



Castle Hills Primary Academy

Progression of Learning

History Summer Cycle B

History			
Local History Study: Coal Mining			
Concept	Learning Outcome	Sticky Knowledge	
Industry and Innovation	How did mining in Britain change over time? Why did people use coal mines in the past?	Britain has been operating coal mines since the 1500s, however there is evidence that the Romans began mining in Britain thousands of years ago. The 1800s was a time a huge industrial revolution in the UK. This time was known as the Industrial Revolution. People began moving away from working on farmland and began working in factories. Cities began to grow and coal was used to fuel factories, mills, steel-works and railways. Coal was also used as a source of heat and many homes had a coal fire. Yorkshire has a huge supply of coal. When the Leeds-Liverpool Canal was built in 1816 it meant that coal could be transported from Yorkshire across major industrial areas across Britain. In the 1860s, over a million tons of coal was transported along the canal from Yorkshire's collieries. At first, coal was only dug at the surface, however as demand increased, they began to dig vertically to create deeper mine shafts . Sometimes, workers would be lowered by tying a rope around their waist. In 1947 , coal mining was nationalised which meant the government owned the mines and regulated them. In 1994 , remaining coal mines were sold to private companies (privatised) which meant they could set their own conditions and wages.	
Jobs	What was it like to work in a coal mine?	Working conditions were dangerous and hot. The mine shafts were very narrow and it was not possible to stand up. Over 1000 miners died each year in Britain due to explosions, collapsing mines and dangerous gases. Initially, candles were used to light the pitch-black tunnels. Davey Lamps were invented in 1816 and were much safer than open candles, however they were expensive and not all miners used them. By 1911, canaries were sent into the mines to detect dangerous gases. Workers were not paid well and were paid by how much coal they produced, not the hours they worked, and so some miners would take their whole families into the mines in order to make as much money as possible. Many worked for up to 12 hours a day for 6 days a week – the only days off being Sundays and holy days like Christmas.	
Children	Why were children sent to work in coal mines?	Due to the size of the mine shafts, young children would often be sent to work in the mines. They would usually pull the heavy carts of coal through the tunnels. In 1842 , a law was passed that said children under 10 years old could not be sent into the mines. Children older than 10 were still allowed and there is evidence young children still worked as the law was not regulated well. After this law was passed, pit ponies were sent into the mines instead of children. They were small enough to fit in the narrow tunnels and strong enough to pull the heavy carts of coal.	
Politics and Opinion	What happened to coal mining in Britain?	In 1984, the government announced they would be shutting 20 mines, many of which were in Yorkshire. Some people agreed with this decision as burning coal is harmful to the environment. However, it also meant that thousands of jobs would be lost. Some miners went on strike to protest the government's decision. The last deep coal mine in Britain closed in 2015 . Children will explore this further in KS2.	
Local heritage	Why was coal mining significant in my local area?	Mining was a major industry in Yorkshire from the mid-1800s up until the 1990s. Between 1947 and 1994 there were 137 different collieries in Yorkshire. Doncaster had 4 collieries – Bentley Colliery, Hatfield Colliery, Markham Main Colliery and Yorkshire Main Colliery (Edlington) . Bentley Colliery was in operation between 1906 and 1993. Some children have grandparents who worked in Bentley Colliery. When it first opened, Bentley did not have enough workers to operate the colliery and so many people moved to the area. This created Bentley New Village, which is still around today. Working in a mine was very dangerous and in 1931, there was a huge gas explosion at Bentley Colliery and 45 workers died. Men entered the pit and carried the injured over 2km to safety. They were awarded the Edward Medal for their bravery. A memorial service is held on 20 th November each year to remember those who died. When the colliery closed in 1993, 450 people lost their jobs.	
Prior Learning	Vocabulary	Historical Skills/Enquiry	
KS1	<ul style="list-style-type: none"> Industrial expansion in the UK – Railways Project Doncaster – local history, location Jobs from the past, e.g. fire-fighting (Great Fire of London) 'Doncaster' unit - EYFS 	<ul style="list-style-type: none"> Coal Mining Mine shaft Davey Lamp Industrial Revolution Miner Colliery Government Strike Yorkshire Pit pony Bentley 	<p>Children will be able to chronologically sequence significant events in British coal mining on a timeline (first coal mine in Britain is built, invention of the Davey Lamp, children banned from working in mines, Bentley Colliery disaster, government gains ownership of the mines, 1984 miners' strike, privatisation of the mines, the last deep coal mine in Britain closes)</p> <p>Children will be able to identify that a cause makes something happen and historical events have a cause (Miners' strike, industrial revolution)</p> <p>Children will be able to recognise differences between the past and present (children working in the mines)</p> <p>Children will be able to explain why coal mining was historically significant in their local area</p> <p>Children will be able to use sources (artefacts, photographs, local newspaper articles) to find out about the past</p> <p>Children will be able to use first-hand accounts to investigate the past (local news stories, local miners visit)</p> <p>Children will be able to talk and write about events that have happened in the past using appropriate historical vocabulary</p> <p>Children will be able to explain what life was like for others in the past (mining conditions)</p> <p>Children will begin to understand that people have a different view/opinion on the same event (Miners' strike)</p>

Anglo-Saxons and Vikings		
Concept	Learning Outcome	Sticky Knowledge
Civilisation Settlement	Who were the Vikings?	The Viking age in Britain was from around 700-1100AD . The Vikings lived in Britain at the same time as the Anglo-Saxons, however the Anglo-Saxons arrived a few hundred years before. The word 'Viking' comes from the Old Norse language and means 'pirate raid'. Vikings settled mainly in the Danelaw which meant they had control of the east. Danelaw covered the Doncaster area and York, known as Jorvik , became the Viking capital.
Battle Invasion War Army	How did the Vikings fight? Where did the Vikings invade?	Vikings fought using longswords and axes which were passed down from father to son. The first Viking raid recorded was in around 787AD and was the start of the struggles between Anglo-Saxons and Vikings . In the 700s AD, Vikings began to arrive in Britain in longships to raid treasures and goods. In 793AD, they attacked the monastery at Lindisfarne . After this attack, 50 years later, 3000 Vikings arrived in England to conquer the Anglo-Saxons. The Vikings stayed in Britain after their raid for the first time in 866AD . The army battled through the north of England, taking over the Anglo-Saxon kingdoms of Northumbria, East Anglia and Mercia . By 878AD, most all of the Anglo-Saxon kingdoms had fallen to the Vikings, except for Wessex which was ruled by Alfred the Great . King Alfred was able to beat the Vikings in battle but could not drive them out of Britain. Almost all written evidence of Viking raids and invasions are the English version of events. Vikings were depicted as bloodthirsty savages and the people of Wessex were the heroic saviours of England. Warriors did not wear much armour, some chiefs would wear chainmail but most relied on a round wooden shield for protection. Like the Anglo-Saxons, the Vikings fought on foot and created a shield-wall where they locked their shields together side-by-side. The last Viking battle was in 1066 between King Harald of Norway and Tostig and King Harold of England . The English king won and this signified the end of the Viking era in Britain.
Trade	Were the Vikings great traders?	Vikings would trade goods such as food, weapons, clothing and household items at markets. The Vikings traded all over Europe and as far as Central Asia.
Hierarchy Class/Society Government Law	What did Viking society look like?	The Vikings had a hierarchical society. At the top of the hierarchy were kings , then Jarls (nobles) who were rich land owners who worked for the king. Karls were everyday people such as craftsmen or farmers. Thralls were enslaved people and were at the bottom of the hierarchy. The Vikings had their own laws and governments. They would hold meetings called a Thing where people would vote on issues, such as who could own a piece of land. This was overseen by a judge called a law-speaker . Laws were not written down and were passed around by word of mouth. People who broke the law were called outlaws and could be hunted by anyone. Disputes were also sometimes settled by battles or duels.
Religion Afterlife	What did the Vikings believe in?	The Vikings were pagans . At the time of their invasion, most of Britain was Christian. The Vikings destroyed many Christian monasteries during their raids. The Vikings had a polytheistic religion and worshiped many gods. They liked to tell myths and legends about their gods. The Chief god was called Odin , who created Midgard , home of the humans, and Asgard , the home of the gods. Thor was the god of thunder and people worshiped him as he kept their home safe. Loki was the trickster god who created chaos. Other important gods included Frigg , wife of Odin, and Mani , God of the Moon. The Vikings believed that they would wander the earth as a ghost if they were not given a proper funeral and as such celebrating the dead was very important to them. They also believed that, if a warrior died in battle, they would be allowed to go to Valhalla , the epitome of the afterlife. They also believed that warrior maidens on flying horses called Valkyries would guide souls from Midgard to the afterlife. Warriors were buried with their weapons.
Transport	How did the Vikings travel?	The Vikings travelled from Scandinavia (mainly Norway) on huge longships and settled mostly in the north of England. Some also settled in Scotland. The Vikings built fast dragon-ships and long-ships for raiding and war. They also built slower cargo ships called knorr s which they would use to transport goods along rivers.
Daily Life Jobs Culture Homes Children	What was daily life like in Viking settlements?	<ul style="list-style-type: none"> • Similar to the Anglo-Saxons, the Vikings used runes as written communication. They did not create a lot of writing and most of their storytelling was done verbally. Because of this, archaeologists rely heavily on artefacts such as coins, swords, grave-goods and longships to find out about the Vikings. • Most Vikings worked as farmers and most farming was done by hand. Other jobs included craftsmen, jewellers, blacksmiths and potters • Vikings lived in longhouses made from wood or stone and had a thatched roof. They were similar to Anglo-Saxon houses in that they typically had one room with a hearth or fire in the middle. There was no bathroom and people would use a cesspit, which was a hole dug in the ground outside, as a toilet. • Children did not go to school and instead learnt the skills of their parents. Boys would learn fishing and hunting skills as well as religion and law. Girls would help out around the home and were often used to scare birds away from crops.
Ruler/Leader/Monarchy	Who ruled England after the Vikings invaded?	In the 9 th century AD, King Alfred of Wessex stopped the Vikings from taking over England. He agreed to peace with them and some Vikings settled in the east of England called the Danelaw . After Alfred died, Anglo-Saxon kings took the Danelaw territories back from the Vikings. Alfred's grandson, Athelstan , pushed English power north and was the first king to claim to be 'King of all of England'. In 954 AD, the Anglo-Saxons pushed the last Viking king, Eric Bloodaxe , out of Jorvik (the Viking capital, now York). When Eric was killed in battle, the Vikings agreed to be ruled by English kings. The Anglo-Saxon king Edgar was considered to be the most powerful as Welsh and Scottish rulers also obeyed him and he had a very powerful court. In the early 11 th century, Ethelred the Unready was king of England was weak – he gave the Vikings money and did not stop them invading. His soldiers killed many Viking families in the Danelaw region which made King Sweyn of Denmark angry so he invaded England becoming the first Viking King of England. Sweyn's son, Cnut , then became king and was known as Cnut the Great . In 1066, King Harold of Wessex was the King of England. William of Normandy , known as William the Conqueror , invaded England under Harold's rule. William defeated Harold at the Battle of Hastings and became King of England. This was the end of Anglo-Saxon rule in England and a new age of Norman rule began. The Battle of Hastings was recorded on the Bayeux Tapestry .
Influence Significance	How significant were the Vikings?	The Vikings settled mostly in the north-east of England. Places with names that end in -by, -thorpe or -ay were most certainly Viking towns. Scawthorpe was a Viking town. The Vikings also introduced many words to the English vocabulary that are still used today. Because of the fighting between the Anglo-Saxons and the Vikings, England had one central monarch, rather than smaller kingdoms with their own rulers.
Prior Learning	Vocabulary	Historical Skills/Enquiry
<ul style="list-style-type: none"> • Knowledge of Anglo-Saxons (kingdoms, rulers, daily life) • Armies and battles (Anglo-Saxons, Romans) • Trading (Stone Age to Iron Age) • Polytheistic religions • Anglo-Saxon homes • Rulers and monarchs 	Anglo-Saxon Viking AD Danelaw Jorvik Kingdom Invasion Raid Trade King Pagan Polytheistic God/Goddess Valhalla Long ship Dragon-ship Rune Farmer Century	<ul style="list-style-type: none"> • Children will be able to chronologically sequence civilisations previously studied on a timeline and understand that some of these civilisations lived at the same time • Children will be able to chronologically sequence significant events during Anglo-Saxon and Viking rule in England (attack of Lindisfarne, capture of York, Alfred the Great becomes king, Vikings permanently settle in England, King Alfred agrees to the Danelaw treaty, Eric Bloodaxe is forced out of Jorvik, King Sweyn and Cnut claim England, King Harold is defeated during the Battle of Hastings) • Children will understand that some changes can happen suddenly and these can be 'turning-points' in history (Battle of Hastings) • Children will be able to explain some changes to an aspect of history within a time period (monarchy and leadership) • Children will be able to understand that the consequences of one historical event can cause another (Ethelred the Unready and King Sweyn/Cnut) • Children will be able to give examples of how life was similar and different in the past (daily life comparisons to the Anglo-Saxons) • Children will start to give reasons for the similarities and differences identified • Children will be able to explain the significance of an event using the following criteria: individually, regionally, nationally (attack on Lindisfarne) • Children will be able to identify historically significant individuals and explain why they were significant (Alfred the Great, Athelstan, Cnut the Great, King Harold of Wessex) • Children will use a range of sources to find out about the past • Children will understand how a source can offer different interpretations of the past and use factual evidence to validate these interpretations • Children will follow their own lines of historical enquiry by posing historically valid questions to answer • Children will begin to identify trends and differences between different periods of history

LKS2

Local History: Railways		
Concept	Learning Outcome	Sticky Knowledge
Local Heritage	Why was the railway historically significant in Doncaster?	Since the Romans built a fort in Doncaster, it has become a central travel point. In 1853 , the Great Northern Railway Locomotive and Carriage Building Works relocated from Lincolnshire to Doncaster. The company needed somewhere more convenient to repair its locomotives and set up 'the Plant '. The first locomotive was built in Doncaster in 1868 . Engineer Sir Nigel Gresley was the Chief Mechanical Engineer at the Doncaster Works and designed one of the most famous locomotives in the world, the Flying Scotsman . The Flying Scotsman was the first locomotive to reach 100mph. Gresley also designed streamlined locomotives which more closely resemble the trains we see today. The most famous of these locomotives was called the Mallard which was also designed in Doncaster. Although the Plant is now gone, Doncaster is still a centre for the railway industry in Britain. In 1923, the railway industry was renationalised and Doncaster became the main design centre for London East Northern Railway (LNER) . Doncaster has recently become the site of the National College for High Speed Rail. Railway lines between Leeds, London, York, Sheffield, Hull and Lincoln made Doncaster a major railway junction on the main East Coast Line. Doncaster railway station remains a major junction for railway lines across the country to this day.
Jobs	What opportunities did the expansion of the railway create for people in Doncaster?	Once the Plant was established in Doncaster, the population rapidly increased due to job opportunities. This also meant many more homes were built in the area. Before this, Doncaster was a relatively small market town but soon became an engineering hotspot. The introduction of the railway, along with rapid demand increase for coal mining, meant Doncaster was now a large industrial town. The population of Doncaster has continued to rise and it has now become a city.
Travel and transport Leisure Social impact	What social impact did the expansion of the railway have in Britain?	Initially, locomotives were used for transporting goods. One of the major developments at the Doncaster Works was focused on carriage locomotives designed to transport passengers. Trains became a luxury mode of transport and, due to their comfort and speed, became a popular choice, especially amongst the wealthy. The expansion of the railway meant that people could then travel for employment as well as leisure. Trainlines were opened that went to the coast and it meant that people were able to more easily go on holidays to the seaside.
Industry and innovation Technology	How did technology advance in the 19 th century in Britain? How has locomotive engineering continued to advance?	The expansion in railway development in the UK was a part of the Industrial Revolution which began in the Victorian era. Britain was producing more goods and rapidly advancing in engineering and technology. The first steam locomotives were built in the late 1700s/early 1800s. The word 'locomotive' means 'moving engine'. Trains were attached to the locomotive engine which was powered by steam. The steam was created by burning coal, which was another industry that rapidly expanded at this time. Once people began to see the benefits of railway travel, the industry began to grow rapidly. By the 1840s, many private railway companies began engineering locomotives and hundreds of railway lines were built in Britain. Advancements in locomotive technology continued to change rapidly. Diesel trains then became popular. They were faster than steam-powered locomotives and coal was becoming less and less available as the government began to close coal mines. Electricity was then used to power trains. This was much more environmentally friendly however it is very expensive. High Speed Trains have now been developed to move more passengers more quickly. These advances happened due to the demand of more rail travel and more effective travel. Thousands of people use the railway in Britain every day to commute to work or travel for leisure.
Politics and opinion	Did all people have the same opinion about the railway?	There were differing views and opinions on whether the railway had a good impact on the country when it first began expanding. Positive opinions included: <ul style="list-style-type: none"> • People could travel further for work • People could take trips to the seaside and other interesting places • Transporting goods on locomotives meant they could get to markets more quickly and produce would be more fresh • Bridges and viaducts built along the railway lines were aesthetically pleasing Negative opinions included: <ul style="list-style-type: none"> • Wildlife was destroyed to make way for the railway lines • The railway lines would destroy the beauty of the countryside • People were using horse-drawn coaches less meaning the coaching business began to dwindle • Smoke from the locomotives was damaging to the environment • Trains are dangerous and can cause serious accidents The expansion of new railway lines in Britain continues to divide people's opinions to this day.
Trade Economic impact	What economic impact did the expansion of the railway have in Britain?	Before trains and locomotives were created, people mainly travelled locally. Longer distances could be covered by boat on rivers or canals or on roads by horse-drawn carriage. These modes of transport took a long time and so trade was mainly made locally. Once locomotives were invented, people and businesses could trade to more people over longer distances quickly and efficiently. This gave a boost to the economy.
Society and class	Did all people experience the expansion of the railway in Britain the same way?	Although the expansion of the railway created thousands of jobs, most people who worked on the railway did not have a lot of money and would not be able to use trains regularly. Mainly middle and upper class people had the money to travel by train. Trains were seen as luxury modes of transport and some had different 'classes'. Wealthy people could afford to ride in first class carriages which were comfortable, served food and drinks and furnished luxuriously. Other carriages were less expensive to travel on but could be crowded and uncomfortable.
Prior Learning	Vocabulary	Historical Skills/Enquiry
<ul style="list-style-type: none"> • Project Doncaster – railway history • Importance of the coal mining industry • What is a locomotive? (KS1) • What changed for people after the expansion of the railway (KS1) • Trade (early civilisations) • How people travelled (early civilisations, KS1) 	Doncaster Locomotive Steam engine Flying Scotsman Mallard Nationalisation Industry Innovation Technology Social Economic Trade Travel Class Society Opinion Expansion Impact Industrial revolution	<ul style="list-style-type: none"> • Children will be able to identify key changes that happened between time periods (changes in locomotive technology; changes in modes of transport) • Children will explain the impact that changes have had (jobs, leisure, social, economical) • Children will identify reasons for these changes • Children will be able to explain how a historical event can cause another (Industrial revolution leading to advancements in railway technology) • Children will be able to identify how life was different for different groups of people in the past (rich and poor) • Children will be able to say how life was different and similar in the past and compare it to life today • Children will be able to identify historically significant people and state what they did that was significant and why it was significant (Sir Nigel Gresley) • Children will be able to look at two versions of an aspect of history and explain why opinions on this aspect may be different • Children will be able to select a range of primary and secondary sources to find out about the past • Children will understand when they are using a primary source and a secondary source • Children will be able to consider the reliability of a source • Children will be able to pose their own historically valid questions and use sources to answer them • Children will be able to explain how people and events in the past have influenced life today • Children will be able to plan and present their own historical research • Children will be able to use timelines to understand how long ago events in the past were to their own lives • Children will be able to use maps to gain a better understanding of an aspect of history

UKS2