



Holy Family History Progression of Skills

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Knowledge		<p>I can talk about/compare characters in different stories</p> <p>I can recognise/talk about familiar historical figures</p> <p>I can talk about home/school/transport in the past</p>	<p>Begin to describe similarities and differences in artefacts</p> <p>I can question why people did things in the past and with support, answer some simple historical questions.</p> <p>I can use a range of sources to find out characteristic features of the past</p>	<p>I can find out about people and events in other times</p> <p>I can confidently describe similarities and differences of collections of artefacts</p>	<p>I can find out about everyday lives of people in time and compare with our life today</p> <p>I can identify reasons for and results of people's actions (cause & effect)</p> <p>I can show an understanding of why something has stayed the same (continuity) and changed within the period studied.</p> <p>I can start to identify why things change or stay the same. - is this a repeat of previous skill?</p>	<p>I can use evidence to reconstruct life in time studied</p> <p>I can identify key dates and events on a given timeline</p> <p>I can look for the links and effects in time studied including any similarities and differences.</p> <p>I can offer reasonable explanation for some events</p> <p>I can develop a broad understanding of ancient civilisations</p>	<p>I can study different aspects of life of different people.</p> <p>I can discuss how a period of history may be similar or different to present time.</p> <p>I can examine causes and results of great events and the impact on people.</p> <p>I can compare life in early and late times studied.</p> <p>I can start to evaluate how a period/ event has impacted Britain using one or more historical focus (cultural, economic, religious, social history)</p>	<p>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>I can compare beliefs and behaviour with another period</p> <p>I can write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>I know key dates, characters and events of a time studied</p> <p>I can compare and contrast ancient civilisations</p>



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Chronological Understanding		<p>I can begin to organise events based on chronology</p> <p>I can use simple language relating to time.</p>	<p>I can sequence events or objects in chronological order</p> <p>I can use words to indicate the passing of time i.e. 'then' / 'now'</p>	<p>I can sequence key events or those of significant people studied on a timeline using given dates</p> <p>I can identify if an artefact, event, person and/or periods studied are in living memory or beyond living memory</p> <p>I can understand how the period I am studying fits within a chronological framework of other periods studied.</p>	<p>I am beginning to identify that history is split into periods and identify main periods linked to learning</p> <p>I am beginning to understand where the period studied fits into a larger chronological overview in relation to what has and will be taught</p> <p>I know that history can be split into AD and BC and am beginning to know what they mean</p> <p>I can sequence events, objects or processes within a period/topic studied on a pre-prepared timeline using dates</p>	<p>I can use terms related to the time period and begin to date events</p> <p>I know history can be split into AD and BC and know what they mean</p> <p>I understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught</p>	<p>I can place current studies on a timeline in relation to other studies across the school and can use relevant terms and periods labels</p> <p>I know and can sequence key events of time studied</p> <p>I know history can be split into AD and BC and know what they mean and why they are used</p> <p>I can make comparisons between different times in history</p>	<p>I can place a current study on timeline in relation to other studies which have been taught and I can use relevant dates and terms</p> <p>I can sequence up to ten events on a time line</p> <p>I know history can be split into AD, BC and know what they mean.</p> <p>I can justify the use of scales and duration on the timelines and make comparisons</p>
	Interpretation of History	<p>I can comment on aspects of my familiar world, where I live or the natural world</p> <p>I can comment on images of familiar situations in the past</p> <p>I can recognise and describe special time or events for them, friends and family to others</p>	<p>I can begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past)</p>	<p>I can compare pictures or photographs of people or events in the past</p> <p>I can identify different ways to represent the past</p>	<p>I can identify and give reasons for different ways in which the past is represented</p> <p>I can distinguish between different sources and evaluate their usefulness and reliability</p> <p>I am exposed to the idea that</p>	<p>I know what a primary and secondary source can be and identify some sources of evidence used as primary or secondary</p> <p>I can understand that some sources of evidence are</p>	<p>I can compare accounts from events from different sources</p> <p>I can offer some reasons for different versions of events</p> <p>I can understand some sources of</p>	<p>I can link sources and work out how conclusions were arrived at</p> <p>I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p>





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					interpretations of a period can change when new evidence is found	more reliable than others I can Identify the lasting consequences of certain periods or events linking to the legacy that certain periods of history or events have on society today	evidence are more reliable than others and with support help identify which is fact and opinion	I am aware that different evidence will lead to different conclusions
Historical Enquiry		<p>I can handle sources of evidence making simple observations.</p> <p>I am beginning to answer simple 'how' and 'why' questions.</p> <p>I know I can find information from different sources such as -the internet -non-fiction books</p>	<p>I can sort artefacts 'then' and 'now'</p> <p>I can use as wide a range of sources as possible</p> <p>I can answer questions related to different sources...</p>	<p>I can use a source – I can ask why, what, who, how and where questions and find answers to them</p> <p>I can sequence a collection of artefacts</p> <p>I can use timelines I can discuss the effectiveness of a source</p>	<p>I can use a range of sources to find out about a time period</p> <p>I can observe small details – artefacts/pictures</p> <p>I can select and record information relevant to the study</p> <p>I can begin to use the books and e-learning for research</p> <p>I can use sources of evidence to formulate questions and start to use sources of evidence to support answering historical questions</p>	<p>I can use evidence to build up a picture of a past event</p> <p>I can choose relevant material to present a picture of one aspect of life in time past</p> <p>I can, with support, start to make links with different periods of the past</p> <p>I can use different sources of evidence to formulate questions and use evidence to answer questions about the past</p>	<p>I know what primary and secondary sources can be and can group accordingly</p> <p>I can use more than one source evidence to build up a picture of life in time studied</p> <p>I can select relevant sections of information</p>	<p>I can recognise primary and secondary sources and understand fact, opinion, bias, reliable and unreliable and justify how these can be used to understand a period of history</p> <p>I can use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out</p> <p>I can bring knowledge gathering from several sources together in a fluent account</p>



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Vocabulary		<p>I can communicate my understanding through;</p> <ul style="list-style-type: none"> - ordering words/phrases/pictures - drama/role play - drawing pictures - using key words 	<p>I can communicate my understanding through;</p> <ul style="list-style-type: none"> - the use of a time line (3D with objects/sequential pictures) - drawing - drama/role play - writing - ICT 	<p>I can communicate my understanding through;</p> <ul style="list-style-type: none"> - Class display/... - Using annotated... - Using ICT 	<p>I can communicate my knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations drama, mode</p>	<p>I can select data and organise it into a data file to answer historical questions I know the period in which the study is set I can display findings in a variety of ways I can work independently and in groups</p>	<p>I can fit events into a display sorted by time I can use appropriate terms, matching dates to people and events I can record and communicate knowledge in different forms Work independently in group showing initiative</p>	<p>I can select aspects of a study to make a display</p> <p>I can use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>I can plan and carry out individual investigations</p>
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	Autumn	Spring	Summer
Nursery	<p>I notice differences between people</p> <p>Exemplification:</p> <p>https://www.towerhamlets.gov.uk/Documents/Children-and-families-services/Early-Years/Early_learning_goal_14_the_world.pdf</p> <p>https://youtu.be/QQ96L6uQvZM</p> <p>https://youtu.be/Q364Fz-VOKw</p> <p>Example activities:</p> <p>https://www.famly.co/blog/eyfs-focus-9-activities-to-help-kids-in-understanding-the-world</p> <p>https://www.earlyyearseducator.co.uk/understanding-the-world</p>	<p>I make connections between features of my own family and others' families</p> 	<p>I can make sense of my own life story and my family's history</p>  <p>I can comment on images of familiar situations in the past</p>

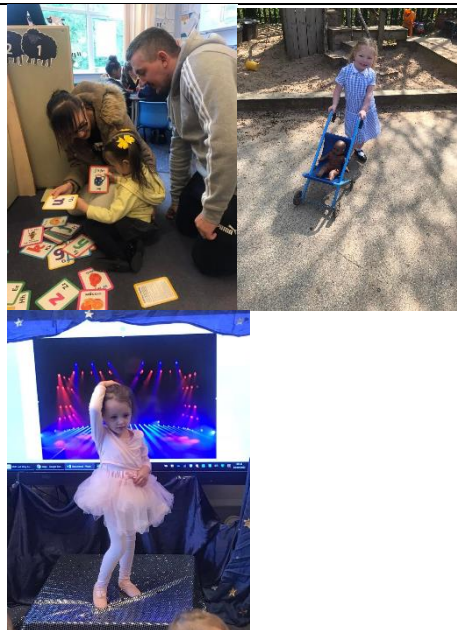


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<https://www.ranskillprimary.co.uk/activities-for-all-areas-of-the-eyfs-curriculum/>

<https://www.youtube.com/watch?v=qddI5nycaoU>

<https://www.eyfisplay.co.uk/outcomes/world>



Reception

I can use simple language relating to time.

I can talk about home/school/transport in the past.



I can comment on aspects of my familiar world, where I live or the natural world.

I can recognise and describe special time or events for them, friends and family to others.

I can begin to organise events based on chronology.



I can comment on images of familiar situations in the past.

I know I can find information from different sources such as
-the internet
-non-fiction books

I can handle sources of evidence making simple observations.



I can talk about/compare characters in different stories

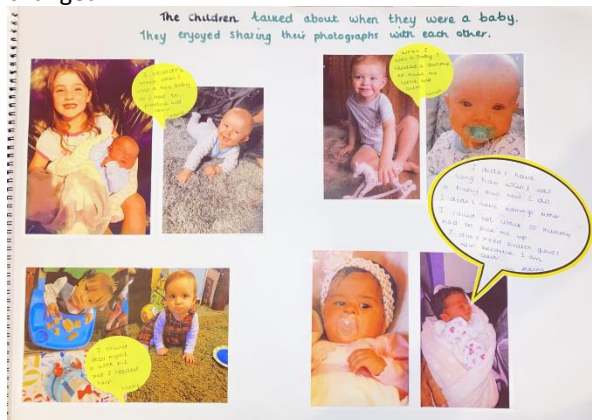
I can recognise/talk about familiar historical figures



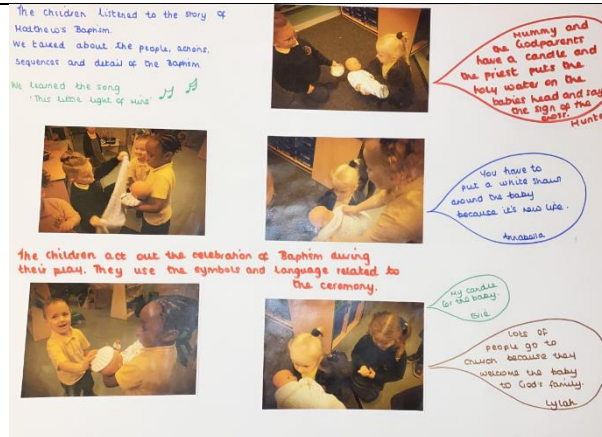
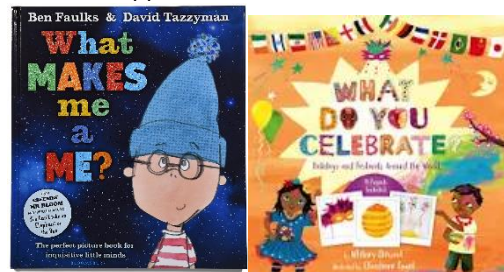
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I can talk about myself as a baby and recognise how I have changed.



Books to support children this term;

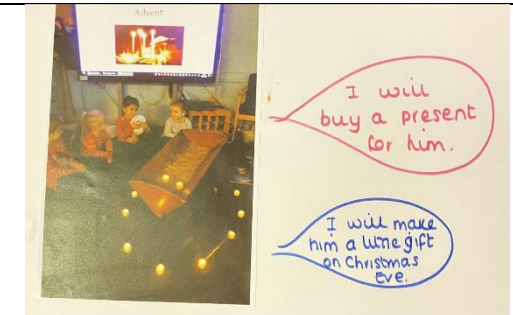


I am beginning to answer simple 'how' and 'why' questions.



(Above) Children talking about the plants they have been growing.

Books to support children this term;



Books to support children this term;



Exemplification materials;

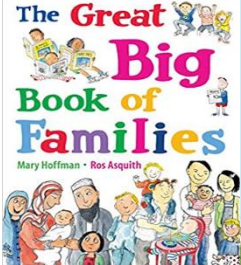
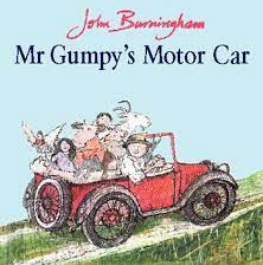
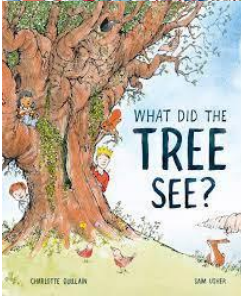

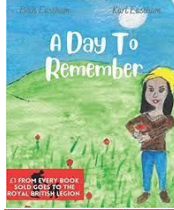

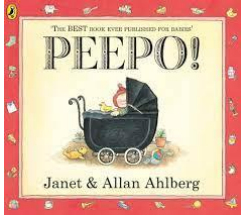

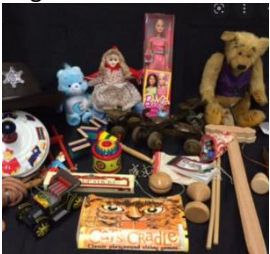
https://www.towerhamlets.gov.uk/Documents/Children-and-families-services/Early-Years/Early_learning_goal_14_the_world.pdf

Links to support the children this term;

<https://www.ttl.org.uk/resources/hands-on-history/>



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	    <p>Links to support children this term;</p> <p>https://www.theschoolrun.com/foundation-stage-history-curriculum</p> <p>https://www.bbc.co.uk/cbeebies/shows/mystory</p> <p>https://www.bbc.co.uk/cbeebies/shows/lets-celebrate</p>	    <p>Links to support children this term;</p> <p>https://classroomsecrets.co.uk/eyfs-sequence-the-christmas-story-iwb-activity-game/</p> <p>https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/reception-topics/</p>	
Year 1	<p>Begin to describe similarities and differences in artefacts</p>  <p>I can use a range of sources to find out characteristic features of the past</p> <p>I can sequence events or objects in chronological order</p>	<p>I can use a range of sources to find out characteristic features of the past</p> <p>I can sequence events or objects in chronological order</p> <p>I can use words to indicate the passing of time i.e. 'then' / 'now'</p> <p>I can begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past)</p> <p>I can use as wide a range of sources as possible</p> <p>I can answer questions related to different sources...</p>	<p>I can question why people did things in the past and with support, answer some simple historical questions.</p> <p>I can use a range of sources to find out characteristic features of the past</p> <p>I can sequence events or objects in chronological order</p> <p>I can use words to indicate the passing of time i.e. 'then' / 'now'</p> <p>I can begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past)</p> <p>I can use as wide a range of sources as possible</p> <p>I can answer questions related to different sources</p>



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Toy Timeline



I can use words to indicate the passing of time i.e. 'then' / 'now'

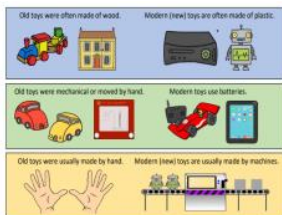
I can begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past)

I can sort artefacts 'then' and 'now'

I can use as wide a range of sources as possible

I can answer questions related to different sources...

I can communicate my understanding through; - the use of a time line (3D with objects/sequential pictures) – drawing - drama/role play - writing - ICT



Magic Grandad:

Victorian Toys

<https://www.youtube.com/watch?v=x4InbdoC7g>

1950s

<https://www.youtube.com/watch?v=db8mUBgolV8&t=42s>

1960s

<https://www.youtube.com/watch?v=4JWw4tZJd6Q>

I can communicate my understanding through; - the use of a time line (3D with objects/sequential pictures) - drawing - drama/role play - writing - ICT



BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/zkrkscw/article/s/zkh7bdm>

Elizabethan Make-up tutorial

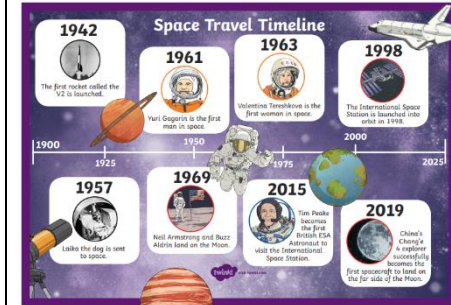
<https://www.youtube.com/watch?v=iquQBqD2Gs4>

Magic Grandad

<https://www.youtube.com/watch?v=62vn-W9IXpw>

<https://www.bbc.co.uk/bitesize/topics/zkrkscw/article/s/zfdkhhbk>

I can communicate my understanding through; - the use of a time line (3D with objects/sequential pictures) - drawing - drama/role play - writing - ICT



<https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr>

<https://www.bbc.co.uk/teach/class-clips-video/ks2-neil-armstrong/zr9tjhv>

https://www.youtube.com/watch?v=65m_iGj4HJU

<https://www.youtube.com/watch?v=CFXEA7hnTmE>



Holy Family History Progression of Skills

Year
2

I can find out about people and events in other times



Planning PowerPoint

I can sequence key events or those of significant people studied on a timeline using given dates

I can Identify if an artefact, event, person and/or periods studied are in living memory or beyond living memory

I can understand how the period I am studying fits within a chronological framework of other periods studied.

I can compare pictures or photographs of people or events in the past



I can identify different ways to represent the past



I can use a source – I can ask why, what, who, how and where questions and find answers to them

I can use timelines

I can discuss the effectiveness of a source

I can sequence a collection of artefacts

I can confidently describe similarities and differences of collections of artefacts

<https://www.fireoflondon.org.uk/browse-the-collection/>

I can find out about people and events in other times



I can confidently describe similarities and differences of collections of artefacts

I can sequence key events or those of significant people studied on a timeline using given dates

I can Identify if an artefact, event, person and/or periods studied are in living memory or beyond living memory

I can compare pictures or photographs of people or events in the past

I can use timelines (Aviation timeline)

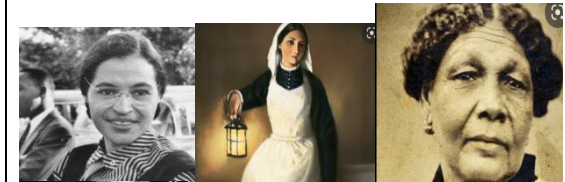


<https://www.twinkl.co.uk/resource/history-of-flight-timeline-t-h-749>

I can find out about people and events in other times
I can sequence key events or those of significant people studied on a timeline using given dates

I can Identify if an artefact, event, person and/or periods studied are in living memory or beyond living memory

<https://www.youtube.com/watch?v=Koeio4fgwmU>



I can understand how the period I am studying fits within a chronological framework of other periods studied.

I can compare pictures or photographs of people or events in the past

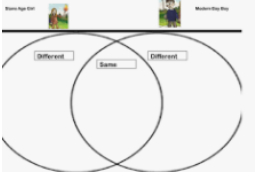

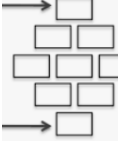






I can identify different ways to represent the past

I can use a source – I can ask why, what, who, how and where questions and find answers to them

I can use timelines



Holy Family History Progression of Skills

<p>Year 3</p>	<p>I can find out about everyday lives of people in time and compare with our life today</p>   <ul style="list-style-type: none"> • Minnow and the bear • Stone age Boy • How to wash a woolly mammoth • Ug <p>I can identify reasons for and results of people's actions (cause & effect)</p>  <p>I can show an understanding of why something has stayed the same (continuity) and changed within the period studied.</p> 	<p>I can identify and give reasons for different ways in which the past is represented</p> <ul style="list-style-type: none"> • What is history? • What can we learn from the past? <p>I can begin to use the books and e-learning for research</p>   <p>How is it similar/different to life here in Britain at the same time?</p> <p>I can use sources of evidence to formulate questions and start to use sources of evidence to support answering historical questions</p> <ul style="list-style-type: none"> • Pictures • Books • internet <p>I can communicate my knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations drama, mode</p>	<p>I can find out about everyday lives of people in time and compare with our life today</p>   <p>I can identify reasons for and results of people's actions (cause & effect)</p>  <p>I can start to identify why things change or stay the same</p> <p>I am beginning to identify that history is split into periods and identify main periods linked to learning</p>
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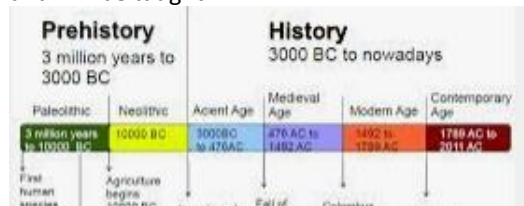


Holy Family History Progression of Skills

I am beginning to identify that history is split into periods and identify main periods linked to learning

- Sorting/timeline activity of the events in history we study in year 3

I am beginning to understand where the period studied fits into a larger chronological overview in relation to what has and will be taught



I know that history can be split into AD and BC and am beginning to know what they mean

I can sequence events, objects or processes within a period/topic studied on a pre-prepared timeline using dates

I can use a range of sources to find out about a time period

- Images
- Objects - archaeology
- Books
- internet

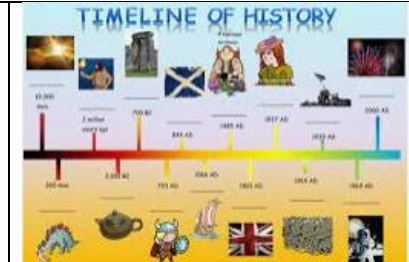
I can observe small details – artefacts/pictures

I can select and record information relevant to the study

I can begin to use the books and e-learning for research



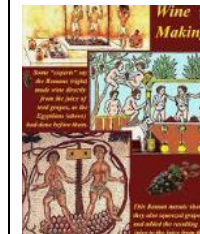
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I am beginning to understand where the period studied fits into a larger chronological overview in relation to what has and will be taught

I know that history can be split into AD and BC and am beginning to know what they mean

I can sequence events, objects or processes within a period/topic studied on a pre-prepared timeline using dates



I can distinguish between different sources and evaluate their usefulness and reliability

- Books
- Internet
- Videos
- artefacts

I am exposed to the idea that interpretations of a period can change when new evidence is found



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<https://www.history.com/topics/pre-history/stone-age#:~:text=The%20Stone%20Age%20began%20about,Me solithic%20Period%20and%20Neolithic%20Period.>

<https://www.twinkl.co.uk/blog/twinkl-history-homework-help-the-stone-age>

<https://planbee.com/blogs/news/stone-age-facts-for-children-and-teachers>

I can use sources of evidence to formulate questions and start to use sources of evidence to support answering historical questions



I can communicate my knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations drama, mode



I can use a range of sources to find out about a time period

I can observe small details – artefacts/pictures

I can select and record information relevant to the study

- BBC schools
- Bbc teach
- Channel4 video
- Youtube
- Horrible histories
- planbee

I can begin to use the books and e-learning for research

I can use sources of evidence to formulate questions and start to use sources of evidence to support answering historical questions

I can communicate my knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations drama, mode



Holy Family History Progression of Skills



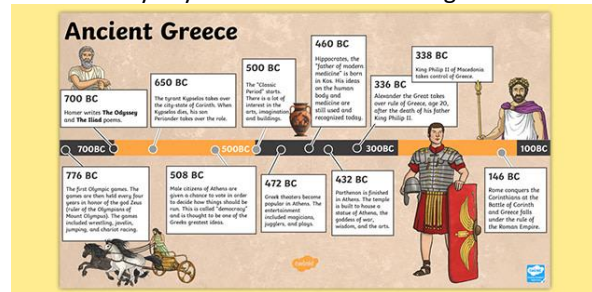
Year
4

Groovy Greeks

I can use evidence to reconstruct life in time studied

<https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zc8yb9q>

I can identify key dates and events on a given timeline



I can look for the links and effects in time studied including any similarities and differences.

<https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgpdjx>

I can offer reasonable explanation for some events

I can develop a broad understanding of ancient civilisations

Our Earth Matters

I can use evidence to build up a picture of a past event

<https://www.wwf.org.uk/get-involved/schools/our-planet>

I can choose relevant material to present a picture of one aspect of life in time past

<http://www.free-teaching-resources.co.uk/teacher-resource/eden/index.html>

I can offer reasonable explanation for some events



Tribes & Kingdoms

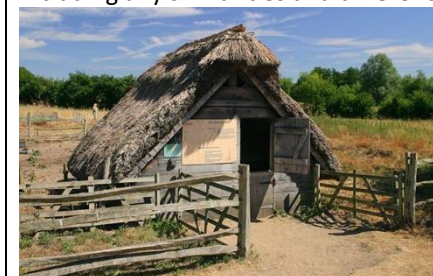
I can use evidence to reconstruct life in time studied

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm>

I can identify key dates and events on a given timeline



I can look for the links and effects in time studied including any similarities and differences.



I can offer reasonable explanation for some events



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<https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zytpv4>

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece>

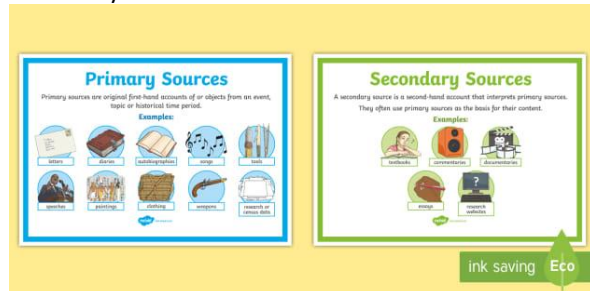
I can use terms related to the time period and begin to date events

I know history can be split into AD and BC and know what they mean

I understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught



I know what a primary and secondary source can be and identify some sources of evidence used as primary or secondary



I can, with support, start to make links with different periods of the past

I can use evidence to build up a picture of a past event

I can identify the lasting consequences of certain periods or events linking to the legacy that certain periods of history or events have on society today

I can understand that some sources of evidence are more reliable than others



I can use different sources of evidence to formulate questions and use evidence to answer questions about the past

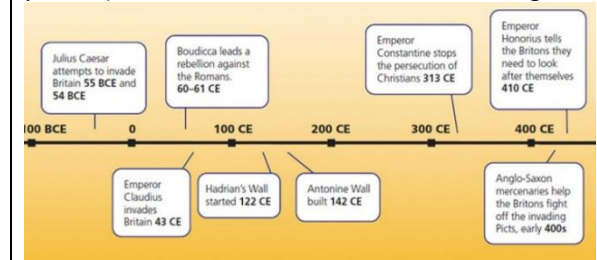
I can use different sources of evidence to formulate questions and use evidence to answer questions about the past

<https://www.ourplanet.com/en/schools-and-youth/>

<https://together-for-our-planet.ukcop26.org/schools-pack-resources/>

I can use terms related to the time period and begin to date events

I understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught

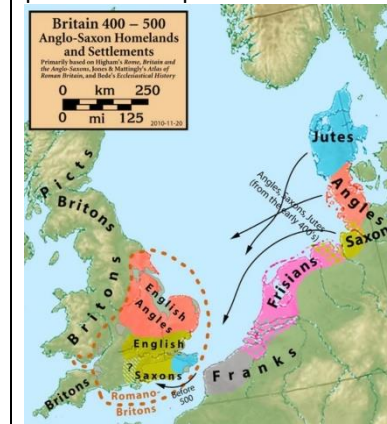


I can understand that some sources of evidence are more reliable than others

I can identify the lasting consequences of certain periods or events linking to the legacy that certain periods of history or events have on society today

https://school-learningzone.co.uk/key_stage_two/ks2_history/british_history/the_anglo_saxons/the_anglo_saxons.html

I can, with support, start to make links with different periods of the past





Holy Family History Progression of Skills

I can choose relevant material to present a picture of one aspect of life in time past

I can use evidence to build up a picture of a past event
<https://www.bbc.co.uk/bitesize/topics/zxsbcdbm/articles/z8q487h>

I can use different sources of evidence to formulate questions and use evidence to answer questions about the past
<https://www.natgeokids.com/uk/discover/history/general-history/anglo-saxons/>

I can, with support, start to make links with different periods of the past

Year 5
I can study different aspects of life of different people.

I can discuss how a period of history may be similar or different to present time. Viking Laws



I can examine causes and results of great events and the impact on people.
<https://www.youtube.com/watch?v=rS3YfhAiXHU> Viking raid on Lindisfarne

I can compare life in early and late times studied.

I can examine causes and results of great events and the impact on people.

<https://www.bbc.co.uk/bitesize/topics/zpvckqt/article/s/z3s2xnub>
<https://www.bbc.co.uk/bitesize/topics/zpvckqt/article/s/z3n7mp3>

I can compare accounts from events from different sources

<https://www.nationalgeographic.org/encyclopedia/kingdom-benin/>

The Benin Punitive Expedition

Benin's first contact with European visitors was with the Portuguese who arrived in 1482. The Portuguese helped Benin win battles with other African countries by giving Benin soldiers and guns, and in return the Portuguese took enslaved people and items such as pepper and textiles. The word 'Benin' itself comes from the Portuguese. They didn't say Ugho which was the name given to the centre of the city and so the word was changed into Benin or Bani. This is also why the Ben people are sometimes called Ben.

The first British ships reached Benin in 1552 and they were joined by the Dutch about forty years later. At first they came to trade (sell goods) but soon the two countries were also buying enslaved people to work for them. By the 18th century the British were the most powerful European country in Africa. The Benin also thought had seen how the British had taken over other African countries and did not want Britain to control them as well. The British thought that Benin did need controlling. In 1892, a British man, Sir Richard Burton, visited Benin and reported things that he saw that he knew the British people would find shocking about the Ben people.

In late 1890 another British man, James Robert Phillips, invaded Benin City with a team including over 250 African soldiers, to try and capture Oba Oronsaye. The Benin army based about 10 miles and sent out a team to stop him at the village of Igbafin on 18th January 1897 where fighting broke out. Only two British officers survived the attack. This event is known as 'The Igbafin Disaster' or 'The Benin Massacre' because so many people died.

After the Benin Massacre the British attacked Benin in an operation called the 'Benin Punitive Expedition' in February 1897 and the city of Benin was completely destroyed. Treasure from the Oba's palace were stolen, thousands of people were killed and buildings were smashed and burned to the ground. The items which were stolen were removed from Benin and many ended up in private collections belonging to British and other Europeans. Many Benin art treasures are kept today in the British Museum.

After the Benin Punitive Expedition the Kingdom of Benin did not exist in the same way it had before. It became part of the British colony in West Africa.

I can offer some reasons for different versions of events-What happened to Benin
<https://www.britishmuseum.org/about-us/british->

I can study different aspects of life of different people.

Queen Victoria

1819, however, Queen Victoria was the longest-reigning British monarch. She was born on 24th May 1819 and died on 8th June 1901. She was 82 years old when she died. She was the longest-reigning British monarch. She was the longest-reigning British monarch. She was the longest-reigning British monarch.

Early life: Victoria was born at 4140 King Street, London. She was the daughter of Prince Edward, Duke of Kent and Stratford Bow. She was the youngest of nine children. She was the youngest of nine children. She was the youngest of nine children.

Childhood: Victoria was born at 4140 King Street, London. She was the daughter of Prince Edward, Duke of Kent and Stratford Bow. She was the youngest of nine children. She was the youngest of nine children. She was the youngest of nine children.

Marriage: Victoria was married to Prince Albert of Prussia in 1840. They were married in the Chapel Royal, St James's Palace, London. They were married in the Chapel Royal, St James's Palace, London. They were married in the Chapel Royal, St James's Palace, London.

Death: Victoria died on 8th June 1901 at 4140 King Street, London. She was 82 years old when she died. She was the longest-reigning British monarch. She was the longest-reigning British monarch. She was the longest-reigning British monarch.

I can discuss how a period of history may be similar or different to present time.

Comparing Victorian and Modern Schools

This infographic compares Victorian and Modern Schools. It shows the differences in curriculum, teaching methods, and school life. It includes a Venn diagram showing the similarities between the two eras.

Victorian Schools: Focused on rote learning, discipline, and religious instruction. Curriculum was limited to basic subjects like reading, writing, and arithmetic. Teaching methods were traditional and authoritarian. School life was structured and formal.

Modern Schools: Focus on critical thinking, creativity, and personal development. Curriculum is broad and includes a wide range of subjects. Teaching methods are more interactive and student-centered. School life is more relaxed and informal.

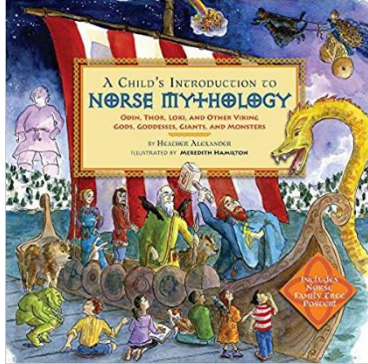
Similarities: Both eras value education and the role of the teacher. Both eras have a structured curriculum and a focus on academic achievement. Both eras have a strong emphasis on discipline and order.

I can examine causes and results of great events and the impact on people.

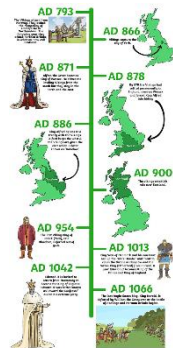


Holy Family History Progression of Skills

I can start to evaluate how a period/ event has impacted Britain using one or more historical focus (cultural, economic, religious, social history).

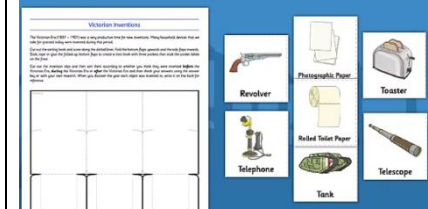


I can place current studies on a timeline in relation to other studies across the school and can use relevant terms and periods labels.



I know and can sequence key events of time studied

museum-story/contested-objects-collection/benin-bronzes#:~:text=What%20are%20they%3F,royal%20regalia%2C%20and%20personal%20ornaments.



I can compare life in early and late times studied.- compare to Viking Life



I can start to evaluate how a period/ event has impacted Britain using one or more historical focus (cultural, economic, religious, social history)

1. The Coronation (1837)

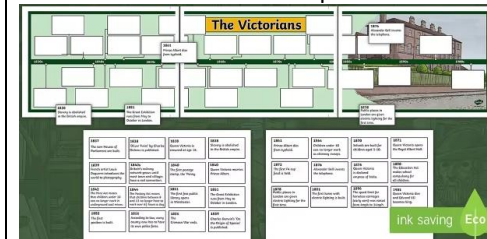


The Victorian period began on 20th June 1837, when William IV died and his niece, Victoria came to the throne.



Empire
Monarchy
Social Change
Innovation

I can place current studies on a timeline in relation to other studies across the school and can use relevant terms and periods labels





I know what primary and secondary sources can be and can group accordingly



Holy Family History Progression of Skills

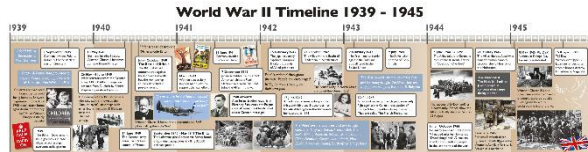
			<div data-bbox="1480 169 1877 357" data-label="Image"> </div> <div data-bbox="1480 357 1877 584" data-label="Diagram"> </div> <div data-bbox="1480 584 2083 651" data-label="Text"> <p>I can use more than one source evidence to build up a picture of life in time studied</p> </div> <div data-bbox="1480 683 1973 715" data-label="Text"> <p>I can select relevant sections of information</p> </div>
<p>Year 6</p>	<p>WAR!</p> <p>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <div data-bbox="197 879 784 1214" data-label="Image"> </div> <div data-bbox="190 1214 822 1441" data-label="Text"> <p>Outbreak of War (Link Ukraine conflict) Evacuation of children I can compare beliefs and behaviour with another period. Beliefs of Nazi Germany and anti-Jewish laws https://www.theholocaustexplained.org/the-nazi-rise-to-power/the-early-years-of-the-nazi-party/what-were-hitlers-ideas/</p> </div>	<div data-bbox="871 751 1473 1203" data-label="Image"> </div> <div data-bbox="862 1211 1464 1372" data-label="Text"> <p>Shackleton's Journey and the discovery of Endurance in 2022. https://www.scientificamerican.com/article/legendary-shipwreck-of-shackletons-endurance-discovered-in-antarctic-waters1/</p> </div>	<p>I can place a current study on timeline in relation to other studies which have been taught and I can use relevant dates and terms.</p> <div data-bbox="1480 852 1850 1378" data-label="Image"> </div> <div data-bbox="1480 1386 2128 1479" data-label="Text"> <p>I can sequence up to ten events on a time line. I can recognise primary and secondary sources and understand fact, opinion, bias, reliable and unreliable and</p> </div>



Holy Family History Progression of Skills

I can write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation [Why did WW2 begin? Why were children evacuated from major cities? Why were children evacuated to Rochdale?](#)

I know key dates, characters and events of a time studied. [Timeline of WW2.](#)



I can place a current study on timeline in relation to other studies which have been taught and I can use relevant dates and terms – [Wall display activity](#)

I can sequence up to ten events on a time line.

I can justify the use of scales and duration on the timelines and make comparisons – [Timeline of the Blitz within a WW2 timeline.](#)

I can link sources and work out how conclusions were arrived at.

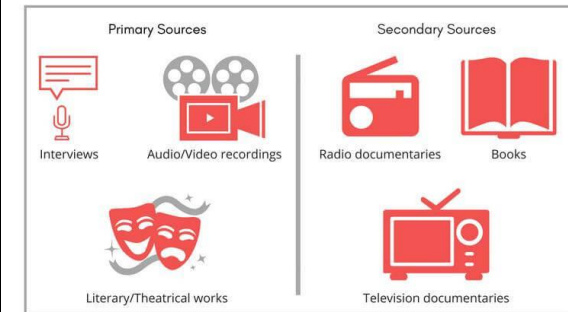
I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion. [Propaganda posters](#)

I am aware that different evidence will lead to different conclusions.

I can recognise primary and secondary sources and understand fact, opinion, bias, reliable and unreliable and justify how these can be used to understand a period of history. [The purpose and audience for the posters.](#)



justify how these can be used to understand a period of history.



I can use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. [Shakespeare's 'missing years'.](#)

I can bring knowledge gathering from several sources together in a fluent account.

I can use a variety of ways to communicate knowledge and understanding including extended writing.



Holy Family History Progression of Skills

	<p>I can use a range of sources to find out about an aspect of time. past. Suggest omissions and the means of finding out. Propaganda posters</p> <p>I can bring knowledge gathering from several sources together in a fluent account. https://www.holocaust.org.uk/ - Zoom workshop https://www.annefrank.org/en/</p> <p>I can use a variety of ways to communicate knowledge and understanding including extended writing -Letter to Anne Frank</p>		
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