



Progression in History

Who's who?

Subject Leader: Miss Dixon

Teaching staff: Mrs Watts, Mr Armstrong, Miss Dixon

Our Aims

At Rosley school we believe that the study of history promotes a love of learning and a curiosity about the past. We aim to help our children gain the knowledge, skills and understanding to become life-long historians. Through the teaching of History, we endeavour to teach children to understand the complexity of people's lives, the continual process of change, the diversity of societies and beliefs and to develop a sense of identity and cultural understanding based on their historical heritage.

We have identified key knowledge strands which run throughout our history curriculum and allow our children to recognise the impact and influence key historical events and eras have had on both Britain and the world up to the modern day. At Rosley school these are:

- Power
- Society and Civilisation
- Invasion and Conflict
- Church and Religion

At Rosley school, we use the content and framework of the National Curriculum, which has been personalised and localised for the historically rich local area in which we live. In EYFS, children work together to find out about past and present events in their own lives and those of their families. In KS1, children will build on this by developing historical skills of questioning and enquiry, while expanding their vocabulary and understanding of past events and society in Britain. In KS2, children will learn about the chronological order of events progressing from ancient history through to the modern day. This will begin with an understanding of the history of Britain and progress to learning about other civilisations around the world. By the time our children leave us they will have developed their skills of historical understanding and enquiry, with an understanding of how the modern world has been shaped by events of the past.

YEAR B 2022 – 2023

YEAR RECEPTION, 1 & 2		
TERM	UNIT OF STUDY	LEARNING/KEY SKILLS
Autumn	<p>Changes within living memory: Toys – past and present</p> <p>How have Toys changed over time?</p>	<ul style="list-style-type: none"> • Develop awareness of the past, using common words and phrases relating to the passing of time. • Identify similarities and differences between ways of life in different periods. • Understand some of the ways in which they find out about the past and identify different ways in which it is represented. • Ask and answer questions about life in the past
Summer	<p>Significant individuals: Florence Nightingale</p> <p>Why do we remember Florence Nightingale?</p>	<ul style="list-style-type: none"> • Know where people and events fit within a chronological framework. • Identify similarities and differences between ways of life in different periods. • Study the lives of significant individuals who contributed to national and international achievements. • Understand some of the ways in which they find out about the past and identify different ways in which it is represented.
YEAR 3 & 4		
TERM	UNIT OF STUDY	LEARNING/KEY SKILLS
Autumn	<p>An aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: The Victorians</p>	<ul style="list-style-type: none"> • Develop chronologically secure knowledge and understanding of British and local history. • Establish clear narratives within and across the period of study • Address and devise historically valid questions about change, similarity and difference.

	What was it like to be a child in Victorian Britain?	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Develop appropriate use of historical terms.
Spring	<p>Britain's settlement by Anglo Saxons and Scots</p> <p>What effect did the Anglo-Saxons have on Britain?</p>	<ul style="list-style-type: none"> • Develop chronologically secure knowledge and understanding of British and local history. • Establish clear narratives within and across the period of study • Address and devise historically valid questions about cause. • Construct informed responses that involve thoughtful selection and organisation.
Summer	<p>The Viking and Anglo Saxon struggle for the Kingdom of England</p> <p>What was the impact of the Viking invasions?</p>	<ul style="list-style-type: none"> • Develop chronologically secure knowledge and understanding of British and local history. • Establish clear narratives within and across the period of study • Address and devise historically valid questions about significance. • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation
YEAR 5 & 6		
TERM	UNIT OF STUDY	LEARNING/KEY SKILLS
Autumn	<p>An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Battle of Britain</p> <p>What impact did World War Two have on life in Britain?</p>	<ul style="list-style-type: none"> • Establish clear narratives within and across the period of study • Make connections between periods in history and establish trends over time. • Address and devise historically valid questions about cause. • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation.

<p>Spring</p>	<p>The achievements of the earliest civilizations – A depth study into Ancient Egypt</p> <p>Who were the ancient Egyptians and what did they believe?</p>	<ul style="list-style-type: none"> • Develop chronologically secure knowledge and understanding of world history. • Establish clear narratives within and across the period of study • Address and devise historically valid questions about significance. • Understand how our knowledge of the past is constructed from a range of sources.
<p>Summer</p>	<p>A non-European society that provides contrasts with British history – The Mayan Civilisation</p> <p>Who were the Mayans and what did we learn from them?</p>	<ul style="list-style-type: none"> • Develop chronologically secure knowledge and understanding of world history. • Establish clear narratives within and across the period of study • Make connections and contrasts between periods in history • Address and devise historically valid questions about change, similarity and difference. • Understand how our knowledge of the past is constructed from a range of sources.

ENRICHMENT OPPORTUNITIES

Visits to Castlerigg Stone Circle, Tullie House

Visitors to speak about the past