

Ready to Progress in History



We are not makers of history. We are made by history.

Martin Luther King Jr.

The big question and summative statements for assessment at the end of each unit.

Examples of reasoning and problem solving across the curriculum.

	<i>Local History</i>
EYFS	<i>How are people connected in their families?</i> - Children can explain who is in their family and how they have changed since being a baby. - Children understand that a timeline shows orders when events have happened.
1	<i>How has childhood in Gawber changed from Victorian times to now?</i> - Children can talk about what Gawber School was like in the past and can explain that there had been two schools before this one. - Children know that in the Victorian times, Gawber children went to work in the mines. - Children can talk about how entertainment has changed (referencing the difference in music and toys).
2	<i>What similarities and differences are there between Gawber, then and now?</i> - Children know which buildings are no longer present in Gawber (glassworks, Gawber Hall, linen mill) and why these were important building for the village. - Children know which buildings are still present and still important to Gawber today.
3	<i>Children can use their knowledge of the changes and development of Gawber over the years to influence their planning of ways in which to improve our area – Geography</i>
4	<i>Was coal mining a disaster?</i> - Children can discuss Victorian mining and refence the impact of the Huskar Pit disaster. - Children can talk about how mining has changed over time and the impact of the miners' strikes.
5	<i>Children can use their knowledge of the changes and development of Gawber Schools over the years to influence their design of the school of the future– Art</i> <i>Children can use their knowledge of coal mining to compare this to lead mining in Castleton and they can discuss similarities and differences between the impact on each village – Geography.</i>
6	<i>Children can use their knowledge of how Barnsley has developed over time to make comparisons to a contrasting town (Whitby) so that they can discuss the pros and cons of change.</i>

British History

EYFS	<i>Why do we need a monarch?</i> - Children know who the current King is and what jobs the King might have. - Children can talk about other members of the royal family.
1	<i>Why does the King need a second birthday?</i> - Children are able to compare the birthday celebrations between our current monarch and Queen Victoria and explain why the King has more than one birthday. <i>Why do we celebrate Bonfire Night in Britain but not in other countries?</i> - Children can retell the story of the gunpowder plot and explain how and why it is celebrated in Britain today.
2	<i>What are the similarities and differences between the lives and reigns of sixteenth-century Queen Elizabeth I and nineteenth-century Queen Victoria?</i> - Children are able to compare their knowledge of Queen Elizabeth I and Queen Victoria and explain why they were important women in history, commenting on some of their achievements such as making Britain a fairer place (Queen Elizabeth) and expanding The British Empire (Queen Victoria). <i>How has the Great Fire of London influenced our lives today?</i> - Children can explain that the Great Fire of London had an impact on the design of buildings and on fire safety.
3	<i>How have the Anglo-Saxons, Scots and Vikings influenced Britain today?</i> Children can discuss the influences that Anglo Saxons, Scots and Vikings have had on Britain today such as on the development of religion, of language and of settlements.
4	<i>How safe was life for children during WW2?</i> Children can discuss ways in which children were protected during WW2 (such as evacuation/ gas masks) and begin to comment on how successful they think these were and why.
5	<i>What have we learned from our earliest ancestors?</i> - Children can explain what elements of life in the Stone, Bronze and Iron Age have continually developed and impacted British society today (such as farming). - Children explain the impact on the invasion of the Romans in Britain and the positive impact this had referencing inventions such as the calendar, roads, books.
6	<i>Why is WW2 considered to have had a great impact on different groups in society?</i> - Children explain the differing roles of men and women during WW2 and can discuss why both roles were important. - Children can explain the discrimination regarding the Jewish faith referencing key figures such as Anne Frank. - Children can explain the impact the Blitz and propaganda had on British morale.

	World History
EYFS	<i>Children know that there are other countries in the world and that people live in these places, going about their daily lives, at the same time as we live here. – Geography</i>
1	<i>Rosa Parks – was she right to not do as she was told?</i> Children are able to explain how people in the past have been treated unfairly because of their race and that Rosa Parks fought against this via the Bus Boycott.
2	<i>Florence Nightingale, Mary Seacole and Edith Cavell – how did these women change the world?</i> Children can explain how Florence Nightingale, Mary Seacole and Edith Cavell all had an impact on how nursing developed and because a recognised and respected profession, referencing key events in history such as the Crimean War.
3	<i>Why are the achievements of the Ancient Egyptians relevant to us today?</i> - Children can discuss key achievements of the Ancient Egyptians such as their writing and number systems and compare this knowledge with their knowledge of these systems today. - Children can explain how people lived in Ancient Egyptian times, referencing the Nile and how this benefitted life in Ancient Egypt and how we use that knowledge today to influence our own lives (such as using boats to transport goods).
4	<i>How did the Mayan civilization contrast with British history?</i> Children can discuss their knowledge of Mayan achievements (such as their writing and number systems, their architecture, their use of trade) and can compare this to similar achievements of the Anglo Saxons, referencing similarities and differences.
5	<i>How have the Ancient Greeks influenced our lives today?</i> - Children can discuss their knowledge of the achievements of the Ancient Greeks with reference to philosophy, entertainment, architecture and democracy, and can explain ways in which we see those influences in society today. <i>What is the significance of the movement Black Lives Matter?</i> - Children can explain how discrimination regarding race has changed over time. <i>How does our knowledge of the past (Pompeii) help us to understand the world today?</i> - Children can explain what has been learned from historians studying the eruption in Pompeii and how this knowledge can have an impact on our knowledge of current Natural disasters.
6	<i>In what way have we been influenced by the achievements of the earliest civilizations?</i> - Children can explain the achievements of Ancient Sumer, Indus Valley and Shang Dynasty of China, paying particular attention to their achievements in writing , maths, trade and architecture. - Children compare this with knowledge gained in previous years of other ancient civilizations and of British history to conclude explain how our own systems have developed over time.