



Progression in History

Periods in History



EYFS



I know differences between myself and others.

I used the feather I found outside to do some mark making. I explained, "This is like what they do in the olden days. We use pencils and pens to write now".

Year 1

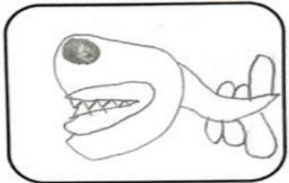
Wednesday 9th October 2019

WALT: create a story map of Mary Anning's life.

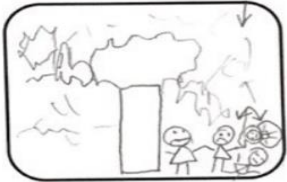
I can sit correctly at a table, holding a pencil comfortably and appropriately.

I can understand how words can combine to make sentences.

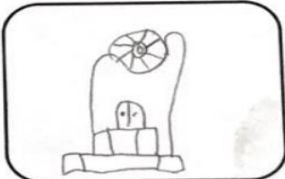
Angie



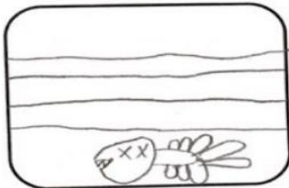
Mary Anning
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The woman
did



The fosul
got put in the
MUSEUM
museum



The dinso
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buried

I can discuss
significant events and
people from the wider
world, within and
beyond their living
memory

Year 2

I can discuss
significant events
and people in
Britain within and
beyond my living
memory

WALT: compare our life to life in the Stone Age.

JW

In the Stone age you would kill animals and skin them to make clothes. Today you get clothes from shop. We still use clothes to keep us warm. to get clothes you kill an animal and skin it. today you go to shop.

Year 3



The significance of Hull City Hall to the city of Hull, in the present day
Hull City Hall is significant because it has a balcony so people can raise trophies and awards from it. It is also important due to the fact that it hosts community and business events such as conferences, fairs, degree ceremonies and school concerts.



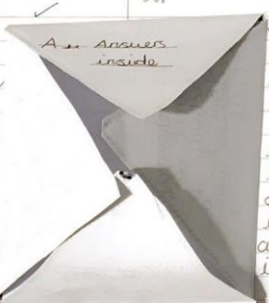
The significance of Hull City Hall to the city of Hull, in history
Hull City Hall was built in 1900 as a central location for city trams to meet. In 1910, Victoria Art Gallery opened in the City Hall until it was moved in 1927 to a building now known as Evans Art Gallery. The City Hall was damaged in the Second World War and was closed until a refurbishment in 1948. To make the hall more popular, in the 70s and 80s more effort was made to bring music to the venue with bands such as Slade.

I can discuss the impact of significant historical events, people and places in their own locality

Year 4

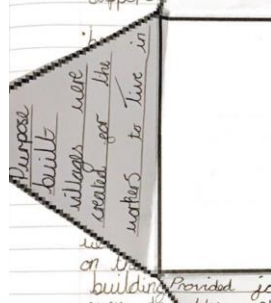
WALA: the impact of the pyramids of Egypt.
 I can match the impacts to the past or present.
 I can identify additional impacts of the pyramids.
 I can highlight whether these impacts are environmental, social or economic.

Past impact:	Present impact:
Workers got tax funds and medical support.	More tourism in Egypt.
head to robbers.	Archaeologists can see how the Egyptians used to live because of the carvings and paintings inside pyramids.
The pyramids were built by slaves.	They were built as the tombs of pharos.
Storms were on the building site every day of the year.	
Seasons	
tourism tourism	
tourism tourism	
Seasons Season → Season	



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I can explain the achievements of ancient civilizations and their impact on the world in the past and today

Year 5

WALT: I can examine periods in world history; identifying contrasts with and influences on British society at the time.

Hessle 1899



Hessle 2019



Key questions:

- 1) What can you see in Hessle in 1899?
- 2) What can you see in Hessle in 2019?
- 3) How has Hessle changed over time?
- 4) Why do you think these changes have occurred?

EXT: What do you predict will change in the future?

1. In the past Hessle had chalk pits and a train track. I 1899 the River Humber was there but the Humber Bridge hadn't been built. King George the fifth playing there fields wasn't hadn't been king yet. As well as chalk pits, they had sand pits and quarries. Although Penshurst and Hessle High were only built in recent times, all saints was built standing in Victorian times.

2. Now there is a rugby club and more streets are named than in Victorian times. The docks are smaller now than in 1899. The cemetery was there in the past and is still here today. There are more roads. Cars are more affordable now than in 1899. As a result of this more roads are needed. Country park never used to be there, it used to be a chalk pit.

3. There are more houses now than in 1899. The train tracks are smaller because there are more cars that's why the roads are bigger, the roads are bigger.

I can examine periods in world history; identifying contrasts with and influences on British society at the time.



Year 6

WALA: Woman's wartime jobs and describe what they entailed in detail.
I can describe key details of a woman's wartime job.
I can explain how the role of women differed before, during and after the war.
I can propose how women may have felt at the war ended.

Pre-Assessment:

I do not know any women's wartime job groups.



Women's Land Army Training



Women's Voluntary Service Training/Catering Service W.V.S



Air Raid Precautions Training for Wardens ARP

Land Girls would grow crops and work on farms to feed the country, while the men were at war.

They would provide support and advice. They would provide clothes, food and goods to those who had been affected by the bombs.

They would administer first aid and drive ambulances for the people who were injured; they would also direct people to air raid shelters.

Women's Life Before the War:

Before the war began, life for women was very stereotypical. They would work as housewives and if they did, ~~it~~ ^{was} they wouldn't be paid an equal amount to men, despite the fact they would have the exact same jobs. Typically, lessons in school for girls consisted of learning to cook, sew and look after things at home while boys were taught more practical skills.

Women's Life During the War:

While men fought in the war, ^{nobody} ~~no~~ body was there to do all the men's jobs. Then, women became farmers and ambulance drivers - this consisted for 7 years before the men won the war and came home after winning the war. This showed how independent and confident they were. They would make weapons, grow crops, they would also work as mechanics and first aiders too.

Women's Lives After the War

Women were praised for their wartime work but expected to make way for the returning troops. After the war, there was an assumption that their temporary roles had been specifically linked to war time. The government encouraged a return to domesticity. By 1956, the number of working women had returned almost to the pre-war level.

Mothers, who worked during the war, told their daughters what they had done during the war and how their horizons had been limited afterwards. As a result, during the 60's and the 70's there was an emergence of feminist groups and heightened awareness of gender inequality.

I can discuss the impact and causes of historical changes in Britain.