

## Dundry History Progression

### Purpose and Aims of our History Curriculum:

Our high-quality history education enables pupils to gain a coherent narrative of Britain's past and that of the wider world. We recognise that it is not always possible to teach historical units in chronological order and therefore expect every child to develop a sense of chronology within each unit of learning. This is reinforced with a class timeline that is frequently updated and added to as children learn new information about the past.

Our curriculum aims to inspire pupils' curiosity to know more about the past. Pupils will learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We teach children the skills and disciplines of how to 'be a historian': To investigate and interpret the past; To build an overview of world history; To understand chronology; To communicate historically.

With each unit comes the opportunity to look at changes within the locality of the school: Dundry and Bristol. Part of the history curriculum works closely alongside geography and meaningful links are made to help children make sense of their learning. Trips, visitors, experiences and high quality resources enrich the learning experiences and offer cultural capital. Learning in history will also be supported with high quality texts so children can increase and develop their historical vocabulary.

We have chosen 'big ideas' (also known as 'threshold concepts') that run through our history curriculum. These help children to develop conceptual understanding over time and to link old learning to new learning. These concepts are:

#### Threshold Concepts:

- Main events and where they fit in 
- Causes and change/consequence 
- Legacy 
- Settlement/society 
- Power 
- Beliefs 
- Evidence and Artefacts 
- Conflict 

To ensure children 'catch up' following the disruption of the Coronavirus pandemic our 2-year cycle has been revised to revisit any missed content. Units will start with recap and revision to ensure that children are secure in essential prior knowledge before moving on.

## The National Curriculum and EYFS Breadth of Study in History

	EYFS	KS1	KS2	
	Reception Area of Learning	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
Skills / Disciplines	<p>Understanding the World:</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>	<p>Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	
Knowledge		<p>Pupils are taught about:</p> <ol style="list-style-type: none"> <li>Changes within living memory.</li> <li>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] WWI and remembrance</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. [for example, Isambard Kingdom Brunel, Mary Anning, Humphry Davy, Sarah Forbes Benetta and Florence Nightingale]. Some should be used to compare aspects of life in different periods.</li> <li>Significant historical events, people and places in their own locality</li> </ol>	<p>Pupils are taught about:</p> <ol style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>The Roman Empire and its impact on Britain.</li> <li>Britain’s settlement by Anglo-Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>A local history study – a study over time tracing how several aspects of national history are reflected in the locality - Georgian Bath and Bristol.</li> <li>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – WWII children or Monarchy</li> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study - Ancient Egypt</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>A non-European society that provides contrast with British history –Mayan civilization c. AD 900;</li> </ol>	

## Our 2-year Cycle Long Term Overview in the Humanities (How we have organised the N.C. Breadth of Study)

Cycle A							
EYFS	Theme	Local History: Me and My Home	Seasons	Transport	Space	Plants and Growing Things	Under the Sea
Year 1/2	History/ Geography	Changes in Living Memory: My Life Local History: Bristol and Brunel	Seasonal and Daily Weather Patterns Short Remembrance Unit	Local Area- Dundry/Bristol/school grounds	Significant People & Comparing Aspects of Life in Different Periods: British Queens; Elizabeth I, Victoria & Elizabeth II	Compare our Local Area to a Contrasting City: Tokyo	Continents and Oceans
Year 3/4	History/ Geography	Stone Age to Iron Age		Maps: Where in the World	Antarctica	Ancient Greece	Rivers and Waterfalls around the World
Year 5/6	History/ Geography	Anglo Saxons and Vikings		Mountains and the Water Cycle	Mayans	Compare Regions of the UK	Volcanoes and Earthquakes
Cycle B							
EYFS	Theme	Autumn Weather and Harvest	Toys				Explorers and Pirates
Year 1/2	History/ Geography	Hot and Cold Places	Changes in Living Memory: Toys Short Remembrance Unit	The UK: Countries, capital cities and Seas	Significant Event Beyond Living Memory: Fire of London		Uk and contrasting Non-European country
Year 3/4	History/ Geography	Romans	Comparison- Two European regions	Ancient Egyptians		Compare and contrast Bristol/Bath to a European City/ Naples	USA
Year 5/6	History/ Geography	Significant Turning Point in British History - WWI		Rainforests in the Amazon Brazil (Physical)(incl. Free Trade)	Climate change in the Amazon Brazil (Human impact)	Local History: The Georgians in Bath and Bristol	

## Meaningful Links Across Our Curriculum

	<i>KS1 1 - Year 1 and Year 2</i>			<i>LKS2 - Year 3 and Year 4</i>		<i>UKS2 - Year 5 and Year 6</i>			
<i>Cycle A</i>	T1: Changes in living memory (my life)  Local History - Bristol and Brunel	T2 Short Remembrance unit (significant events beyond living memory)	T4: Significant people (British Queens)	T1 & T2: Stone Age to Iron Age		T5: Ancient Greece	T1: Saxons	T2: Vikings	T4: Mayans (non-European study)
<i>High Quality Texts Available</i>				Stone Age Boy (link to Write Stuff).		Theseus and the Minortaur	Anglo Saxon Boy, Tony Bradman	Viking Boy, Tony Bradman	
<i>History Based Trips</i>	Trip to SS Great Britain			StoneHenge Trip (?)					
<i>Cycle B</i>		T2: Changes in Living Memory (toys)  Short Remembrance unit (significant events beyond living memory)	T4: Significant event beyond living memory - Fire of London	T1: Romans	T3 & T4 Ancient Egyptians		T1 & T2: Significant turning point in British History - World War 2		T5 & T6: Local History - The Georgians in Bath and Bristol
<i>High Quality Texts Available</i>							Letters from the Lighthouse, Emma Carrol		The Georgians, Ruth Brocklehurst
<i>History Based Trips</i>					British Museum in London		Bristol/Somerset Based Trip		Walking tour with English Heritage
<i>Cultural Capital (in addition to trips)</i>									
<i>The Big Ideas (conceptual threads)</i>	Main events and where they fit in Evidence and artefacts Cause and consequence (use term change in KS1) Settlement and Society Legacy			Main events and where they fit in Evidence and artefacts Cause and consequence Settlement and Society Legacy Power Conflict Beliefs		Main events and where they fit in Evidence and artefacts Cause and consequence Settlement and Society Legacy Power Conflict Beliefs			

**Summary of key knowledge and vocabulary that we teach through our Threshold Concepts (Big Ideas) within each phase**

		<b>KS1 1 - Year 1 and Year 2</b>			<b>LKS2 - Year 3 and Year 4</b>		<b>UKS2 - Year 5 and Year 6</b>			
<i>Cycle A Unit Title</i>		Changes in living memory (my life)  Local History - Bristol and Brunel	Short Remembrance unit (significant events beyond living memory)	Significant people (comparing aspects life in different periods) <i>British Queens - Elizabeth I, Victoria, Elizabeth II</i>	Stone Age to Iron Age		Ancient Greece	Anglo Saxons	Vikings	Mayans
<i>Cycle B Unit Title</i>			Changes in Living Memory (toys)  Short Remembrance unit (significant events beyond living memory)	Significant event beyond living memory - Fire of London	Romans	Ancient Egyptians	Significant turning point in British History - World War 2		Local History - The Georgians in Bath and Bristol	

## Main events and where they fit in

Children in EYFS will recognise some environments that are different from the one in which they live. They will compare and contrast characters from stories, including figures from the past. They will comment on images of familiar situations in the past. They will talk about members of their immediate family and their community and name and describe people who are familiar to them.

### Changes in living memory

Extinction of dinosaurs- was 66 million years ago, evolution of first humans 200,000 years ago. Time is sequential; there are specific periods of time, including years, decades, centuries and generation. You were born less than a decade ago. Your parents were born a few more decades ago, your grandparents a few more than that.

### Local History - Bristol and Brunel

Victorian period, over a century ago. Before WW1 and WW2, after the great fire of London. Brunel born 1806 (over 2 centuries ago). Over 3 decades till Victoria became queen in 1837. 1841 - GWR route from London to Bristol opened. 1845 S.S. Great Britain went on it's first voyage. 1864: 50 years after Brunel's death, the Clifton Suspension Bridge was opened.

### Significant people (comparing aspects of life in different periods)

1558 - 1603 Queen Elizabeth I was queen (Tudor) She reigned for 45 years. 5 centuries ago. She died 5 decades before the Great Fire of London and the Great Plague. She was the last Tudor Monarch.

1837 - 1901 Queen Victoria was queen (Victorian) She reigned for 64 years which was the longest of any monarch at the time. Just over a century ago. (Beyond living memory).

1953 - Present Queen Elizabeth II is queen (Modern) She has reigned for over 68 years meaning she is the longest serving monarch in the whole of British history. She was Queen when you and your parents and possibly when your grandparents were born.

### Significant event beyond living memory - Fire of London and Remembrance

Fire of London 1666, around 350 years ago. Just 1 year after the Great plague which killed one fifth of all Londoners. It took 4 decades for St Paul's Cathedral to be rebuilt.

WW1 took place after the Victorian era, over a century ago. 1914-1918. WWII took place during 1939-1945. These events can be counted in decades and some of your relatives might remember the time of WWII.

### Stone Age to Iron Age

The Stone Age is the name given to the earliest period of human culture from around 2.5 million years ago to around 5000 years ago. The Stone Age is often divided into 3 periods:

Palaeolithic ( Old Stone Age) 2.5 million years ago to 10,000 BCE

Mesolithic ( Mid Stone Age) 10,000 BCE to 8,000 BCE

Neolithic (New Stone Age) 8,000BCE to 3,000 BCE – farming began at this time. The Palaeolithic era lasted for such a long time that it accounts for 99% of all human history.

The Bronze Age lasted from 3000 BCE to 1200 BCE

The Iron Age in Britain is defined as between 800BCE and 43CE.

### Ancient Greece

Ancient Greek culture begins with the Minoan civilisation in around 2700 BCE and ends with the collapse of the Hellenistic period in 150 BCE. 'Classical Greece' is from 490BCE.

505 BCE Cleisthenes introduces democracy in Athens

490 BCE Greek/Persian wars led by Xerxes- Battle of Marathon

461 BCE Peloponnesian wars begin between Sparta and Athens (to 446 BCE)

449 BCE Construction of Parthenon begins

431 BCE Second Peloponnesian wars

359 BCE Philip II becomes King of the Greeks

356 BCE Alexander the Great born

356 BCE Alexander the Great defeats Persians at Issus and is given Egypt

323 BCE Alexander the Great dies at Babylon

27 BCE- Conquest of Greece by Roman Empire complete

### Romans

54BCE Julius Caesar's invasion attempt of Britain

43BCE Successful invasion ordered by Claudius

61 BCE Iceni revolt led by Boudicca

122 CE Construction of Hadrian's wall

200 CE Introduction of Christianity in Britain

306 CE Constantine proclaimed emperor in York

312 CE- Constantine makes Christianity legal

406 CE Suevi, Alans, Vandals and Burgundians attack Gaul, and break contact between Rome and Britain:

Remaining Roman army in Britain mutinies

408 CE Devastating attacks by the Picts, Scots and Saxons

409 CE Britons expel Roman officials and fight for themselves

410 CE Britain is independent

440-500 CE Civil war and famine in Britain; Pictish invasions: Many towns and cities are in ruins.

c. 480 – 550 CE Arrival of Anglo-Saxons

### Ancient Egypt

3500 BC Early settlers in the Nile valley

3100 BC Hieroglyphic script developed Narmer unified Upper and Lower Egypt

2700 BC First stone pyramid built

2600 BC Pyramids of Giza built

1800 BCE- Egyptians adapt hieroglyphs to stand for sounds in their language. This idea of writing is passed down to later civilisations. The Rosetta stone discovered in the 19th century provided a key to deciphering

1400 BC Tutankhamun became pharaoh

525 BC Persians conquer Egypt

332 BCE- Greek Pharaohs installed by Alexander the Great

31BCE- Cleopatra is defeated by a Roman leader Octavian

30 BCE- Egypt becomes a province of the Roman empire.

### Saxons and Vikings

350 CE Some arrivals from north Europe

410 CE Last Romans leave Britain

430 CE First Christian church in Britain is built in Whitthorn, Scotland

450 CE German Saxons settle in Kent

516 CE Battle of Mount Badon

570 CE Heptarchy\* emerges in England

597 CE St Augustine brings Christianity to England from Rome

600 CE First Law Code written in English in Aethelbert's kingdom in Kent

613 CE Northumbrian kings rule over most of England

664 CE Synod of Whitby held

731 CE Bede completes ecclesiastical history

757 CE Offa becomes king of Mercia and arguably first king of all England

789 CE First recorded Viking attack (Dorset)

793 CE Viking attack on Lindisfarne

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<b>Key Conceptual vocabulary</b>		<i>timeline, years, decades, century, era, generation</i>	<i>BCE, AD, Prehistoric, Ancient, Civilisation, Culture, timeline, years, decades, century, era, generation</i>	<i>dates, time period, era, chronology, continuity, change, century, decade, legacy, BCE, AD, Prehistoric, Ancient, Civilisation, Culture, timeline, years, decades, century, era, generation</i>
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<p><b>Evidence and artefacts</b></p>	<p>Children in EYFS will recognise some environments that are different from the one in which they live. They will compare and contrast characters from stories, including figures from the past. They will comment on images of familiar situations in the past. They will talk about members of their immediate family and their community and name and describe people who are familiar to them.</p>	<p><b><u>Changes in living memory</u></b>  Objects such as toys, paintings and photographs tell us about the past and are used by historians to learn about the past. The use of different materials have changed over time so that plastic is far more common in modern toys than it was in the 1950's and 1960's.  We can talk to our older generations to learn about the past.</p> <p><b><u>Local History - Bristol and Brunel</u></b>  Clifton Suspension Bridge (view from the playground)  Trip to the SS Great Britain. Images of the plans made for the Suspension bridge (competition entrants). Newspaper articles of S.S. Great Britain/Suspension Bridge/GWR/Obituary emphasising significance of Brunel and his engineering work to the city of Bristol.</p> <p><b><u>Significant people (comparing aspects of life in different periods)</u></b>  Queen Elizabeth I: Some Tudor artefacts remain, but these are mostly from wealthy households. Tudor portraits and first hand accounts give historians lots of clues about the past.  Queen Victoria: Photography was a Victorian invention that helps historians learn about the past, including what people and places looked like. Victorian artefacts tell us more about what schools, factories and mines were like  Queen Elizabeth II: We have lots of photographs and filmed footage of the modern queen and first hand accounts.</p> <p><b><u>Significant event beyond living memory - Fire of London &amp; Remembrance</u></b>  People from the past left written accounts behind that can be clues into the past such as Pepys' diary (which include his eye-witness account of the fire of London) and paintings.</p> <p>Photographs, poems, diaries and letters help us to understand why we remember those who died in WWI. Also inclusion of video footage - early use of video recording, no sound. There are many people who still remember WWII and lots of accounts, videos, letters and newspaper articles that tell us about the experiences of those involved.</p>	<p><b><u>Stone Age to Iron Age</u></b>  Evidence from Stone Age and Bronze Age life is in the form of sites, objects such as grave goods and weapons.  The Amesbury Archer is the remains of a Bronze Age man buried with over 100 objects including metal working tools.</p> <p><b><u>Ancient Greece, Rome and Ancient Egypt</u></b>  Evidence of ancient civilisations is found in buildings (and remains of buildings), place names, objects, statues and early writing.  Hieroglyphics help us understand how people lived in Ancient Egypt and their beliefs. The <b>Rosetta Stone</b> helped us to understand them. Tombs contain evidence about beliefs and culture, such as the tomb of Tutankhamun</p>	<p><b><u>Anglo Saxons and Vikings</u></b>  Place names provide lasting evidence of Saxon settlement. The treasures of the Sutton Hoo provide insight into Saxon society.</p> <p><b><u>Mayans</u></b>  Most of what historians know about the Maya comes from what remains of their architecture and art, including stone carvings and inscriptions on their buildings and monuments. Carved stone artefacts, writing and remains of cities like Chichen Itza in Mexico show us what Mayan civilization was like. Chichen Itza is a city built by the Maya and its remains like its ball court and Temple of the Serpent tell us about Mayan civilisation and pastimes.</p> <p><b><u>Local history - Georgian Bath and Bristol</u></b>  Novels from the Georgian era, written records, Hogarth illustrations, buildings in Bath and Bristol, artefacts from the era, newspaper articles and cartoons (political satire)</p> <p><b><u>World War Two</u></b>  Government propaganda from WW2, letters, diaries, films and radio clips. Conflicting accounts of the impact of evacuation. Family records and personal histories. Diaries, e.g. Anne Frank's. Also lots of photographs and videos from the time. Trenches that can still be visited in France and battlefields. Planes and tanks still able to be seen in museums. Personal items like uniforms can still be seen.</p>
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<p><b>Cause and consequence (in KS1 use term 'change')</b></p>	<p>Children in EYFS will recognise some environments that are different from the one in which they live. They will compare and contrast characters from stories, including figures from the past. They will comment on images of familiar situations in the past. They will talk about members of their immediate family and their community and name and describe people who are familiar to them.</p>	<p><b><u>Changes in living memory</u></b> Toys have changed over time because science and technology have changed. Our views on childhood and playing have also changed over time, reflected in toys today. Plastic is much more common and cheap to get so many toys are made from this rather than metal and wood like in previous decades.</p> <p><b><u>Local History - Bristol and Brunel</u></b> The industrial revolution meant that machines were used to make and transport things more quickly. This relied on coal, which was mined in Somerset in the 1800s. Towns like Radstock grew because of coal mining and railways were built to transport coal. Transport was much slower before Brunel's railways. People began to take holidays at the seaside using the railways. Propeller driven steam ships made travel across water, and in particular, to the US much quicker. The Clifton Suspension Bridge connected two areas of Bristol together over the Avon Gorge.</p> <p><b><u>Significant people (comparing aspects of life in different periods)</u></b> Queen Elizabeth I: The invention of the printing press meant that people could share news and ideas. It meant more people learned to read, words could be printed quickly and easily making the spread of information faster and accessible to poorer, working class people. More people could share their beliefs because of printed words. Victoria: New inventions from the Victorian era changed industry and travel. Link back to Brunel, trains, industrial revolution. New ideas about charity, children, education eventually led to children being able to go to school resulting in a more literate population. Queen Elizabeth II: Changes within living memory. Reigned over a technological boom resulting in information being shared faster, changes in jobs and lifestyle.</p> <p><b><u>Significant event beyond living memory - Fire of London and Remembrance</u></b> The fire of London spread because of flammable, cramped housing, aided by wind. Water was hard to get to. There was no fire brigade. As a result of the Fire of London, changes were made to planning of London's streets. Also a huge refugee and homelessness crisis developed. Houses were made out of brick and stone and streets were wider to stop fire spreading as quickly. There was a national fundraising scheme set up to help them.</p> <p>Women took on new roles during WW1, working on farms and munitions factories. Women were finally granted the right to vote after the first world war. Every community was affected by war for the first time.</p>	<p><b><u>Stone Age to Iron Age</u></b> The Stone age to Iron Age period was one of immense change, driven by advancements in technology and in particular, weaponry and tools. Change in climate meant that people left Africa to settle around the globe. During the Stone Age, they stopped being nomadic and built permanent settlements. Because of improvements to tools and weapons, people settled in communities, began farming and rearing domesticated animals and began to compete with other communities for resources. Iron Age brought new farming technology but also new weapons, as a result fighting was more common</p> <p><b><u>Ancient Greece</u></b> As a result of the Peloponnesian Wars, city states in Ancient Greece became weaker. Athens ultimately lost. They became too weak to fight off invaders. The wars led to the eventual takeover of the city states by King Philip of Macedonia and his son Alexander.</p> <p><b><u>Romans</u></b> Romans invaded Britain to expand their empire and for natural resources. Boudicca's revolt was caused by Roman demands for her land and ill treatment. Her defeat made Roman rule stronger. The second invasion of Britain had a number of causes: to expand the empire, for natural resources, to control Celtic rebellions, for the emperor to impress his people and keep the loyalty of the army. Boudicca's revolt was caused by Roman demands for her land and their ill treatment of her and her daughters. The revolt gained momentum because Suetonius the Roman governor of Britain was in Anglesey fighting the Druids. Roman settlement made Britain more prosperous, Trade increased. By the 3rd century, Britain's economy was diverse and well established.</p> <p><b><u>Ancient Egypt</u></b> People migrated to the land surrounding the river Nile as it was fertile. Pyramids were built for important figures as a way of honouring the dead. Important people were mummified to preserve their bodies for the afterlife. Pharaoh Tutankhamun only ruled for 9 years but he is the most famous ancient Egyptian pharaoh, because the discovery of his tomb by an archaeologist called Howard Carter was a very important event. Alexander of Macedon and his Greek army conquered ancient Egypt. Alexander loved Egypt so much he decided to stay. He made himself a pharaoh and moved the capital city to Alexandria. The Romans invaded ancient Egypt in 30BC and Emperor Augustus defeated Pharaoh Cleopatra VII and her general Mark Anthony. Cleopatra VII died in mysterious circumstances and Egypt became part of the Roman Empire.</p>	<p><b><u>Anglos Saxons and Vikings</u></b> Many of the Anglo-Saxon settlers came to Britain seeking land to farm, having previously lived in frequently-flooded areas of northern Europe. The majority of the influx took place after the departure of the Romans, although in many cases Anglo-Saxons did not occupy existing Roman settlements but rather developed their own more rural settlements. In the past it was thought that these were all invasions, but more recent historians suggest that coexistence was agreed, although with Celtic Britons becoming 'lesser' citizens. Originally settling in small communities they gradually developed into larger kingdoms, and by the middle of the 6th Century there were 7 main kingdoms in England, stretching from Northumbria in the north, to Wessex on the south coast. As a result of Alfred's overthrowing of the Vikings in Wessex, Saxons and Vikings coexisted in North and South, an arrangement known as the Danelaw.</p> <p><b><u>Mayans</u></b> At its peak, the Mayan civilisation was made up of 40 great cities and almost 2 million people. Suddenly, in around 900, many of these significant Maya settlements were abandoned. No one is quite sure why, but it is possible that changes in the climate or overpopulation made the cities uninhabitable. Other reasons could be over farming or conflict between city states. The Maya still live in the same areas of Central America today, continuing many of the traditions.</p> <p><b><u>Local history - Georgian Bath and Bristol</u></b> Because of the industrial revolution, more and more Georgians lived in towns and cities. With increasing industry and trade from an empire (including slave trade), people became more wealthy and class divisions deepened.</p> <p><b><u>World War Two</u></b> Hitler's invasion of Poland prompted declaration of war. Resistance to surrender at Dunkirk and the Battle of Britain and Blitz prevented invasion of Britain. After the war, food shortages and a weak economy caused rationing to last over a decade. Evacuation caused separation of families and children from urban areas such as London and Bristol moved to rural communities such as Somerset in order to provide better safety from German attacks. Bath was bombed in retaliation in the "Baedeker raids" caused 417 deaths and damage to historic buildings.</p>
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<p><b>Legacy</b></p>	<p>Children in EYFS will recognise some environments that are different from the one in which they live. They will compare and contrast characters from stories, including figures from the past. They will comment on images of familiar situations in the past. They will talk about members of their immediate family and their community and name and describe people who are familiar to them.</p>	<p><b><u>Changes in living memory</u></b> Population changes in recent history has meant more houses, hospitals and schools have needed to be built.</p> <p><b><u>Local History - Bristol and Brunel</u></b> Brunel changed travel and transport so that people could travel further, faster and more comfort Evidence of what Brunel achieved is still in use today. His achievements changed transport and the landscape forever.</p> <p><b><u>Significant people (comparing aspects of life in different periods)</u></b> Queen Elizabeth I: There was lots of fighting in England between Catholics and Protestant because they each thought their version of Christianity was the most important. Queen Elizabeth I established the Church of England which united Catholics and Protestants. She also created one common prayer book. Queen Victoria: During Queen Victoria's reign, Britain started ruling over more and more other countries (the British Empire grew substantially) and that made Britain the most powerful country in the world. Many of our school buildings are a legacy of the Victorians. The railway stations in and around Bristol are a legacy of the Victorians. Queen Victoria made the monarchy very popular, as she supported many charities and went to many events Queen Elizabeth II: Queen Elizabeth II is the longest reigning British monarch. She helped to establish the Commonwealth and during her reign the law has changed so girls can inherit the throne.</p> <p><b><u>Significant event beyond living memory - Fire of London and Remembrance</u></b> In the wake of the blaze, the city was rebuilt in accordance with new regulations that minimised the threat of such a fire taking hold again. Stone and brick were used instead of wood. Evidenced in landmarks like St. Pauls' Cathedral.</p> <p>WW1 was the first global war. It killed millions of people. New weapons meant fighting was more deadly. Most communities lost men to the fighting . Women worked, some for the first time, making weapons. Britain built cenotaph and war memorials after WW1 to remember the war dead, these are still visited today</p>	<p><b><u>Stone Age to Iron Age</u></b> Celtic language and culture is still present in Britain today. The Stone Age saw people change from hunting and gathering to farming and settling.</p> <p><b><u>Ancient Greece</u></b> The Greeks invented the concept of theatre, and the Olympic games between states. These were held in Olympia in honour of Zeus the king of gods. Athenians practiced reasoned debate and argument called philosophy. They made significant discoveries in mathematics, science and medicine. Art reflected gods in their glory and ideas of beauty , such as statues at the Parthenon. They told stories about their gods called myths. The democratic form of government also forms the lasting legacy of the Ancient Greeks.</p> <p><b><u>Romans</u></b> Legacy of Roman rule is still evident in our roads, town planning, army tactics, language, place names, food, sewers and viaducts, sanitation houses made from stone, central heating. Britain had no proper roads before the Romans - there were just muddy tracks. So the Romans built new roads all across the landscape – over 16,000km (10,000 miles) in fact! We've still got lots of words and phrases in our language today that come from Latin. Words like 'exit', which means 'he or she goes out', and 'pedestrian', which means 'going on foot'. The Romans introduced the idea of living in big towns and cities. Roman towns were laid out in a grid. Streets criss-crossed the town to form blocks called 'insulae'. In the middle was the 'forum', a big market square where people came to trade. If a place-name has 'chester', 'caster' or 'cester' in it, it's almost certainly Roman (for example, Gloucester, Doncaster and Manchester). The word 'chester' comes from the Latin word 'castrum' which means 'a fort'. London was a Roman city too, although it was called <i>Londinium</i>. When the Romans invaded, they built a fort beside the river Thames. This was where traders came from all over the empire to bring goods to Britain. It grew and grew, until it was the most important city in Roman Britain.</p> <p><b><u>Ancient Egypt</u></b> Irrigation, religion with belief in the afterlife, the beginnings of medicine, paper and writing are legacies of Ancient Egypt. Scribes recorded history using hieroglyphics Doctors learned about the human body. Ancient Egyptians developed a 365 day calendar, and a system of government. Irrigation: The ancient Egyptians were the first farmers to produce surplus crops, due to their system to irrigate the River Nile. Calendar: they developed the 365 day calendar. Religion: they had one of the first religions with a belief in the afterlife. Writing: They made paper and invented some of the earliest forms of writing</p>	<p><b><u>Anglo Saxons and Vikings</u></b> The origins of the English language and place names were developed by the invasions of both the Saxons and the Vikings. Christianity, churches and monasteries were widely established by the Saxons. The Vikings also were responsible for the world's oldest parliament . Many of our rules and regulations and the idea of trial by jury came from the Anglo Saxons</p> <p><b><u>Mayans</u></b> The Ancient Mayans developed the science of astronomy, calendar systems, and hieroglyphic writing. They were also known for creating great architecture, such as pyramids, temples, palaces, and observatories.</p> <p><b><u>Local history - Georgian Bath and Bristol</u></b> Modern mass-production has its roots in the Georgian industrial revolution, which paved the way for factories, and the bulk transportation of goods. The accompanying agricultural revolution led to bigger, bulkier animals, better varieties of grain, and higher outputs. Terraced houses, symmetrical frontages, basement kitchens, special dining rooms are Georgian designs. Georgian period saw the popularisation of many foods we love today: tea, coffee, chocolate, ice cream, biscuits and cakes, jellies, sparkling champagne. Cities like Bristol still come to terms with the legacy of the slave trade. Bath still has a thriving tourist industry as a result of its Georgian architecture and cultural interest.</p> <p><b><u>World War Two</u></b> WW2 legacy, social equality, dissolution of empire and the rebuilding of cities heavily bombed in the war such as London but also German cities like Hamburg. After the war people wanted a fairer society and the National Health Service developed. The United Nations was developed to help resolve conflicts, end wars and prevent them from happening. Remembrance services are help to remember those that served and lost their lives in World War Two. National and local monuments have been built so that those involved can be remembered.</p>
<p><b>Settlement and Society</b></p>	<p>Children in EYFS will recognise</p>	<p><b><u>Changes in living memory</u></b> Children's families might have moved to different areas from urban to rural or vice versa. The population has grown massively</p>	<p><b><u>Stone Age to Iron Age</u></b> Stone age to Iron Age people formed social groups in farming communities and later in tribes living in defensive settlements. In</p>	<p><b><u>Anglo Saxons and Vikings</u></b> Saxon Kings were aided by Thanes, who took charge of villages. Most Anglo-Saxons were ceorls. These were the common people</p>

<p>some environments that are different from the one in which they live. They will compare and contrast characters from stories, including figures from the past. They will comment on images of familiar situations in the past. They will talk about members of their immediate family and their community and name and describe people who are familiar to them.</p>	<p>over the last century meaning more houses, schools and hospitals have been built and are needed.</p> <p><b><u>Local History - Bristol and Brunel</u></b> Industrial revolution meaning more people living in cities like Bristol. People moved to work in different industries like mining, as in Somerset. Slavery was abolished in the Victorian era though the black community were still treated poorly.</p> <p><b><u>Significant people (comparing aspects of life in different periods)</u></b> Queen Elizabeth I: Most of the population lived outside of cities in rural locations. Travel time was a lot longer so it was less common for people to travel between towns and cities. Women in wealthy households did not work and were expected to look after the family. Poorer women might have needed to work to support their family alongside raising children. Victoria: Middle class Victorian women like Nightingale were not expected to work. Many Jamaican women were enslaved, black people faced discrimination. Women struggled to be taken seriously in careers such as science during the Victorian era. Mary Anning was a child and from a poor family so her achievements were not fully recognised in her lifetime. Most people lived in poverty in Victorian times. During the industrial revolution towns and cities got larger, more people lived in urban areas. Children worked in mines and factories, some as young as five years old. However, changes were made restricting the age of child labour and allowing all children to go to school by 1880 Queen Elizabeth II: More women working than ever before. New modern buildings being built, high-rises, sky scrapers.</p> <p><b><u>Significant event beyond living memory - Fire of London and Remembrance</u></b> Urban area, buildings close together helped the fire spread quickly. A lot of London was redesigned after the fire by Christopher Wren (e.g., St Pauls' Cathedral). London was still recovering from the Great Plague the year before. Around 400,000 people lived in London in 1666. People scrambled to escape with their belongings and thousands found themselves homeless. 100,000 Londoners lost their homes. There were many disputes between tenants and landlords about who should pay to rebuild houses. The Fire Court helped to resolve these. The king was worried about his homeless, hungry subjects and ordered temporary markets to be set up. The king also established a national fundraising scheme to help penniless Londoners.</p>	<p>the Neolithic age, the way people lived changed a lot because they began to settle into farming villages. In the Bronze Age, people began to travel more to trade with other settlements. This led to large ports and cities developing. People travelled by boat with metal, pots, jewels and animals to trade. Because of technology and trade, people had particular jobs in societies. Some people became richer and more powerful in Bronze Age societies. During the Iron Age, Celts travelled to Britain from Europe. They were tribes or clans who lived together, and they were good farmers. Iron age settlements were often forts on high ground, because fighting and war between tribes was common.</p> <p><b><u>Ancient Greece</u></b> Greece was primarily an agricultural society. Wealthy boys only were educated. Slavery was fundamental to structure of society in all city states. Citizenship depended on wealth and influence, women and slaves had no say. Roman Britain was also an agricultural society.</p> <p><b><u>Romans</u></b> While most Britons lived in the country, some lived in new towns built by the Romans. Romans built villas with luxuries of mosaics and central heating. Wealthier children went to primary school. Roman's socialised at town Forums and public baths. Most poor Celts lived in simple huts. Roman Britain was mainly an agricultural society where most people made their living from farming. Only a small minority of the population lived in towns. Upper class Celts adopted the Roman way of life. They built villas modeled on Roman buildings and they enjoyed luxuries such as mosaics and even a form of central heating called a hypocaust. The sons and daughters of better off Romans went to primary school to learn to read and write and do simple arithmetic. Usually, only boys went to secondary school where they would learn geometry, history, literature, and oratory. Most poor Celts lived in simple huts. The Romans kept slaves. Markets were also held on the forum. In the towns, another important building was the public baths. In Roman times people went to the baths not just to get clean but also to socialize. In Rome, the colosseum was the most famous of the amphitheatres hosted gory spectacles and gladiators would fight to the death. Chariot racing was popular at the Circus Maximus in Rome</p> <p><b><u>Ancient Egypt</u></b> Egypt began as a fertile strip of land along the river Nile. Settlements grew as trade developed. The major cities in the country developed as ports over time. Skilled craftsmen and traders lived in the cities. Egyptian society was a pyramid structure, with pharaohs at the top. Other jobs supported the pharaoh. Egyptians kept slaves who had no freedom. Scribes recorded Ancient Egypt's history using pictures to represent ideas and sounds These were called hieroglyphics and enabled Egyptians to develop literature containing history, mythology, information and scientific writing. Doctors learned about the</p>	<p>or peasants. Celts were usually poor and lived in small huts. Anglo Saxons had extensive laws. Crime was almost certainly dealt with in a court called a moot. It would have been overseen by the Thane of the village. Trial was by jury but Thanes influenced the laws. The Saxons had a system called 'wergild' - compensation for injury. If a person killed someone, they paid money to the dead person's relatives. This was to stop long fights or 'blood feuds' between families by making them pay money instead.</p> <p><b><u>Mayans</u></b> Mayan society was formed by a number of city states each with their own ruler. The Mayans were excellent mathematicians and astronomers. They used this expertise to make calendars. They were excellent farmers, using terracing and crop rotation to grow crops. While the average Maya lived in small stone or thatched homes, the palaces and temples in the cities were decorated with beautiful murals and sculptures. The Maya people built sewer systems and there was even running water in the wealthiest people's homes. An educated elite of scribes, priests and nobles formed the ruling class. They occupied the finest buildings in the cities.</p> <p><b><u>Local history - Georgian Bath and Bristol</u></b> Georgian period is one of extremes of wealth and poverty. Traders profited from the triangular slave trade, abolished eventually. Charitable institutions set up to help the poor. Wealth of the middle classes grew and new middle class jobs were created. Resorts like Bath became popular for leisure. Affluence grew in Georgian era and consequently travel and leisure. Novels, dancing theatre were popular. Highwaymen were folk heroes as the gap between rich and poor widened. The wealthy enjoyed long seasons of travel and leisure and a growing middle class enjoyed leisure activities. People formed a great range of clubs and societies, public dancing, theatre and travel. The "Grand Tour" of Italy became popular and influenced architecture. Spa towns such as Bath became extremely popular and a place to be seen. Richard 'Beau' Nash became master of ceremony in Bath, introducing rules of behaviour and a dress code. Bath became a marriage market as a result. Novels are said to have been 'invented' in the 19th century Jane Austen made the novel popular. Her satirical, romantic tales of young women finding true love in a superficial world are still renowned today and make her Bath's most famous resident. Exploration and innovation were booming, in Bath William Hershel discovered the planet of Uranus in 1781.</p> <p><b><u>World War Two</u></b> Mass evacuation of children in WW2 highlighted social issues of poverty. Every civilian was affected by war for the first time. Women worked in factories and on the land. Rationing for all citizens. Civilian population used air raid shelters, observed blackouts. All were expected to contribute to the war effort.</p>
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<p><b>Power</b></p>	<p>Children in EYFS will recognise some environments that are different from the one in which they live. They will compare and contrast characters from stories, including figures from the past. They will comment on images of familiar situations in the past. They will talk about members of their immediate family and their community and name and describe people who are familiar to them.</p>	<p><b>The building blocks for this concepts are taught through the study of the queens and who was the ruler/in charge at the time of significant events</b></p>	<p><b><u>Stone Age to Iron Age</u></b> Because of travel in the Bronze Age and trade, kingdoms or states developed under one powerful leader.</p> <p><b><u>Ancient Greece</u></b> The concept of democracy “rule of the people” was born in Ancient Greece. The general assembly was open to all male citizens over 18. The Ancient Greeks city states cooperate to resist invasions by the Persian Empire, notably at Marathon which inspired their confidence. The small tribes formed separate kingdoms or city states, which were united by religion and sport. By 430 BC Athens and Sparta were locked in a long and bitter conflict called the Peloponnesian war. The Peloponnesian Wars lasted 30 years from 431BC but lead to the weakening of both state, Athens and Sparta. Following the end of the war it was Thebes who became the dominant state until Macedonia under Philip and Alexander took over. Alexander built an empire including Greece, Assiria. Asia Minor and Persia and Egypt, The empire fragmented after his death and this led to the gradual conquest by Rome. Laws introduced in Athens in 594 BC stated that the people should decide the city’s affairs themselves, the majority decide and elect officials to put decisions into effect. Citizenship depended on wealth and influence, women and slaves had no say. The concept of democracy “rule of the people” was born, and “politics” referred to the affairs of the city. Pericles is considered the wisest ruler.</p> <p><b><u>Romans</u></b> Rome was a republic, ruled by the Senate, a group of senators and important families. After the last king was driven out of the city , Rome became a republic, ruled by the Senate, a group of senators from the important families. Rival groups of senators used the army to help them fight for power. Julius Caesar was stabbed to death by senators because of a power struggle. In 31BC, Octavian defeated his rival Mark Anthony and became Rome’s first emperor Augustus. Over the next 150 years, Romans conquered more land and build a huge empire. After invasion, it took time for Romans to establish control due to the British tribes’ resistance in hillforts. After Boudicca’s revolt, Romans brought a new order to the country . Latin became the language of administration. British nobles were trained to rule their tribes in the Roman way. The building of roads helped legion march quickly to quah any rebellion The building of Hadrian’s wall prevented raids from unconquered tribes in Scotland. The training and skill of the Roman army was critical to the power of the empire.</p>	<p><b><u>Anglo Saxons and Vikings</u></b> Saxons established several kingdoms (Northumbria, Mercia, Wessex, Kent and East Anglia). Both Saxons and Vikings had kings who were absolute rulers. Athelstan was the first King to unite English kingdoms in 927. The feudal system established by Saxons continued into the middle ages.</p> <p><b><u>Mayans</u></b> At the top of the Mayan society was the king and royal family who were believed to be closely linked to the gods. An educated elite of scribes, priests and nobles formed the ruling class. By 200 CE the Maya had moved from their smaller villages into larger cities. Each city was designed with characteristic features including large temples, stone pyramids, palaces and ball courts. Each city state had its own ruler.</p> <p><b><u>Local history - Georgian Bath and Bristol</u></b> The Georgians eventually abolished slavery in 1807. The 4 Georges as the kings were known generally allowed a cabinet of powerful MPs to make decisions. Sir Robert Walpole is generally considered to have been Britain’s first prime minister and took up office in 1721 . The government was mainly controlled by rich merchants and landowners. Only men with land were able to vote. Britain’s empire grew despite the loss of the US colonies, with the acquisition of Canada and Australia and strict trade tariffs for British colonies which made merchants in ports like Bristol very wealthy.</p> <p><b><u>World War Two</u></b> WW2 resulted from Germany’s wish to regain power after WW1 after sufferign from strict sanctions imposed on them after the first world war (Treaty of Versailles). Hitler promised to rebuild the German army and build an empire across Europe. He became chancellor of Germany in 1933 and wanted Germany to be the greatest world power. He was a fascist dictator. After WW2, the USA became a more powerful country than Britain.</p>

			<p><b><u>Ancient Egypt</u></b> Pharaohs were absolute rulers with unquestioned powers. A strict social order with nobles, priests and tax collectors to help govern. Pharaohs were absolute rulers with unquestioned powers. Pharaohs were often great warriors and resisted invasion. Eventually they built an empire, including counties such as modern day Syria.</p>	
<p><b>Conflict</b></p>	<p>Children in EYFS will recognise some environments that are different from the one in which they live. They will compare and contrast characters from stories, including figures from the past. They will comment on images of familiar situations in the past. They will talk about members of their immediate family and their community and name and describe people who are familiar to them.</p>	<p><b>The building blocks for this concepts are taught through the Remembrance unit and the queen unit</b></p>	<p><b><u>Stone Age to Iron Age</u></b> Iron Age tribes were often at war.</p> <p><b><u>Ancient Greece</u></b> The small tribes of Ancient Greece formed separate kingdoms or city states. Wars between city states weakened their power. Alexander the Great built an empire including Greece, and Egypt. After his death, the empire faltered and was conquered by Rome.</p> <p><b><u>Romans</u></b> After the invasion of Britain , it took time for Romans to establish control due to the British tribes’ resistance . Tribes of Wales proved difficult to defeat by Romans. Boudicca led the Iceni tribe to rebellion in AD60 The superior battle discipline of the Roman army won out. Rebellions continued in the north, prompting the building of Hadrian’s wall. British nobles were eventually trained to rule their tribes in the Roman way. The building of roads helped to quash rebellions quickly. During the early years after the invasion the tribes of Wales (initially led by Caratacus)proved difficult to defeat &amp; occupied much of theRoman army. Boudicca led the Iceni tribe to rebellion in AD60, around 100,000 soldiers joined her. The Iceni, who felt betrayed by the new emperor, Nero, attacked first Colchester, then London, and then St Albans, leaving between seventy &amp; eighty thousand people dead. Paulinus on hearing the news led his army back to England and met Boudicca’s Iceni forces at the Battle of Watling Street. Despite being massively outnumbered the superior battle discipline of the Roman army won the day and the Iceni forces were scattered. Rebellions continued in the north, prompting the building of Hadrian’s wall.</p> <p><b><u>Ancient Egypt</u></b> The Ancient Egyptians didn't have an organized army. They were well protected by the natural boundaries of the desert that surrounded them. If the Pharaoh needed men to fight, he would call up the farmers or construction workers to defend the country. The Ancient Egyptians came to an end in 332 BC when Egypt was conquered by the Greeks. The Greeks formed their own dynasty called the Ptolemaic Dynasty that ruled for nearly 300 years until 30 BC. In 30 BC the Romans took control of Egypt. The Romans ruled for over 600 years until around 640 AD.</p>	<p><b><u>Anglo Saxons and Vikings</u></b> Viking invasions began as raids on monasteries , then they began to stay. King Alfred (the Great) defeated the Vikings in Wessex. England then separated into parts ( Danelaw) To help protect his kingdom from Viking attacks, Alfred built forts and walled towns known as ‘burhs’.</p> <p><b><u>Mayans</u></b> At its peak, the Mayan civilisation was made up of 40 great cities and almost 2 million people. Suddenly, in around 900, many of these significant Maya settlements were abandoned. No one is quite sure why, but it is possible that changes in the climate or overpopulation made the cities uninhabitable. Other reasons could be over farming or conflict between city states. Although the Maya were once thought to be peaceful, current theories suggest that there were often wars. The goals and motives of warfare in Maya culture are not thoroughly understood.</p> <p><b><u>Local history - Georgian Bath and Bristol</u></b> Cultural conflicts between rich and poor, women and men.</p> <p><b><u>World War Two</u></b> Hilter’s wish to expand the German Reich (empire) resulted in the annexation of Czechoslovakia and Poland and invasion of Europe and Russia. It was the second global conflict fought around the world.At one point, only Britain stood between Hitler and total control of Western Europe. The Battle of Britain prevented invasion, but led to the Blitz, where British cities were heavily bombed. The British empire was eventually supported by the US. After WW2, the British empire disbanded. WW2 saw weaponry advance and be used to devastating effects, such as with the atomic bomb in Hiroshima and Nagasaki. Propaganda was a major part of the conflict used as a weapon to persuade each side that the other was a deadly enemy.</p>

<p><b>Beliefs</b></p>	<p>Children in EYFS will recognise some environments that are different from the one in which they live. They will compare and contrast characters from stories, including figures from the past. They will comment on images of familiar situations in the past. They will talk about members of their immediate family and their community and name and describe people who are familiar to them.</p>	<p><b>The building blocks for this concepts are taught through RE and PSHE and British values</b></p>	<p><b><u>Stone Age to Iron Age</u></b>  One of the most famous sites in Stone Age Britain, Stonehenge, was probably used for religious and burial ceremonies. Barrows and burial mounds also became increasingly prevalent in the Bronze Age. Iron age Celts believed in many different gods. They believed in an afterlife and buried people with objects to take with them  The pyramids were tombs and monuments to the cult of death and afterlife. Egyptain beliefs were polytheistic, with Ra the sun god as the most important. Egyptians believed pharaohs were related to the gods.</p> <p><b><u>Ancient Greece</u></b>  Religion formed a central part of everyday life throughout the region. The Ancient Greeks believed that all the gods came from Gaia (the Earth) and Uranos (the sky).They thought they were like adult humans - always falling in love, arguing, having children, playing music and partying. Like the Romans, the Greeks believed that different gods were responsible for different things. It was important to please the gods; happy gods helped you, but unhappy gods punished you.</p> <p><b><u>Romans</u></b>  Romans worshiped gods at temples. Christians met in secret and used secret signs such as the Chi-Ro. Christianity was eventually legalised and became the official religion of the Roman empire. Druids were outlawed by Claudius. However, Britons continued to worship Celtic deities. In Roman belief, immortal gods ruled the heaven, Earth and the underworld. The Romans adopted some Greek gods and goddesses as their own such as Dionysus and Bacchus .They worshiped gods at temples and in Lararium ( shrines) in their homes Christianity spread throughout the Roman Empire, but some emperors saw Christians as rebels , arrested and killed thousands. Christianity was eventually legalised in 312CE and 10 years later became the official religion of the Roman empire.</p> <p><b><u>Ancient Egypt</u></b>  Ancient Egyptian religion was a system of polytheistic beliefs The pyramids were tombs and monuments to the cult of death and afterlife. They believed in life after death where the body was as important as the spirit. Those of high stature in society were mummified in a long and complex process. Animals considered sacred were also mummified. Tombs contained everything the dead would need in the afterlife. Pyramids typically took about 10,00 workers 20 years to build. Egyptians built many stone temples where they believed gods and goddesses lived, every morning priests fed and washed the statues of gods. Ordinary people did not go inside temples and only saw the statues of the gods on festival days, such as the festival of Opet.</p>	<p><b><u>Anglo Saxons and Vikings</u></b>  Christianity spread widely during Saxon rule, monasteries were established by missionaries from Rome when they first arrived. Most Vikings followed pagan religions, but soon converted to Christianity as they became settled in England.</p> <p><b><u>Mayans</u></b>  Mayan religion was polytheistic. It was sometimes bloodthirsty, demanding human sacrifices and bloodletting rituals. Mayans were polytheistic and gods were linked to natural events such as the weather and crops. Mayan religion was bloodthirsty, demanding human sacrifices and blood-letting rituals. The Mayans believed in an afterlife and that those who were sacrificed, as well as those killed in war and women who died in childbirth, went to 'the place of misty sky'. The Maya worshipped different nature gods, including gods of the Sun, the Moon, rain and corn.</p> <p><b><u>Local history - Georgian Bath and Bristol</u></b>  Some believed that poverty was the fault of the poor and the result of gambling and drinking. However, many towns and cities collected for the poor and several private institutions sprang up, including the foundling hospital and the Marine Society. Some viewed theft as heroic and highwaymen were mobbed by admirers at court. Some considered Africans to be heathens, bereft of Christianity, and accepted the slave trade as enabling contact with Christianity. However, many included William Wilberforce campaigned successfully for the abolition of slavery.</p> <p><b><u>World War Two</u></b>  Hilter's belief in the superiority of the Aryan race and wish for an empire was one reason he invaded Poland.</p>
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### Assessment and expectations in the skills and disciplines of History

Teachers will refer to the Milestones below to assess children's learning in History over the year. Teachers will complete an ARE grid. Children must be secure in their recall of core knowledge if they are to be able to use these skills in an advanced or deep way.

We recognise that the purpose of assessment is to identify where there is under or over provision for learners so that any problem can be addressed promptly. Therefore teachers have a clear understanding of the expectations for their year group and the relevant milestone; know what good learning looks like on a daily basis and over time; and know that it is their understanding of **how** a pupil completes a task or activity enables the pupil to clearly demonstrate **what** they have learned and their **depth** of learning. Throughout each unit of learning teachers will select high quality tasks that will enable all pupils to demonstrate what they are learning and how deep their understanding is. This task will be inclusive and not be dependent on a pupils' ability to read or write.

Teachers complete ongoing informal assessments of children's learning that help them to identify gaps in learning which can be addressed promptly. These may be in the form of careful questioning, recall quizzes, mind maps or other assessment for learning tasks.

#### **Milestone EYFS (Reception)**

Understanding the World:

By the end of the EYFS, children will

- recognise some environments that are different from the one in which they live
- compare and contrast characters from stories, including figures from the past
- comment on images of familiar situations in the past
- talk about members of their immediate family and their community and name
- describe people who are familiar to them.

#### **Milestone 1 (Year 1 - Year 2)**

Learning Objective	Key Indicator	Basic	Advancing	Deep
To investigate and interpret the past	Observe or handle evidence to ask questions and find answers about the past.	With the support of a teacher, evidence is explored to find out about the past <b>identify, label</b>	When presented with evidence, some questions about the past are asked and answered. <b>describe, explain</b>	Evidence is beginning to be selected in order to ask and answer questions about the past. <b>question, generalise</b>
	Ask questions such as: What was it like for people? What happened? How long ago?	During structured activities, some relevant questions about the past are asked.	A growing number of relevant questions about the past are asked.	Good, relevant questions about the past are asked and the answers investigated.

	Identify some of the different ways the past has been represented.	With the support of a teacher, there is an awareness that pictures, stories and accounts represent the past.	A growing number of representations of the past are understood and used, such as newspapers, stories, pictures, artefacts and documents.	A wide variety of representations of the past are known and carefully selected to investigate the past.
To build an overview of world history	Describe historical events.	With the support of a teacher, some historical events are described.	A range of historical events are described, using historical language and interesting detail.	A wide range of historical events are described and presented in a number of ways, using historical language and interesting and pertinent detail
	Describe significant people from the past.	With the support of a teacher, significant people are studied and described.	The term 'significant' is increasingly understood and used to select people from the past to describe.	There is a strong awareness of the term 'significant' and this is used to justify choices of people to study and describe.
	Recognise that there are reasons why people in the past acted as they did.	With the support of a teacher, the actions of people in the past are studied and described.	There is a growing understanding of the reasons why people in the past acted as they did. Decisions are made as to how to present this information.	The reasons why people acted as they did in the past are thoroughly explored from more than one point of view. Opinions of these actions are presented and justified.
To understand chronology	Place events and artefacts in order on a time line	With the support of a teacher, there is some understanding of the passing of time and how it may be represented in order of events.	There is a growing understanding of the passing of time and decisions are made as to how to place events and artefacts in the correct order.	There is a well-developed understanding of the passing of time and events and objects are placed in order, with clear explanations for choices, that include historical language
	Label time lines with words or phrases such as: past, present, older and newer.	During structured activities, timelines are annotated with historical language.	Timelines are generally annotated to include some historical language.	Timelines have detailed annotations which show a good grasp of historical language.
	Recount changes that have occurred in one's own life.	During structured activities, the main events of one's own life are recounted.	The main events of one's own life are recounted with interesting historical detail.	The main events of one's own life are presented in lively or novel ways with an excellent use of historical language to add detail.
	Use dates where appropriate.	With support from a teacher, dates are used to chart events.	Dates are used to chart some events.	Dates are used in a variety of forms, including days, months and years.
To communicate historically	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	During structured activities, historical language is used.	Historical language is becoming fluent and decisions as to what language to use are beginning to be made.	Historical language is fluent and used appropriately in a wide variety of situations.

### Milestone 2 (Year 3 - Year 4)

Learning Objective	Key Indicator	Basic	Advancing	Deep
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To investigate and interpret the past	Use evidence to ask questions and find answers to questions about the past.	There are some good examples of using evidence to ask and answer questions about the past.	There is a growing understanding of how to use evidence to generate questions and to investigate answers about the past.	Evidence is carefully selected and investigated and used to ask pertinent questions and to explore possible answers.
	Suggest suitable sources of evidence for historical enquiries.	There is some awareness of the suitability of evidence.	Evidence is generally chosen for its suitability.	Evidence is carefully selected for its suitability and clear reasons are given for choices made.
	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	There is some awareness that different sources of evidence give a variety of information about the past.	A range of evidence is selected in order to gain a more accurate understanding of history.	Evidence is sifted and carefully selected to gain a thorough understanding of history.
	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	There is some awareness that there are different accounts and interpretations of historical events.	Different accounts and interpretations of historical events are explored and some reasons given why the accounts may differ.	Different accounts and interpretations of historical events are thoroughly explored and presented, with well reasoned arguments for which may be the most accurate.
	Suggest causes and consequences of some of the main events and changes in history.	Some good suggestions on causes and consequences of some familiar events in history are put forward.	Many good and thoughtful suggestions are offered on the causes and consequences of main events in history.	Carefully considered suggestions, along with alternative viewpoints about the causes and consequences of the main events in history are presented in an interesting way
To build an overview of world history	Describe changes that happened in the locality of the school throughout history.	Some basic changes to the locality of the school over time are described.	Some of the changes to the locality of the school over time are explained with some examples and detail.	The changes to the locality of the school over time are thoroughly explored and described with telling examples and accurate detail.
	Give a broad overview of life in Britain.	With support, some of the major changes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are described.	The major changes around a number of themes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are explored and described.	The major changes around a number of themes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are explored in depth and areas are chosen to describe in detail.
	Compare some of the times studied with those of other areas of interest around the world.	With support, historical events around the world are compared.	Historical events around the world are selected and compared.	Historical events around the world are carefully selected to highlight similarities and differences.
	Describe the social, ethnic, cultural or religious diversity of past society	With support, the past is described in a number of ways.	The past is described by selecting which aspects to focus upon.	The past is described in a wide range of ways with carefully chosen foci that are clearly explained.
	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	With support, the characteristic features of the past are described.	The main characteristic features of the past are generally described.	The main characteristic features of the past are understood and described with interesting detail.

To understand chronology	Place events, artefacts and historical figures on a time line using dates.	There is generally a good knowledge of the chronological order of the past and with structured activity the past can be placed in order on a timeline.	The chronological order of the past is understood and it is represented on a time line accurately.	Chronology is understood, including overlapping events in different parts of the world.
	Understand the concept of change over time, representing this, along with evidence, on a timeline.	With support, changes over time are represented on a timeline.	The concept of change in key themes is understood and some good examples of this are represented on timelines.	There is a thorough exploration and description of change in some key themes in history. Timelines are used to chart changes and to comment upon the rate of change.
	Use dates and terms to describe events.	When reminded, key dates are used.	Key dates are generally used.	Key dates are used in almost all historical accounts.
To communicate historically	Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.	When reminded, historical language is used.	Historical language is selected and used appropriately.	Historical language is carefully chosen and used well to describe a wide range of events.

### Milestone 3 (Year 5 - Year 6)

Learning Objective	Key Indicator	Basic	Advancing	Deep
To investigate and interpret the past	Use sources of evidence to deduce information about the past.	There is some awareness of the word 'deduce'.	Evidence is selected and investigated and there are some good examples of conclusions that have been deduced from its scrutiny.	Evidence is collected, sifted and investigated to provide well reasoned arguments for events in the past.
	Select suitable sources of evidence, giving reasons for choices.	Some suitable sources of evidence are suggested.	Suitable evidence is suggested and explored with some reasons for its suitability explained	Clear reasoning and careful judgement is used to select and explore evidence.
	Use sources of information to form testable hypotheses about the past.	With support, hypotheses are formed and investigated.	Generally, some interesting hypotheses are formed from a growing knowledge of the past and tested through further research.	Interesting and thoughtful hypotheses are formed, based on a deep understanding of the past, and are tested by looking at unfamiliar evidence and different viewpoints.
	Seek out and analyse a wide range of evidence in order to justify claims about the past.	Some good suggestions of suitable evidence are given and used to back up conclusions.	A growing range of evidence is sought and explored in formulating and justifying claims about the past.	A wide and carefully chosen range of evidence is sought and explored in formulating and justifying claims about the past.
	Show an awareness of the concept of propaganda and how historians	There is some awareness that some historical documents represent propaganda.	The social and political contexts of evidence are studied and conclusions drawn as to the reliability of the source.	There is a good understanding of the social, cultural, political and religious contexts in which historical evidence was created, and

	must understand the social context of evidence studied.			this is acknowledged when formulating conclusions.
	Understand that no single source of evidence gives the full answer to questions about the past.	There is a growing awareness of the need to look at more than one source of evidence.	A number of sources of evidence are sought out.	A wide range of evidence is collected, sifted and used.
	Refine lines of enquiry as appropriate.	There are some good examples of refining lines of enquiry	There are good examples of refinements to a line of enquiry with reasons given for the refinements.	Lines of enquiry are altered in a timely manner based on emerging evidence or conflicting accounts of history.
To build an overview of world history	Identify continuity and change in the history of the locality of the school.	There is a growing understanding of the concepts of continuity and change and some examples of this are given.	Key themes are compared and areas of continuity and change identified and described.	Key themes are selected to show contrast in continuity and change.
	Give a broad overview of life in Britain and some major events from the rest of the world.	When reminded, the broad history of Britain and some ancient societies from around the world are described.	There is a good knowledge of the broad history of Britain and ancient societies which are described with interesting detail.	There is an excellent understanding of the nature of British history and ancient civilisations. They are described in interesting and novel ways.
	Compare some of the times studied with those of other areas of interest around the world.	With support, some time periods are compared and described.	Time periods are selected and compared, with interesting detail given.	Time periods are carefully chosen to show similarities and differences with clear and interesting detail given.
	Describe the social, ethnic, cultural or religious diversity of past society.	With support, descriptions of the past involve a number of aspects.	Descriptions of the past involve a number of aspects.	Descriptions of the past show a good understanding of the many different aspects of historical contexts.
	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	When reminded, the characteristic features of the past, from a range of perspectives, are described.	Generally, the characteristic features of the past, from a range of perspectives, are described.	Many of the characteristic features of the past are detailed from a carefully selected range of perspectives.
To understand chronology	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	The concept of change within a time period is understood, with some examples given.	Changes within a time period are chronicled in a logical and interesting way.	Changes within a time period are described in various terms, such as growth and decline.
	Identify periods of rapid change in history and contrast them with times of relatively little change.	In structured activities, there is some description of the rate of change with some good examples provided.	There is a general understanding that time periods can be described as times of rapid or relatively little change and examples are chosen to represent this.	The rate and extent of change is described and some reasons suggested.
	Understand the concepts of continuity and change over time,	There is some awareness of the concepts of continuity and change and, with support, they are represented.	There is generally a good awareness of the concepts of continuity and change and they are represented in interesting ways on an annotated timeline.	Times of continuity and change are identified and described in a number of interesting ways, along with a number of well considered possible reasons.

	representing them, along with evidence, on a timeline.			
	Use dates and terms accurately in describing events.	When reminded, dates and terms are used to describe events.	Dates and terms are generally used to describe events.	Dates and terms are recalled or researched and used to describe events.
To communicate historically	Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.	Some appropriate historical language is used.	Generally, appropriate historical language is used.	Historical language is fluent and used in widespread situations.

### **Impact of our curriculum progression in History**

*What are your intended outcomes/impact on children of teaching the subject in this way?*

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the relevant programme of study. We use assessment tasks over the course of the milestone period to determine children's understanding and inform future planning. This is reviewed on a termly basis by the subject leader who also carries out regular learning walks, book scrutinies and lesson observations.

Children's progress is tracked by the class teacher and this informs future planning as the cohort and individuals move up through the school.