview | Ancient Greece (World History) | Victorians (Local history) | Second World War (National History) |
| Key Concepts: Main events Location Food and Farming Travel and Exploration Conflict | Main events Society Culture and pastimes Artefacts Settlements Beliefs | Main events Society Culture and pastimes Artefacts Settlements Location | Main events Conflict Location Society Beliefs |

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| Society Artefacts | | | |
| Prior Learning Eras and Civilisations | Victorians Ancient Greece Tudors Romans Ancient Egypt 1666 Victorian times Post WW2 | Victorians Ancient Greece Tudors Romans Ancient Egypt 1666 Victorian times Post WW2 | Victorians Ancient Greece Tudors Romans Ancient Egypt 1666 Victorian times Post WW2 |
| Knowledge - what will our children learn? Chris Quigley Milestone 3 | Look at the important events in Ancient Greece and compare with other civilizations e.g. Romans/ Ancient Egypt. What happened in the Trojan war and the Siege of Troy? Is it a myth or a real event? Investigate famous Greek thinkers- Pythagoras, Archimedes, Hippocrates- what is their significance today? Investigate the history of the Olympics. Compare the architecture of Rome and Greece- the Parthenon and Pantheon. What can we learn from myths and epics eg The Iliad and the Odyssey. | What impact did the Industrial Revolution and the improvements in transport have on the development of Blackpool as a holiday destination? Compare and contrast maps of Blackpool before and after the arrival of railways. Investigate census return from Blackpool at this time- are they reliable evidence? What do they tell us about Victorian Blackpool? Investigate the history of some of Blackpool's famous landmarks- how have they changed? | Why did Britain have to go to war in 1939? Why was it necessary for children to be evacuated? Was it a good thing or not? Use different types of evidence to find out about WW2. Look at the use of propaganda in WW2 and its effects. What was the Home Front? Which developments were most important in helping us win the war? Why did Germany lose the Battle of Britain? What was VE day like? |
| Skills - what will they be able to do? | -Recall and order significant events, movements and dates on a timeline. -Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. - Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. -Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. -Describe similarities and differences between some people, events and artefacts studied.(Compare with Ancient Rome/Egypt and Victorians/Tudors) -Describe how some of the things studied from the past affect/influence life today.(Links with language, architecture etc) -Make links between some of the features of past societies. (e.g. religion, houses, society, technology- look at the development of these areas from ancient times.) | -Recall and order significant events, movements and dates on a timeline. - Identify and compare changes within the period with other periods of history eg. developments in Tudor times. -Use sources to collect evidence about the past and evaluate evidence to choose the most reliable forms- explain reasoning. -Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. -Investigate their own lines of inquiry by posing questions to answer. (eg. Why are the Tower/ piers still parts of the "Blackpool experience"?) -Give reasons why changes may have occurred, backed up by evidence eg. Developments in transport were the reason Blackpool developed as a tourist destination. -Describe how some of the things studied from the past are still evident/ significant in Blackpool today. | -Recall and order significant events, movements and dates on a timeline -Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.(Study the use of propaganda posters in WW2, their purpose and their effects.) -Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. -Investigate their own lines of inquiry by posing questions to answer.eg How did Britain win the Battle of Britain? -Describe how some of the things studied from the past affect/influence life today- what were the effects of WW2 on Britain/ the World following the war. -Make links between some of the features of past societies/ events- look at links with WW1. -Communicate ideas about the past in different ways. |

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| | -Communicate ideas about the past in different ways. | -Explain links between some of the features of past societies such as religion, houses, society, technology.(eg. the developments which happened in Tudor times) -Communicate ideas about the past in different ways. | |
| Enrichment | | Blackpool visit/ tram ride | Spitfire hangar at Blackpool Airport VE day celebration |