



History Overview and Progression

F1	Topics to be covered over the year: Myself, My family, Home, Fireworks, Space, (As a school, we always follow a child's line of enquiry within their learning, which can direct the topics too.)
Vocabulary	old, new, a long time ago, today, now.
Through Direct Teaching and Continuous Provision	<p>Commenting on images of familiar situations in the immediate past</p> <p>Talk about people in the past</p> <p>Know that some events took place in the past</p> <p>Reading stories set in different time periods</p> <p>How they have changed since they were a baby</p>
By the end of F1 children will be able to:	<p>Talk about an event that happened a long time ago.</p> <p>Talk about how they have grown and changed from when they were born.</p> <p>Understand that the bible tells stories from long ago</p> <p>Talk about what they have done in previous weeks/weekend</p>

Tell me five things!				
I can tell you something that happened a long time ago.	I can tell you how I have changed since I was a baby.	I know that my parents and grandparents are older and lived before I was born.	I can tell you that the bible has stories from long ago	I can tell you about things I have done in the past

F2	<p>Topics to be covered over the year: Explorers, Fireworks, Under the Sea, Dinosaurs,</p> <p>(As a school, we always follow a child's line of enquiry within their learning, which can direct the topics too.)</p>
Vocabulary	Old, long ago, fossil, explorer, past, present, now, water pump, history, famous
Through Direct Teaching and Continuous Provision	<p>Commenting on images of familiar situations in the past.</p> <p>People in the past - Guy Fawkes, Christopher Columbus, Kandinsky</p> <p>Know that some events took place in the past (War / Remembrance)</p> <p>Reading stories set in different time periods</p> <p>Dinosaurs and Fossils</p> <p>Create a role play opportunity with items from the past</p> <p>Invite a senior person in to talk about their childhood</p>
By the end of Foundation 2 children will be able to:	<p>Understand that some things happened a long time ago</p> <p>Talk about some famous people from the past</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Talk about a seaside holiday in the past</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>

Tell me five things!				
I can tell you that an explorer is someone who travelled and found different lands.	I can tell you that 'past' means before now.	I can tell you that we find out about dinosaurs by discovering their fossils.	I can tell you 2 things about a beach holiday long ago.	I can tell you that people in Greasby got their water from the water pump a long time ago

Year 1	Topics to be covered over the year: Toys, Communications, Lifeboats, Seaside			
Vocabulary	Year, century, ancient, modern, present, past, timeline, date order, similar, different, important, living memory, remember, wood, plastic, inventions, grandparents time, older generation, memories, opinion, artefact, detective,			
Chronology	Range and Depth of Knowledge	Interpreting History	Enquiry	Organisation and Communications
Recall changes within living memory . Where appropriate these should be used to reveal aspects of change in national life.	Significant historical events, people and places in their own locality.	Begin to identify different ways to represent the past, eg. Photos, stories, adults talking about the past (photos, BBC website)	Sort pictures of Then and Now (Toys, Communications, Boats)	Communicate understanding through discussion and answering questions.
To know about the lives of significant individuals who have contributed to national and international achievements and to be used to compare aspects of life in different periods. (Grace Darling)	Use a range of sources to find out characteristic features of the past.	Use stories to encourage children to distinguish between fact and fiction.	Use a wide range of sources as possible: Word of mouth (parents, gparents), photos, books, ICT, artefacts.	Using Drama to develop empathy and understanding. Drawing pictures, making models, making sketches.
Sequence events or objects in chronological order (Teddy Bears)	Begin to describe the similarities and differences in artefacts (toys, communications)	Compare adults talking about the past - how reliable are their memories?	To ask and answer questions relating to different sources and objects	Timelines, using pictures and objects to understand chronology.
	Recognise the difference between past and present in their own and others' lives. (grandparents)		Speaking and listening about the topics.	Writing (reports, labelling, simple recount) Using ICT /digital pictures.

Tell me 5 things!

I can tell you that toys were mostly made of wood in the past.

I can name 3 toys/games my grandparents played with.

I can tell you that artefacts are things/items from the past.

I can tell you that Grace Darling was important as she saved lives.

I can tell you 2 things about being at the seaside in Victorian times.



Year 2	Topics to be covered over the year: Christopher Columbus, The Local Area, The Great Fire of London.			
Vocabulary	Chronological order, Christopher Columbus, explorer, the Great Fire of London, Samuel Pepys, diary, St Paul's cathedral, significant, survive, investigate, research, evidence, historians, letters, newspapers, opinion, artefact, source, timeline,			
Chronology	Range and Depth of Knowledge	Interpreting History	Enquiry	Organisation and Communications
Recall events beyond living memory that are significant nationally—Great Fire of London	Find out about people and historical events- Samuel Pepys	Able to identify different ways to represent the past (pictures, diaries, art)	Use a source—why, what, who, how, where to ask questions and find answers using simple observations	Communicate understanding through discussion, research and answering questions.
Sequence events from a short period of history, using timelines to mark and order some events (Christopher Columbus, Great Fire of London)	Find out about significant people from the past - Christopher Columbus, Samuel Pepys.	Compare pictures or photographs of people or events in the past	Use timelines to mark and order some events	Drama—develop empathy and understanding by acting out scenarios from the past.
Sequence key events from within their living memory.	Compare aspects of life in different periods (Great Fire of London, wooden houses/fire engines)	Compare 2 versions of a past event (eg two diaries from Great Fire of London)	Use artefacts/photos of artefacts to find out about a time in History.	Depiction of History through drawings, models, sketches and pictures.
	Describe similarities and differences between different artefacts	Discuss reliability of photos/ accounts/ stories		Writing - Reports, Diaries, recounts, labelling.
Sequence artefacts closer together in time	Identify differences between ways of life at different times.			

Tell me 5 things you know!

I can tell you 3 facts about Christopher Columbus.

I can tell you how the local area has changed over time.

I can tell you that the Great Fire of London happened in 1666 on pudding lane.

I can tell you 2 ways that London changed after the Great Fire of London

I can create a simple timeline of a key event.