



# Progression in History

## **Who's who?**

Subject Leader: Miss Dixon

Teaching staff: Miss Jardine, 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 to 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	LINES OF INQUIRY	LEARNING/KEY SKILLS
Autumn	<p><b>Changes within living memory: Toys – past and present</b></p> <p>How have Toys changed over time?</p>	<p>What are our toys like?            What were our toys like 5 years ago?            What were our parents'/ grandparents' toys like?            What toys did children play with long ago?            What sort of playground games did children like to play?            What similarities and differences are there between toys from the past/ modern toys?</p>	<ul style="list-style-type: none"> <li>• Develop awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</li> <li>• Ask and answer questions about life in the past</li> </ul>
Spring	<p><b>Local History Study – Rosley</b></p> <p>How has our local area changed over time?</p>	<p>Where is our local area?            What do we know about the past?            How can we find out about the history of Rosley?            How have buildings/ features changed over time?</p>	<ul style="list-style-type: none"> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</li> <li>• Ask and answer questions about life in the past</li> </ul>
Summer	<p><b>Significant individuals: Florence Nightingale</b></p> <p>Why do we remember Florence Nightingale?</p>	<p>Who was Florence Nightingale?            What is war?            What were the problems in the war hospitals?            What changes did Florence make?            How has nursing changed?            Why do we remember Florence Nightingale?</p>	<ul style="list-style-type: none"> <li>• Know where people and events fit within a chronological framework.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Study the lives of significant individuals who contributed to national and international achievements.</li> <li>• Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</li> </ul>

Year 3 & 4			
TERM	UNIT OF STUDY	LINES OF INQUIRY	LEARNING/KEY SKILLS
Autumn	<p><b>An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Victorians</b></p> <p>What was it like to be a child in Victorian Britain?</p>	<p>When was the Victorian period and who were the Victorians?</p> <p>Why was Britain so powerful during the Victorian era?</p> <p>How was schooling in Victorian times different from schooling today?</p> <p>What was the industrial revolution and how did it change Britain?</p> <p>What inventions were of importance during the Victorian era?</p> <p>What changes took place for poor children during the Victorian era?</p>	<ul style="list-style-type: none"> <li>• Develop chronologically secure knowledge and understanding of British and local history.</li> <li>• Establish clear narratives within and across the period of study</li> <li>• Address and devise historically valid questions about change, similarity and difference.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Develop appropriate use of historical terms.</li> </ul>
Spring	<p><b>Britain's settlement by Anglo Saxons and Scots</b></p> <p>What effect did the Anglo-Saxons have on Britain?</p>	<p>Why did the Anglo Saxons come to Britain?</p> <p>Where did the Anglo Saxons come from?</p> <p>What was life like for Anglo Saxons in Britain?</p> <p>What kingdoms were formed by the Anglo Saxons?</p> <p>How do we know about the Anglo Saxons?</p> <p>How did religion change in Anglo Saxon Britain?</p>	<ul style="list-style-type: none"> <li>• Develop chronologically secure knowledge and understanding of British and local history.</li> <li>• Establish clear narratives within and across the period of study</li> <li>• Address and devise historically valid questions about cause.</li> <li>• Construct informed responses that involve thoughtful selection and organisation.</li> </ul>
Summer	<p><b>The Viking and Anglo Saxon struggle for the Kingdom of England</b></p> <p>What was the impact of the Viking invasions?</p>	<p>When did the Vikings attack Britain?</p> <p>Why were the Vikings so feared and successful?</p> <p>What peace was agreed between the Anglo-Saxons and Vikings?</p> <p>Why is Alfred known as Alfred the Great?</p> <p>What happened to the Vikings in England?</p>	<ul style="list-style-type: none"> <li>• Develop chronologically secure knowledge and understanding of British and local history.</li> <li>• Establish clear narratives within and across the period of study</li> <li>• Address and devise historically valid questions about significance.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Construct informed responses that involve thoughtful selection and organisation</li> </ul>

Year 5 & 6			
TERM	UNIT OF STUDY	LINES OF INQUIRY	LEARNING/KEY SKILLS
Autumn	<p><b>An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Battle of Britain</b></p> <p>What impact did World War Two have on life in Britain?</p>	<p>Why did Britain declare war on Germany in 1939?            Why was rationing introduced?            Why were people evacuated from cities?            What happened in the Battle of Britain?            The Blitz: how did Hitler continue to attack Britain?            How did conflict change society in the Second World War?</p>	<ul style="list-style-type: none"> <li>Establish clear narratives within and across the period of study</li> <li>Make connections between periods in history and establish trends over time.</li> <li>Address and devise historically valid questions about cause.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li>Construct informed responses that involve thoughtful selection and organisation.</li> </ul>
Spring	<p><b>The achievements of the earliest civilizations – A depth study into Ancient Egypt</b></p> <p>Who were the ancient Egyptians and what did they believe?</p>	<p>Who were the ancient Egyptians?            What was everyday life like for the ancient Egyptians?            What did the ancient Egyptians believe in?            Achievements: How did the ancient Egyptians use the river Nile?            Achievements: How and what did the ancient Egyptians write?</p>	<ul style="list-style-type: none"> <li>Develop chronologically secure knowledge and understanding of world history.</li> <li>Establish clear narratives within and across the period of study</li> <li>Address and devise historically valid questions about significance.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
Summer	<p><b>A non-European society that provides contrasts with British history – The Mayan Civilisation</b></p> <p>Who were the Mayans and what did we learn from them?</p>	<p>Where did the Maya live?            What were the significant events in the Maya's history?            What were Maya city states like?            What did the Maya invent?            What happened to the Maya city states?</p>	<ul style="list-style-type: none"> <li>Develop chronologically secure knowledge and understanding of world history.</li> <li>Establish clear narratives within and across the period of study</li> <li>Make connections and contrasts between periods in history</li> <li>Address and devise historically valid questions about change, similarity and difference.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>

**ENRICHMENT OPPORTUNITIES**

Visits to Castlerigg Stone Circle, Tullie House

Tullie House loan boxes

Visitors to speak about the past