



Sledmere and Wetwang Federation

Whole School Progression Map – History

At Sledmere and Wetwang Federation our **intent** in History is to provide a high-quality history education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

Our **intent** is that all children:

- Achieve their potential.
- Experience high quality teaching and learning at all times.
- Are inspired by our teaching.
- Are curious to know more about the past.
- Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

We **implement** our History curriculum through:

- In EYFS, we implement History through exploring key historical vocabulary and learning key calendar events, remembering our learning through vocabulary floor books. We follow children's interest but promote further challenge through adult interactions and by providing books to learn about historical events.
- Our curriculum sequence of Assess, Teach and Re-assess.
- Visits and experiences focusing historical knowledge and skills.
- High quality modelling and scaffolding of History skills in order for all children to achieve excellence.
- Nurture and relationships allow adults to support children to experiment and challenge themselves.
- Learning journeys that reflect what is being taught.
- Learning that is high quality, showing a range of History and evidence the highest expectations.
- Learning across the curriculum is sequentially planned to build on knowledge and skills.

The **impact** of our History approach is children understand our past and their ancestors. They are passionate about History and its significance today. It helps them to understand their lives and the challenges of their time.

(Due to our school context of mixed-age classes it is not always possible to teach History chronologically. We are careful to make links with previous learning, to make clear links with other subject areas and to immerse our pupils in the rich vocabulary associated with the study of History.)

Mastery

Independence - Expecting pupils to show initiative, not just in their research but also in applying ideas that have already been covered.

Confidence - e.g. when finding solutions to historical problems and mysteries. Rather than being fazed by a paradox, they thrive on trying to resolve the puzzle e.g. why the Mayan empire came to an end so abruptly .

Application - to a range of different periods of history (comparing Ancient Egypt with other ancient societies to see what things they had in common) and to other areas of the curriculum .

Authority - opportunity to evaluate and critique others' work e.g. summarising the achievements of the Ancient Greeks.

Command - ability to synthesise lots of disparate pieces of information and bring them into a coherent shape e.g. lesson on World War Two when pupils have to be museum curators deciding which items best illustrate the hardships of WW2. Hard choices require deep thinking.



Re-visiting - earlier periods of the past to make connections over time. How similar were the Stone-Age weapons we studied in Y2/3 compared with the Anglo-Saxon, Viking and Norman ones we are looking at in Y4/5/6?

Class 1 and Class 2

EYFS

- Using pictures, stories and artefacts, children can compare similarities and difference between past and present. Drawing upon what has been read in class.
- Understand the past through setting, characters and events encountered in books read in class.
- Have an understanding of their own life story and family history.
- Talk about the lives of people around them and their roles in society.
- Talk about "When I was a baby."

Y1

- Study events beyond living memory that are significant nationally or globally - The Great Fire of London- Samuel Pepys/ The first aeroplane flight.
- Compare and contrast changes within living memory to see how national life has changed – Neil Armstrong and Mae Jemison.
- Significant historical events, people and places in their own locality.
- Identify old and new from pictures and observe and handle artefacts. Use this to ask and answer questions.
- Arrange objects and artefacts in order of their age.
- Begin to use very simple timelines to order some recent events.
- Use stories as sources for answering questions about the past.
- Use simple words and phrases to describe the past - after, before, between, here, now, then, yesterday, last week, last year, years ago and a long time ago

Y2

- Study significant historical events, people and places in their own locality and place them in a broader time order.
- Significant historical events, people and places in their own locality - Wagoners' Reserve and the Sykes Family.
- Understand the lives of significant individuals in the past who have contributed to national and international achievements. - Queen Victoria and Neil Armstrong.
- Use pictures and artefacts to answer questions about the past.
- Explain what they think is important about the past and explain reasons why.

Y3

- Compare and contrast changes in Britain from the Stone Age to the Iron Age focusing on - changes to clothing, food, shelter, weapons and technology
- Complete a local history study: A study of an aspect of history or a site dating from period beyond 1066 that is significant in the locality:
- Sledmere Estate/ Archaeological finds in Wetwang.
- Understand Britain's settlement by Anglo-Saxons.
- Summarise the main events from a period in history and use their characteristics to give reasons for main events and changes.
- To use a timeline with dates, including both BC and AD and to understand the concept of decades and centuries and use this to divide the past into periods of time.



Class 3

Study an aspect British history that extends pupils' chronological knowledge beyond 1066.

Understand the significance of The Battle of Britain as a turning point in British history.

Study Greek life and achievements and their influence on the western world - Ancient Greece.

Identify the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.

Use a timeline to identify changes and give reasons for this through analysing evidence.

Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – life during the reign of Henry VIII.

Summarise the main events from a period in history and use their characteristics to give reasons for main events and changes.

To use a timeline with dates, including both BC and AD and to understand the concept of decades and centuries and use this to divide the past into periods of time.

Study The Roman Empire and its impact on Britain.

The legacy of Roman culture (art, architecture or technology) on later periods in British history, including the present day.

- Julius Caesar's attempted invasion in 55-54 BC. - The Roman Empire by AD 42 and the power of its army. - Successful invasion by Claudius and conquest, including Hadrian's Wall.

A study over time tracing how several aspects of national history are reflected in the locality.

Describe the main changes in a period of history, from several perceptions and give a balanced view, explaining their own perspective. Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - What was Britain's role in the slave trade from Africa?

To devise historically valid questions about change, causes, similarity and difference.

Identify where and when the first civilizations appeared and complete a study of The Mayan people.

Complete a local history study on the fishing industry and its importance to the Yorkshire region.

The legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day.

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

To devise historically valid questions about change, causes, similarity and difference.

Summarise the main events from a period in history and use their characteristics to give reasons for main events and changes.

To use a timeline with dates, including both BC and AD and to understand the concept of decades and centuries and use this to divide the past into periods of time.

Understand the Viking and Anglo-Saxon struggle for the Kingdom of England, to the time of Edward the Confessor.

Study the resistance by Alfred the Great and Athelstan.

- Further Viking invasions and Danegeld.

- Anglo-Saxon laws and justice.

- Edward the Confessor and his death in 1066.

Study changes in crime and punishment from the Anglo-Saxons to the present.

To identify connections, contrasts and trends over time and create their own theories for change.

To devise historically valid questions about change, causes, similarity and difference.

Summarise the main events from a period in history and use their characteristics to give reasons for main events and changes.

To use a timeline with dates, including both BC and AD and to understand the concept of decades and centuries and use this to divide the past into periods of time.



Class 1 EYFS Y1		Class 2 Y2 Y3		Class 3 Y4 Y5 Y6		
after before between here now then yesterday last week last year years ago a long time ago beyond living memory within living memory the past the Victorians timeline century Queen Victoria Victorian school days education abacus desk cane blackboard and chalk dunces cap ink pen the three R's museum rich/poor child labour chimney sweep, coal mine, street seller match factory worker school education infants learning relaxation behaviour punishment significant people space astronaut adventure mission engineer rocket space the past Mae Jemison	toys relaxation mechanical leisure play dinosaur fossil discovery tools museum extinct within living memory beyond living memory fossil bones prehistoric Mary Anning herbivore carnivore palaeontologist timeline aeroplanes flight glide engine take off landing nationally globally engine powered airplane The Wright brothers Kitty Hawk America transportation transport inspired Queen reign monarch United Kingdom rule democracy kingdom	year decade century Angles Saxons Celts Romans invasion resources physical and human features population kingdom settlements legacy impact aristocracy estate servants tenant farmers property rights education Wagoners special reserve recruits enlisted memorial remember supplies	train transport steam invention wagons railway locomotive passenger carriage engine freight Stone age Bronze age Iron age Skara Brae hunter-gatherer religion Stonehenge Avebury hillforts settlement	democracy slave deportation colonisation inequality civil rights peace treaty conflict battle alliance ideology aircraft armaments barrage balloons bombing blitz air raid radar empire democracy civilisation architecture parthenon literature philosophy drama	empire democracy civilisation conquer barbarian centurion mosaic aqueduct temple amphitheatre parliament peasant fleas infected epidemic infection bacteria contagious pustules immune system buboes bubonic civilisation Upperworld Middleworld Underworld maize symbols ritual	civilisation afterlife ancient archaeologist artefacts cartouche chronology deities hierarchy hieroglyphics irrigation mummification papyrus pyramids sarcophagus tomb Anglo-Saxon Viking raids conquest throne kingdom invasion Scandinavia trade



Learning and growing in the love of God

(John 4:16)

Neil Armstrong astronaut adventure mission engineer rocket						
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