**History**

**Whole School Progression Document**

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**Policy on a Page information that is relevant to intent implementation and impact**

**(including assessment)**

**Intent**

At Sharlston Community School we are committed to providing all children with learning opportunities that will engage them in history. A high-quality history education should;

* Help all pupils gain knowledge and understanding of Britain’s past and the wider world.
* Inspire curiosity to know more about the past.
* Give pupils the skills they need to ask questions, think critically, weigh up evidence, sift arguments and develop perspective and judgement.
* Enable pupils to understand people’s lives, change, diversity and relationships.
* Develop their own understanding of their identity and challenges of their time

Our intent, at Sharlston Community School, is to offer a broad and balanced History curriculum, providing opportunities for our children to gain the essential knowledge, skills and understanding which will enable them to flourish and reach their full potential in life and SHINE! We have designed a bespoke curriculum, starting with where the children are in Sharlston and building on real experiences.

Our curriculum is interwoven with developing the key attributes embodied within our AT SHARLSTON WE SHINE message:

**S** how Respect -Respect ourselves, others, property and our surroundings

Intent: to develop confident, responsible and compassionate global citizens who demonstrate an appreciation of the world we live in **and it’s history.**

**H** ave ambition -Have high aspirations to succeed in life

Intent: to inspire pride, aspirations and high expectations of what can be achieved both during lesson and in the future, **and develop an awareness of the vast range of career opportunities available by studying History**

**I** nvolve every one -Enjoying being together, and celebrate differences

Intent: to develop kind, fair members of a multi-cultural society who can communicate effectively, celebrate diversity and uniqueness, tackle discrimination, challenge stereotypes and promote equity. **In History, learning about the unkind ways people were treated in the past.**

**N** ever give up -Be resilient and determined to do your very best

Intent: to develop resilient learners who persevere, take risks, are open to feedback, self reflect and embrace challenge with a growth mindset. I**n History, learning from the stories of brave and inspirational people.**

**E** njoy learning –Engage with learning new things in and out of school

Intent: to provide rich learning experiences which develop language both within and beyond the classroom, linking and recapping prior learning and motivating and engaging learners. **Ensuring children’s Cultural Capital is developed by providing opportunities to visit museums and galleries.**

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| **Whole School History Long Term Overview** | | | | |
| **Year 1** | |  | **Year 2** | |
| **Cycle A** | **Cycle B** | **Cycle A** | **Cycle B** |
|  |  | Autumn 1 |  |  |
| What were homes like in the past? **settlement** |  | Autumn 2 | Why were Florence Nightingale and Mary Seacole treated differently? **conflict** |  |
| How did children play in the past? **society** |  | Spring 1 | Why did the Great Fire of London spread quickly? **settlement** |  |
|  |  | Spring 2 |  |  |
|  |  | Summer 1 |  |  |
| Who were the greatest explorers? **society** |  | Summer 2 | How has transport changed over time? **society** |  |

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| **Whole School History Long Term Overview** | | | | |
| **Year 3/4** | |  | **Year 5/6** | |
| **Cycle A** | **Cycle B** | **Cycle A** | **Cycle B** |
| Who first lived in Britain?  **settlement** | What did the Ancient Egyptians believe? **beliefs and society** | Autumn 1 |  | Why was mining significant in our local area? **society** |
|  |  | Autumn 2 | How has The House of Wisdom influenced today’s global society? **society** |  |
| Why were The Romans so powerful and what did we learn from them? **conflict** |  | Spring 1 |  |  |
|  | Why were castles in our local area important in the past? **conflict** | Spring 2 | How did The Tudor monarchy influence Britain’s society today? **society** | How far has life improved for Black people living in Britain in the last 500 years? **society and conflict** |
| Who is The Waterton Trust named after and why? **society** | Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain? **settlement** | Summer 1 | What was the significant turning point for Britain’s success in World War Two? **conflict** | What were the lasting legacies of The Greeks? **society and beliefs** |
|  |  | Summer 2 |  |  |

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| **History Progression Year 1** | | | | | | | | | |
| **Year 1** | **Term 1** | | **Term 2** | | | **Term 3** | | | |
| **Enquiry Question** |  | **What were homes like in the past?** | **How did children play in the past?** | |  |  | | **Who were the greatest explorers?** | |
| Building on prior learning(retrieval opportunities) |  | **Nursery:**  **To begin to make sense of their own life story and families history.**  *To identify how my family is the same or different to others.*  **Reception:**  **To comment on images of familiar situations in the past.**  *To talk about what the past is.* | **Nursery:**  **To begin to make sense of their own life story and families history.** *To talk about myself and my family. To name members of my own family.*  **Reception:**  **To comment on images of familiar situations in the past.**  *To talk about what the past is.* | |  |  | |  | |
| Key Learning |  | - Know that people can live in different types of houses.  - Know that all homes have some things in common.  - Know what inside houses were like in Victorian times.  - Know the names of objects that were in a Victorian house. | - Know how to order toys chronologically on a time line.  - Know that Victorian children played with toys made from wood, fabric or metal.  - Know how to compare toys from the past.  - Know how to compare our toys to toys from the past. | |  |  | | - Know that Yuri Gagarin was the first man in space. - Know Neil Armstrong, Buzz Aldrin and Michael Collins travelled to the moon. - Know Helen Sharman was from Sheffield and was the first British astronaut to visit the Mir Space Station.  - Know who Tim Peake is and why he is important.  - Know similarities between Tim Peake and Neil Armstrong. | |
| Vocabulary |  | detached, semi-detached, terraced, bungalow, Victorian, electricity, modern | Timeline, wood, paper, metal, rich, poor, compare, museum, Victorian | |  |  | |  | |
| Prepares for future learning in… |  | **LKS2:  Who first lived in Britain?**  **Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?** | **Y2 How has transport changed over time?** | |  |  | | **LKS2:  Who is The Waterton Trust named after and why?** | |
| **History Progression Year 2** | | | | | | | | | |
| **Year 2** | **Term 1** | | **Term 2** | | | **Term 3** | | | |
| **Enquiry Question** |  | **Why were Florence Nightingale and Mary Seacole treated differently?** | **Why did the Great Fire of London spread quickly?** |  | | **How has transport changed over time?** | | | **24-25 Which three Queens of England are most remembered?** |
| Building on prior learning (retrieval opportunities) |  |  |  |  | |  | | | **Reception Know King James I was the King a long time ago. Compare King James I to King Charles** |
| Key Learning |  | -Know that Florence Nightingale was a famous nurse.  - Know that Florence Nightingale went to Scutari Hospital during the Crimean War.  - Know how Florence helped to improve Scutari Hospital.  - Know that Mary Seacole was born in Jamaica.  - Know that chronological order means putting events in the order that they happened.  - Know that Mary Seacole experienced racism in her life.  - Know that Nellie Spindler was a nurse in WW1 and from Wakefield. | -Know when and where the Great Fire of London started.  - Know the order of the events of the Great Fire of London.  - Know that a diary written when something happened is a primary source.  - Know why the fire spread so quickly and stayed for days.  - Know the consequences of the Great Fire of London. |  | | -know that George Stephenson was born in 1781 and was an engineer.  - know George Stephenson was known as the ‘father of the railway’ because he built the first steam powered locomotive and railways for it.  - Know that that the railway changed how people lived  -Know the hot air balloon was invented by Montgolfier brothers in 1783.  - Know the Wright Brothers were Americans who invented the first plane  - Know the first flight of an aeroplane happened in 1903.  - Know Karl Benz invented the car in 1885 using a petrol engine, which is the model still used now.  - Know Henry Ford designed the Model T in 1908 and began building lots of them in his factory.  - I can talk about the similarities and differences of cars from 1885 to now. | | | -know that the three queens reigned, at some stage, during a 500 year period. know how life was different in England under the 3 different queens. -know how sources of evidence help us know about queens who lived so long ago. - know what significant changes happened when each queen ruled. - know ways in which each queen is commemorated and remembered. |
| Vocabulary |  | significant individual, military hospital, soldier, inured, impact, disease, cholera | bakery, flammable, fire hook, water squirt, fire break, eyewitness, source, Samuel Pepys, Pudding Lane |  | |  |  | | |
| Prepares for future learning in… |  | **UKS2:**  **What was the significant turning point for Britain’s success in World War Two?** |  |  | |  | **LKS2:**  **Why were castles in our local area important in the past?**  **UKS2 How did the Tudor monarchy influence Britain’s society today?** | | |

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| **History – Progression LKS2** | | | | | | | | | |
| **LKS2 Cycle A** | **Term 1** | | | **Term 2** | | | **Term 3** | | |
| **Enquiry Question** | **Who first lived in Britain?** | |  | **Why were The Romans so powerful and what did we learn from them?** |  | | **Who is The Waterton Trust named after and why?** |  | |
| Building on prior learning(retrieval opportunities) | **Year 1:**  **What were homes like in the past?** | |  |  |  | | **Year 1:**  **Who were the greatest explorers?** |  | |
| Key Learning | -Know that the Stone Age began 2.6 million years ago and lasted until 3300 BC. - Know the significant achievements of Prehistoric people. - Know how settlements changed during The Stone Age. - Know what religion was like during The Stone Age. | |  | -Know that the Roman period began in 27BC and know where it fits on a timeline.  - Know when and why The Romans invaded Britain.  - Know that legionnaire and auxiliary soldiers made up The Roman Army. - Know who Boudicca was and why we remember her.  - Know why Hadrian’s Wall was built and what life was like there. |  | | -Know who Charles Waterton was and where he was from.  -Know how sources of evidence can help me decide what Waterton was like. -Know why Waterton deserved a blue plaque in his name.  - Know how the Edmonstone family contributed to Waterton’s success and how they allowed his legacy to live on. -Know how to compare Walton Hall then and now. |  | |
| Vocabulary | BC, Prehistoric, settlements, hunter gatherer, Skara Brae, period, achievements, Paleolithic, Mesolithic, Neolithic | |  | BC, AD, empire, conquer, period, emperor, invade, chronological, Boudica |  | | naturalist, enslaved, plaque, locality, slavery, explorer, Georgian, Victorian |  | |
| Prepares for future learning in… | **LKS2:**  **Who were The Anglo-Saxons and Vikings and why did they invade and settle in Britain?**  **LKS2:**  **How far has life improved for Black people living in Britain in the last 500 years?** | |  | **LKS2:**  **Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britiain?** |  | | **UKS2:**  **How far has life improved for Black people living in Britain in the last 500 years?** |  | |
| **LKS2 Cycle B** |  | | | **Term 2** | | | **Term 3** | | |
| **Enquiry Question** | **What did The Ancient Egyptians believe?** |  | |  | | **Why were castles in our local area important in the past?** |  | | **Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?** |
| Building on prior learning in…(retrieval opportunities) |  |  | |  | | **Reception Know King James I was the King a long time ago. Compare King James I to King Charles  Y2 Which three Queens of England are most remembered in history and why?** |  | | **LKS2:**  **Why were The Romans so powerful and what did we learn from them?** |
| Key Learning | -know that there were 4 ancient civilisations.  -know the achievements of the ancient civilisations.  -know similarities and differences between the Egyptian and Christian creation story. -know how significant Gods were to the Ancient Egyptians.  -know why animals were important in every day life.  -know how Egyptians buried their dead and why. |  | |  | | -know that Ilbert De Lacy was the first Lord of Pontefract Castle. -know that Ilbert De Lacy travelled to Normandy with William the Conqueror to fight in The Battle of Hastings 1066.  -know that William de Warenne received Sandal Castle from Henry I in 1106. -know that Sandal castle was in the hands of royalty from 1361.  -know that Sandal Castle was involved during The Wars of The Roses. -know there was a siege in 1644 during the English Civil War that led to Pontefract castle being destroyed. -know the features of both Sandal and Pontefract Castle. |  | | -know where The Anglo Saxons and Vikings were from and where they settled. -know The Anglo-Saxons settled in Britain around AD410.  -know why The Vikings raided Lindisfarne.  -know how Lindisfarne has been used since the Viking period. -know why The Vikings were so successful at carrying out raids.  -know the Vikings settled in Britain in AD852 to continue their raiding and colonising. -know that Danelaw were terms agreed to allow The Vikings to control the Northeast of England if they left the rest of the country to the Saxons.  -know that Ivar the Boneless and King Halfdan led the invasion of York in AD866. -know that Alfred the Great was a monarch. -know Alfred cooperated with the Vikings to negotiate their settlement – Danelaw. -Know That York was named Jorvik and there are signs of Viking settlement across Yorkshire today. |
| Vocabulary | BC, AD, civilisations, afterlife, beliefs, mummification, canopic jar, ancient |  | |  | | locality, invasion, battle, army, armour, Ilbert De Lacy, Medieval, military, William de Warenne |  | | invade, kingdom, long ship, pillage, raid, monastery, settlement, Viking, Anglo-Saxon, Angles, Jutes |
| Prepares for future learning in… | **UKS2 What were the lasting legacies of The Greeks?** |  | |  | | **UKS2 How did the Tudor monarchy influence Britain’s society today?** |  | | **Reception Know King James I was the King a long time ago. Compare King James I to King Charles Y2 Which three queens of England are most remembered?**  **LKS2 Why were castles in our local area important in the past?**  **UKS2  What was the significant turning point for Britain’s success in World War Two? How did the Tudor Monarchy influenced Britain’s society today?** |

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| **History – Progression UKS2** | | | | | | | | | |
| **UKS2 Cycle A** | **Term 1** | | | **Term 2** | | | **Term 3** | | |
| **Enquiry Question** | **How has The House of Wisdom influenced today’s global society?** | |  |  | **How did The Tudor monarchy influence Britain’s society today?** | | **What was the significant turning point for Britain’s success in World War Two?** |  | |
| Building on prior learning(retrieval opportunities) | **LKS2 What did The Ancient Egyptians believe?** | |  |  | **Reception Know King James I was the King a long time ago. Compare King James I to King Charles  Y2 Which three Queens of England are most remembered in history and why? LKS2:**  **Why were castles in our local area important in the past?** | |  |  | |
| Key Learning | -know when and where the Ancient Islamic Civilisation started -know that Baghdad was the capital of the Islamic empire. - know that Baghdad was a centre for learning and The House of Wisdom was a library and research facility.  - know how to use primary sources of evidence to what life was like. - know how Ancient Islam influenced modern Britain. | |  |  | -Know we are learning when and why the Tudor monarchy came to power. - know about the influence of Henry VII and his legacy - know about the influence of Henry VIII and his legacy - know how to interpret evidence about Queen Elisabeth I | | -know how to build background knowledge of WW2 - know who significant figures were in WW2 - know the significance of the Battle of Britain (2 LESSONS) - know how to compare aircrafts in WW2 |  | |
| Vocabulary | empire, civilization, scholar, Caliph, caliphate, House of Wisdom, philosophy, astronomy | |  |  | dynasty, reformation, succession, monastery, execution, descendant, emblem | | allies, axis, evacuate, blackout, Royal Air Force, The Blitz |  | |
| Prepares for future learning in… |  | |  |  |  | |  |  | |
| **UKS2 Cycle B** | **Term 1** | | | **Term 2** | | | **Term 3** | | |
| **Enquiry Question** | **Mining** |  | |  | | **How far has life improved for Black people living in Britain in the last 500 years?** |  | | **What were the lasting legacies of The Ancient Greeks?** |
| Building on prior learning in…(retrieval opportunities) | **LKS2:**  **Why were The Romans so powerful and what did we learn from them?** |  | |  | | **LKS2:**  **Who is the Waterton Trust named after and why?**  **Why were The Romans so powerful and what did we learn from them?** |  | | **LKS2: What did the Ancient Egyptians believe?** |
| Key Learning | -know the impact of coal mining in key historical periods (The Romans, Industrial Revolution)  -know what the conditions were like in the mines during the 19th and 20th centuries. -know how the coal mining has impacted the environment.  -know why mining was so significant in Yorkshire. -know the cause and impact of the Miners’ Strike in 1980s.  -know a key historical event in our local area such as the Lofthouse Colliery Disaster in 1973. |  | |  | | -know the first Black people in Britain were Roman soldiers. -know that evidence probes that there were only a few Black Britons living during the Tudor period. -know Black people worked as slaves on plantations in America and in homes in British cities. -know the most significant period of black immigration came in 1948 during SS Windrush.  -know life has not always been easy for Black people in Britain.  -know that there are campaigns in the 21st century to make sure Black people are treated equally. |  | | -know the civilisation existed between 1200BC and 146BC. -know achievements of the Ancient Greeks including; Olympics, democracy, architecture and medicine. -know that Athens and Sparta were two city-states who were rivals. -know that people in Athens enjoyed the arts and people in Sparta were trained to fight, including children. -know the 12 important Gods who lived on Mount Olympus. -Know that civilians-built temples for their Gods. |
| Vocabulary | colliery, industrial revolution, mineshaft, |  | |  | | abolition, Atlantic Slave Trade, Commonwealth, discrimination, middle passage, migrant, prejudice, racism, segregation |  | | City state, democracy, Acropolis, Hoplite, Helot, Parthenon, philosophy, Ostrakon |
| Prepares for future learning in… |  |  | |  | |  |  | |  |
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