

## St Marys Primary School – History Progression Document

### Purpose:

At St Mary's Primary school, we aim to equip our children with the knowledge and tools to explore the fascinating history of the world, both locally and globally. We ensure that they have a coherent understanding of the chronology of events and inspire them to think critically about how these significant events impacted on one another. Children are encouraged to ask questions to better understand how history has affected the culture we live in today and other cultures around the world. We support children to have the courage to think critically, consider evidence and develop perspective and judgement, whilst showing compassion for others.

Specifically, this means following the aims set out in the History National Curriculum.

In Key Stage 1, children will develop an awareness of the past, using common words and phrases relating to the passing of time. They will 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 will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements - including a comparison of life in different periods.
- Significant historical events, people and places in their own locality

In Key Stage 2:

- Children will continue to develop a chronological secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information, as well as understanding how our knowledge of the past is constructed from a range of sources.

With each theme comes the opportunity to look at changes within the locality of the school: immediate community and wider such as Bath and Bristol. Part of the History curriculum works closely alongside Geography e.g. Slavery (Bristol) and Fairtrade. Bath (locality study) and The Romans. Changes in local area: Mining History.

**St Mary's History Curriculum Map 2024 - 25**

	N	R	1	2	3 - 4	5	6
1	<p><b><u>Understanding the World</u></b></p> <p>Dinosaurs</p> <p>Black History Month</p>	<p><b><u>All About Me / Families</u></b></p> <p>(Past and present)</p> <p>Talk about the lives of people around us.</p>	<p><b><u>Memory Box:</u></b></p> <p>Our own history and comparing toys.</p> <p>Common words and phrases relating to passing of time.</p>	<p><b><u>World War 1 and Remembrance</u></b></p> <p>Nationally significant events commemorated in anniversaries.</p> <p>The significance of Remembrance and how we observe it.</p>	<p><b><u>Who were the Ancient Romans?</u></b></p> <p>The Roman Empire and its impact on Britain</p>	<p><b><u>The Saxons and The Vikings</u></b></p> <p>The Viking and Anglo-Saxon struggle for the <b><i>Kingdom</i></b> of England to the time of Edward the Confessor Britain's <b><i>settlement</i></b> by Anglo-Saxons and Scots.</p>	<p><b><u>Ancient Egypt</u></b></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared, depth study.</p>
2	<p><b><u>Understanding the World</u></b></p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Comment on images of familiar situations in the past.</p>	<p><b><u>Remembrance</u></b></p> <p>Reflecting on the past</p> <p>Black History Month</p>	<p><b><u>Transport</u></b></p> <p>Changes in transport and local history</p> <p>Lives of significant individuals who have contributed to national and international</p>	<p><b><u>Great Fire of London</u></b></p> <p>Events beyond living memory that are significant nationally, using sources to understand key events.</p>	<p><b><u>How did the Romans Change Britain?</u></b></p> <p>The <b><i>legacy</i></b> of Greek or Roman culture (art, architecture or literature) or later periods in British history, including the present day.</p>	<p><b><u>British Monarchs</u></b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b><u>Stone Age to the Iron Age</u></b></p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to</p>
3 4	<p>Compare and contrast characters from stories, including figures of the past.</p>	<p><b><u>Neil Armstrong</u></b></p> <p>(Past and present, a part of a Space topic)</p>					

	N	R	1	2	3 - 4	5	6
			achievements: William Caxton and Tim Berners-Lee.			The changing power of monarchs using case studies such as Elizabeth I and Elizabeth II or Anne and Victoria.	the present day Knowledge of Neolithic <b>hunter-gatherers</b> and early farmers, for example, Skara Brae Bronze Age religion, Stonehenge Iron Age hill <b>forts:</b> <b>tribal kingdoms,</b> farming, art and culture.
5		<b>ELG</b> Talk about the lives of people around us.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understanding the past through settings, characters and events encountered in books read in class and storytelling.	<b>Dinosaurs and Mary Anning</b> The life of a significant individual, common words and phrases relating to passing of time. Understand how we find out about the past	<b>Significant Victorians</b> (Islamabad Kingdom Brunel, Florence Nightingale and Mary Seacole)  <b>Victorians</b> and the impact of Victorians on the local area - Victorian coal mining and the legacy of the Victorians: significant events, people and places in own locality. Significant individuals.	<b>The Ancient Greeks</b> Achievements and their influence on the western world.	<b>The Mayans</b>  An in- depth study of a Non- European country - that provides contrasts with British history.	
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Opportunities	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Breadth of Study</b>	<p><b><u>The Big Dig/ Dinosaurs and Mary Anning</u></b></p> <p>life of a significant individual, common words and phrases relating to passing of time. Understand how we find out about the past. Know history as coherent narrative</p> <p><b><u>Memory Box Changes within living memory. common words and phrases relating to passing of time.</u></b></p> <p><b><u>Communication over time: Changes in living memory</u></b> lives of significant individuals who have contributed to national and international achievements: William Caxton and Tim Berners-Lee..</p>	<p><b>Know where the people and events they study fit within a <i>chronological</i> framework</b></p> <p><b><u>Great Fire of London events beyond living memory that are significant nationally, using sources to understand key events.</u></b></p> <p><b><u>WW1 and remembrance: nationally significant events commemorated in anniversaries</u></b></p> <p><b><u>Victorians, and their impact on the local area -</u></b> Victorian Coal mining and the legacy of the Victorians : significant events, people and places in their own locality. Significant Individuals: Brunel, Nightingale, Seacole, Queen Victoria</p>	<p><b><u>Stone Age to Iron Age</u></b> Changes in Britain from the Stone Age to the Iron Age Place events, <i>artefacts</i> and historical figures on a timeline including dates. Use dates and terms to describe events.</p> <p><b><u>Ancient Egyptians</u></b> the achievements of the earliest <i>civilizations</i> – an overview of where and when the first civilizations appeared, depth study.</p>	<p><b><u>Ancient Greece Achievements and their influence on the western world.</u></b></p> <p><b><u>Romans</u></b> the Roman Empire and its impact on Britain the <i>legacy</i> of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.</p>	<p><b><u>Anglo Saxons/Vikings</u></b> The Viking and Anglo-Saxon struggle for the <i>Kingdom</i> of England to the time of Edward the Confessor Britain's <i>settlement</i> by Anglo-Saxons and Scots</p> <p><b><u>Monarchy</u></b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the changing power of monarchs using case studies such as Elizabeth I and Elizabeth II or Anne and Victoria.</p> <p><b><u>A depth study of a Non- European country - that provides contrasts with British history</u></b> <b><u>Mayan Civilisation.</u></b></p>	<p>Local history study, a study over time tracing how several aspects of national history are reflected in the locality <b><u>Georgian Bath and Bristol</u></b> A study of an aspect of history or site dating from a period beyond 1066 that is significant in the locality</p> <p><b><u>WWII children:</u></b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Use dates and terms accurately in describing events.</p>

<p>NC Ref</p>	<p>Place events and artefacts in order on a timeline. Label with <b>past, present, older and newer.</b></p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the <b>earliest times</b> to the <b>present day</b></p> <p>Know about the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Know about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Significant historical events, people and places in their own locality including Brunel ,</p> <p>events beyond living memory that are significant nationally or globally [ events commemorated through festivals or anniversaries]</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been <b>influenced</b> by the wider world</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</p> <p>Knowledge of Neolithic <b>hunter-gatherers</b> and early farmers, for example, Skara Brae+ Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill <b>forts: tribal kingdoms</b>, farming, art and culture,</p>	<p>Roman Empire and its impact on Britain including: Julius Caesar's attempted <b>invasion</b> in 55-54 BC</p> <ul style="list-style-type: none"> <li>the Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, for example, Boudica</li> <li>'<b>Romanisation</b>' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <ul style="list-style-type: none"> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> </ul>	<p>The changing power of monarchs using case studies such as Anne, Elizabeth 1, Victoria, Elizabeth 2</p> <p>Describe the <b>main changes</b> in a period of history. (using <b>terms such as social, political, religious, technological and cultural.</b>)</p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>Anglo-Saxon invasions, <b>settlements and kingdoms</b>: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</p>	<p>A significant turning point in British history, World War 2 and its impact on civilian populations in European countries -</p> <p>Use dates and terms accurately in describing events.</p> <p>Understand the concept of change and continuity over time, representing them with evidence on a timeline.</p> <p>Understand historical concepts such as <b>Cause and Change, similarity, difference and significance</b>, and use them to make connections, draw contrasts, analyse trends,</p> <p>Understanding the connections between local, regional, national and international history; between <b>cultural, economic, military, political, religious and social history</b>; and between short- and long-term timescales. Georgian trade, social conditions, beliefs., leisure, crime, culture, and how they impacted the local area.</p>
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<p><b>Essential prior learning</b></p>	<p><b>Big Dig:</b></p> <p><b>EY:</b> key concept of the past and past events. Know the terms past and present.</p> <p><b>Memory Box:</b></p> <p><b>Main events</b> from 'Big Dig' (including timeline)</p> <p><b>Communication over time:</b></p> <p>Main events from 'Big Dig and Memory box'</p> <p><b>Cause and change</b> from 'Big Dig'- change in beliefs and understanding. Understand concept of legacy and significance - ref Anning as example</p>	<p><b>Great Fire</b> Main events:</p> <p>Recap chronology of family history, the meaning of decades and centuries, timeline of Victorian times to present day ( ref Anning/ Berners-Lee)</p> <p>Revisit concept of <b>evidence</b> from <b>Big Dig</b> ( fossils)</p> <p>Revisit concept of <b>legacy</b> from Berners Lee/ Paxton in ' Communication over time'</p> <p><b>WW1 and remembrance</b></p> <p>Main Events</p> <p>Review timeline ref Anning and Victorians</p> <p>Review significance and <b>legacy</b> from Y1- relate to significance and legacy of an event.</p> <p><b>Victorians and their Legacy</b></p> <p>Review <b>main events</b> from Big Dig/ Anning</p>	<p><b>Stone Age to Iron Age</b></p> <p><b>Main events:</b> recall knowledge of first humans from Y1, recap chronology from Y2 and terms</p> <p>Recap <b>evidence</b> from Y1/2, types of evidence and the concept of prehistory</p> <p><b>Ancient Egyptians</b></p> <p><b>Main events</b> Stone Age to Iron Age, place Ancient Egypt on timeline of prehistory, track back to Y1</p> <p><b>Settlements</b> in 'Stone Age to Iron Age'</p> <p>Changes in <b>society</b> including tribes and leaders in ' Stone Age to Iron Age'</p> <p><b>Beliefs</b> including polytheistic beliefs and burial rites in " Stone Age to Iron Age'</p> <p><b>Evidence:</b> difference in evidence and artefacts from Y2, primary and secondary sources.</p>	<p><b>Ancient Greece</b></p> <p>Recall <b>Main Events</b> Stone Age, Ancient Egyptian civilisation Bronze Age and Iron Age, ensure concept of prehistory is understood and chronology of BCE/ CE</p> <p>Recall Ancient Egyptian <b>beliefs</b> including polytheism</p> <p>Recall and compare structure of <b>society</b> from Ancient Egypt, including slavery</p> <p>Recall and compare sources of evidence from Ancient Egypt and the Stone Age to Iron Age.</p> <p>Recap and compare cultural <b>legacy</b> of Ancient Egyptians</p> <p><b>Romans</b></p> <p>Recall <b>Main Events</b> Stone Age, Ancient Egyptian civilisation Bronze Age and Iron Age, emphasis key dates of end of each period Stone Age to Iron age</p>	<p><b>Anglo Saxons and Vikings</b></p> <p>Recap <b>main events</b> from <b>Romans</b> including end of occupation</p> <p>Recall <b>cause and consequence</b> of Roman invasion, compare with reasons for Anglo Saxon settlement</p> <p>Recall and compare <b>beliefs</b> in Roman Britain including conversion to Christianity</p> <p>Recall and compare <b>power and conflict</b> in Roman and Saxon Britain and compare how the Vikings established power.</p> <p>Recall and compare features of Roman <b>society and settlements</b></p> <p><b>Monarchy</b></p> <p>Recall <b>Main Events</b> studied to date, including ancient civilisations</p> <p>Recall and compare <b>power</b> and <b>society</b> from Saxon/ Viking period ( first kings )</p> <p>Recall and compare <b>power</b> of Egyptian pharaohs, Greek democracy, Roman senate</p> <p><b>Mayan Civilisation</b></p>	<p><b>Georgians</b></p> <p>Recall <b>main events</b> historical periods from Ancients to Victorians, place Georgians in context</p> <p>Recall power from Roman <b>period</b>, reasons for empire and expansion. Recall and compare the <b>power</b> of kings and queens in monarchy over time. Compare <b>power</b> with democracy in Ancient Greece.</p> <p>Recall and compare <b>society</b> across other periods, with reference to slavery and social structures.</p> <p>Recall and compare the <b>legacy</b> of other periods, such as the Romans.</p> <p><b>WW2</b></p> <p><b>Main events</b> from Ancients to Victorian period</p> <p>recall <b>causes and changes</b> due to</p>
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Vocabulary	<p><i>A long time ago, centuries, when my parents were young, years, history, prehistory recent years, decade, century, extinct, generation, fossil</i></p> <p><i>evidence, artefact, legacy</i></p> <p><i>communication, internet, significant, legacy</i></p>	<p><i>Era, Victorians, centuries, nation monarchy, witness, eyewitness, source original source, interpretation, cause, propaganda consequence, artefact, commemoration, discrimination significant, influenced, timeline, chronology, engineer, achievement, architecture . legacy, conditions, empire, industrial revolution</i></p>	<p><i>History and prehistory, Neolithic, Palaeolithic, Mesolithic, tribe, trade, nomadic, permanent homes, settlement, fort, source, evidence, archaeologist, primary secondary technology, artefact, belief kingdom, pharaoh, afterlife, polytheistic, absolute ruler, civilisation, trade, empire, legacy,</i></p>	<p><i>empire', 'civilisation', 'parliament' invasion/ raid, settlement, kingdom, resistance, culture legacy conquest conversion, slave, senate,</i></p> <p><i>Primary source/ secondary source, artefact</i></p> <p><i>BCE/AD expansion and dissolution of empire</i></p> <p><i>philosophy, drama democracy, theatre</i></p>	<p><i>monarch/ monarchy feudal, republic, absolute, constitutional, democracy, parliament, republic, monarchy, hereditary. Danelaw</i></p> <p><i>social, political, religious, technological and cultural.</i></p> <p><i>ancient civilisation, trade, legacy, gods, sacred, astronomer</i></p>	<p><i>Invasion, empire, resistance, democracy, fascism, dictatorship, civilian population, propaganda</i></p> <p><i>evacuation, social changes</i></p> <p><i>expansion and dissolution of empire, slavery, trade</i></p>

Word Roots and meanings	<p><b>centuries:</b> from the Latin 'centuria' meaning 100 of something</p> <p><b>decade:</b> from Latin decas, meaning ten of something</p> <p><b>Communication:</b> from Latin meaning to share out</p> <p><b>significant:</b> from Latin <i>significantem</i> meaning 'having meaning'</p> <p><b>evidence:</b> from Latin <i>evidentia</i> meaning proof</p>	<p><b>artefact:</b> from Latin 'arte' by skill and 'factum' meaning something made</p> <p><b>consequence:</b> from Latin <i>consequi</i> to follow after</p> <p><b>monarchy:</b> from Greek <i>monos</i> meaning one and 'archon' meaning ruler</p> <p><b>discrimination:</b> from Latin <i>discriminare</i> meaning to divide or separate</p> <p><b>legacy:</b> from Latin <i>legatus</i> meaning to send a message</p>	<p><b>Neolithic:</b> from Greek <i>neo</i> meaning new and <i>lith</i> meaning stone</p> <p><b>technology:</b> from Greek <i>techne</i> meaning technique or art and <i>logy</i> - a science of set of ideas</p> <p><b>archeologist:</b> from Greek root <i>archaeo</i> meaning ancient</p> <p><b>polytheistic:</b> from Greek <i>poly</i> meaning many and <i>theos</i> meaning god</p>	<p><b>resistance:</b> from the Latin <i>resistere</i> meaning to take a stand against</p> <p><b>senate:</b> from Latin <i>senatus</i> meaning council of elders or elderly men</p> <p><b>conversion:</b> Latin <i>conversio</i> meaning turn around</p> <p><b>philosophy:</b> from Greek <i>philo</i> meaning loving and <i>sophia</i> meaning knowledge and wisdom</p> <p><b>democracy:</b> from Greek <i>demos</i> meaning people and <i>kratos</i> meaning rule</p>	<p><b>astronomer:</b> from Greek <i>astron</i> meaning star and <i>nomos</i> meaning regulating or checking</p> <p><b>hereditary:</b> Latin word root <i>heridatartius</i> meaning inherited or passed down</p> <p><b>parliament :</b> from French <i>parler</i> meaning to speak</p> <p><b>constitutional:</b> from Latin <i>constitutionem</i> meaning something settled on or agreed</p> <p><b>civilisation:</b> from the Latin root <i>civitas</i> meaning city, a society which has achieved organisation and structure</p> <p><b>republic:</b> from Latin <i>respublica</i> meaning the public and the state</p>	<p><b>dictator:</b> from Latin <i>dicto</i> to say, <i>dictate</i> or <i>prescribe</i></p> <p><b>civilian:</b> from Latin <i>civilis</i> meaning a civilian or townsman</p> <p><b>evacuation:</b> from Latin root <i>evacuare</i> meaning to empty</p> <p><b>propaganda:</b> Latin root <i>propagare</i> meaning to forward, extend, increase</p> <p><b>exploitation:</b> root from old French <i>exploit</i> meaning a gain or advantage</p>



<p><b>Threshold Concepts and sticky knowledge</b></p> <p><b>Essential for progress</b></p>	<p><b>Main events and where they fit</b></p> <p>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</p> <p>Mary Anning lived in the Victorian period, born over 2 centuries ago</p> <p>Printing press developed in 1455, nearly 6 centuries ago</p> <p>Berners Lee, born in 20th century, belongs to our grandparents' generation. First web pages developed in the 1990s , over 2 decades ago</p> <p><b>Causes and change</b> Dinosaurs are <b>extinct</b> and no longer live, Humans evolved over time.</p> <p>Because of Mary Anning's , people know more about dinosaurs. She changed people's understanding of how dinosaurs lived and died.</p> <p>Toys have changed over time because science and technology have changed.</p> <p>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.</p> <p>The invention of the world wide web changed how</p>	<p><b>Main events and where they fit</b></p> <p>Fire of London 1666 , shortly after the great plague and before the Victorian era</p> <p>Brunel, Nightingale, Seacole, all famous during the Victorian era ( link to Mary Anning) Victorian era saw developments in transport and industry, and changes in education and work for children</p> <p>WW1 took place after the Victorian era, over a century ago. It is now beyond living memory</p> <p><b>Cause and Change:</b></p> <p>Fire spread because of flammable, cramped housing, aided by wind. Water was hard to get to. There was no fire brigade.</p> <p>As a result of the Fire of London, changes made to planning of London's streets</p> <p>WW1 was caused by an assassination and a chain of events where countries supported their allies and declared war on each other.</p> <p>As a consequence of the First World War, all young men had to join the army. Millions were killed worldwide.</p> <p>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>Main events and where they fit</b></p> <p>4,500-3,500 BCE: Stone Age ( Neolithic) period begins 2950 BC – 2575 BCE- Early Dynastic period in Egypt</p> <p>2,500 BCE- Bronze Age</p> <p>700-500 BC – Iron Age begins</p> <p>30 BCE - Egypt becomes a province of the Roman Empire</p> <p>43 AD – Romans invade Britain</p> <p><b>Settlement</b></p> <p>In the Neolithic age, the way people lived changed a lot because they began to settle into farming villages.</p> <p>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.</p> <p>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 between tribes was common.</p> <p>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.</p>	<p><b>Main events and where they fit</b></p> <p>500 - 338 BCE- Golden Age of Ancient Greece</p> <p>431 BCE Peloponnesian wars begin between Sparta and Athens</p> <p>356 BCE Alexander the Great is given Egypt</p> <p>27 BCE- Conquest of Greece by Roman Empire</p> <p>54BCE Julius Caesar's first invasion attempt</p> <p>43BCE Successful invasion by Claudius</p> <p>61 BCE Iceni revolt led by Boudicca</p> <p>312 CE- Constantine makes Christianity legal</p> <p>c. 480 – 550 CE Arrival of Anglo-Saxons</p> <p><b>Cause and Change:</b></p> <p>Romans invaded Britain to expand their empire, for natural resources, to control Celtic <b>rebellions Boudicca's revolt</b> was caused by Roman demands for her land and ill treatment. Her defeat made Roman rule stronger.</p> <p>As result of the Peloponnesian Wars, city states 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>Society</b></p> <p>Greece was primarily an agricultural society. Wealthy boys only were educated. Slavery was fundemnetal to structure of society in all city states. . <b>Citizenship</b> depended on wealth and influence, women and slaves had no say. Roman Britain was also an <b>agricultural society.</b></p>	<p><b>Main events and where they fit</b></p> <p>The Mayan civilization ran from 2000BC remains discovered by the Spanish in C16th.</p> <p>410 CE Last Romans leave Britain</p> <p>449 CE German Saxons settle in Kent</p> <p>789 CE First recorded Viking attack</p> <p>886 CE Treaty of Alfred and Guthrum was formalised ( Danelaw)</p> <p>927 CE Athelstan unites English kingdoms</p> <p>1066.Norman Conquest</p> <p><b>Cause and Change:</b></p> <p>Many of the Anglo-Saxon settlers came to Britain seeking land to farm. Communities then gradually developed into larger kingdoms. After King Alfred's overthrow of the Vikings in Wessex, Saxons and Vikings coexisted.</p> <p><b>Power</b></p> <p>Saxons established several kingdoms.(Northumbria, Mercia, Wessex, Kent and East Anglia)</p> <p>Viking invasions began as raids on monasteries , then they began to stay. King Alfred (the Great) defeated the Vikings in Wessex. England then separated England into parts ( Danelaw)</p> <p><b>To help protect his kingdom from Viking attacks, Alfred built forts and walled towns known as 'burhs'.</b></p> <p>Both Sazons and Vikings had kings who were absolute rulers. Athelstan was the first King to unite English kingdoms in 927.</p> <p>The feudal system established by Saxons continued into the middle ages.</p> <p>King John's barons rebelled and forced him to sign the Magna Carta</p> <p>Henry VIII ended the power of the Catholic church in Britain. Elizabeth 1 never married so that she retained her power.</p> <p>Charles 1 attempted to arrest members of parliament , this caused the English Civil War and then republicanism. By the end of Queen Victoria's reign in 1901, monarchy was constitutional</p>	<p><b>Main events and where they fit</b></p> <p>1714-1830- Georgian Period</p> <p>1789-French revolution.</p> <p>1805-Battle of Waterloo</p> <p>1807- Slave trade ends</p> <p>1837- Victoria becomes queen, Georgian era ends</p> <p>1939- Britain declares war</p> <p>1940- Blitz</p> <p>1942- Raids on Bath</p> <p>1945- War ends</p> <p><b>Cause and Change</b></p> <p>Because of the industrial revolution, more and more Georgians lived in towns and cities. With increasing industry and trade from an empire, people became more wealthy and class divisions deepened.</p> <p>Hitler's invasion of Poland prompted declaration of war. Resistance to surrender at Dunkirk and the Battle of Britain and Blitz prevented invasion.Food shortages cause rationing. Evacuation caused separation of families. Bath bombed in retaliation in the “ Baedeker raids” caused 417 deaths and damage to historic buildings</p> <p><b>Settlements:</b></p> <p>The industrial revolution led people to move from the country to towns and cities ( refer back to Victorians Y2)</p> <p><b>Beliefs</b></p> <p>In Georgian times, people believed that poverty was the fault of the poor. Some considered Africans as heathens, and racism was endemic</p> <p>Hitler's belief in the superiority of the Aryan race and wish for an empire caused WW2</p>
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<p>people communicate, shop, learn and work. Before the web, people relied on books for information, and written letters. Information is instant</p> <p><b>Legacy</b> Legacy is the impact people have had in their lifetime and what they leave behind.</p> <p>Mary Anning made the most significant geological finds of all time. She helped people understand how the earth had changed over time</p> <p>Berners Lee’s legacy is that almost every aspect of life can be shared online. It provides entertainment, education, social events and knowledge.</p> <p><b>Evidence and artefacts</b> Fossilised remains tell us about dinosaurs objects such as toys tell us about the past and are used by historians</p> <p><b>Society</b> 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</p> <p>Societies changed because of written communication. More people could share their beliefs because of printed words. The web</p>	<p>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</p> <p><b>Evidence and artefacts</b></p> <p><b>Original sources</b> date from the time the of the event person or period</p> <p><b>Interpretations</b> are ways that people have portrayed the past. <b>They can contain fact, fiction and point of view</b></p> <p>Eyewitness written accounts tell us about the fire of London and are original sources. They can contain point of view</p> <p>Propaganda posters show us attitudes to the war and are original sources</p> <p>Original ( primary) written sources tell us about Nightingale, Seacole and Brunel. Photographs and portraits show us what they looked like.</p> <p>Victorian <b>artefacts</b> tell us what schools, factories and mines were like</p> <p><b>Society</b></p> <p>As a result of the fire of London, a huge refugee and homelessness crisis developed. There was a national fundraising scheme set up to help them</p> <p>Women took on new roles during WW1, working on</p>	<p><b>Cause and Change</b></p> <p><b>Stone age to Iron Age</b> This 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, stopped being nomadic and built permanent settlements.</p> <p>Because of improvements to tools and weapons, people settled in communities, began farming , rearing domesticated animals and began to compete with other communities for resources during the Stone Age and Bronze Age</p> <p>Iron Age brought new farming technology but also new weapons, as a result fighting was more common.</p> <p><b>Society-</b> Stone age to Iron Age people formed social groups in farming communities and later in tribes living in defensive settlements.</p> <p>During the Bronze age because of travel and trade kingdoms or states developed under one powerful leader.</p> <p>Because of technology and trade, people had particular jobs in societies. Some people became richer and more powerful in Bronze Age societies.</p> <p>During the Iron Age, people lived in tribes and they were often at war with each other.</p>	<p><b>Settlements</b> While most Britons lived in the country, some lived in new towns built by the Romans. Romans built <b>villas</b> 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.</p> <p><b>Power</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. The concept of democracy “rule of the people” was born in Ancient Greece. The general assembly was open to all male citizens over 18.</p> <p>Rome was a republic, ruled by the Senate, a group of senators and important families. 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. <b>Boudicca</b> led the <b>Iceni tribe to rebellion</b> in AD60 <b>The superior battle discipline of the Roman army</b> won out. Rebellions continued in the north, prompting the building of <b>Hadrian’s wall</b>. British nobles were eventually trained to rule their tribes in the Roman way. The building of roads helped to quash rebellions quickly</p> <p><b>Beliefs</b> The Ancient Greeks and Romans believed that all the</p>	<p><b>Society</b> Saxon Kings were aided by Thanes, who were nobles who took charge of villages. Most people worked for the Thane who in return protected them from invaders. Knights and Thanes were rewarded by the king with lands. Extensive laws helped Thanes to control villages, and each had a court system. Punishments included trial by ordeal and fines The Anglo Saxons value bravery and loyalty and their poets who told tales of bravery, like ‘ Beowulf ‘ were valued in society</p> <p>At the time of the Magna Carta, society was feudal . Barons and knights were rewarded with land by kings and paid taxes. The structure of society resulted in the formation of the House of Commons and House of Lords</p> <p>At the time of Henry 8<sup>th</sup> reign, male heirs had superior rights to females. Women were not considered worthy leaders</p> <p>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.</p> <p>Mayan society was formed by a number of city states each with their own ruler.</p> <p>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.</p> <p><b>Evidence and artefacts</b> Place names provide lasting evidence of Saxon settlement. The treasures of the Sutton Hoo provide insight into Saxon society, as well as the “ Anglo Saxon Chronicle”</p> <p><b>Evidence</b></p>	<p><b>Society</b> Georgian period 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 middle classes grew and new middle class jobs were created. Resorts like Bath became popular for leisure.</p> <p>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.</p> <p>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> <p><b>Power</b> Sir Robert Walpole- Britain’s first prime minister was a Georgian. Only men with land were able to vote. Wealth and influence grew with empire, but due to exploitation and slavery. The Georgians eventually abolished slavery in 1807</p> <p>WW2 resulted from Germany’s humiliation and the wish to regain power after WW1. Hitler promised to rebuild the German army and build an empire across Europe. He wanted Germany to be the greatest world power and to take over the British Empire. He was a dictator and killed those who did not agree with him. After WW2, the USA became a more powerful country than Britain.</p>
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	<p>helps people learn from each other.</p>	<p>farms and munitions factories</p> <p>Middle class Victorian women like Nightingale were not expected to work. Many Jamaican women were enslaved,, black people faced discrimination.</p> <p>Most people lived in poverty in Victorian times 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. Towns like Radstock grew because of</p> <p>mining and railways were built to transport coal.</p> <p>Transport was much slower before Brunel's railways. People began to take holidays at the seaside using the railways.</p> <p><b>Legacy :</b></p> <p>After the fire, streets were safer as they were made of stone and brick. St Pauls was rebuilt and improved.</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.</p> <p>Britain built cenotaph and war memorials after WW1 to remember the war dead, still visited today</p> <p>Florence Nightingale revolutionised nursing established the first</p>	<p>Egyptian society was a pyramid structure, with pharaohs at the top. Other jobs supported the pharaoh. Egyptians kept slaves who had no freedom.</p> <p><b>Power</b></p> <p>Pharaohs were absolute rulers with unquestioned powers. A strict social order with nobles, priests and tax collectors to help govern.</p> <p><b>Beliefs</b></p> <p>The pyramids were tombs and monuments to the cult of death and afterlife. Egyptian beliefs were polytheistic, with Ra the sun god as the most important. Egyptians believed pharaohs were related to the gods.</p> <p>One of the most famous sites in Stone Age Britain, Stonehenge, was probably used for religious and burial ceremonies</p> <p>Barrows and burial mounds also became increasingly prevalent in the Bronze Age.</p> <p>Iron age Celts believed in many different gods. They believed in an afterlife and buried people with objects to take with them</p> <p><b>Evidence</b></p> <p>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. These are <b>original sources</b> ( primary sources )</p>	<p><b>gods</b> of earth and sky. They thought they had human strengths and weaknesses and each responsible for different things. Romans worshipped 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.</p> <p><b>Civilisation</b></p> <p>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 practised reasoned debate and argument called <b>philosophy</b>. 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 <b>legacy</b> of the Ancient Greeks.</p> <p><b>Legacy</b> of the Romans in Britain Roads, language, towns, place names, food, sewers and viaducts, sanitation houses made from stone, central heating.</p> <p><b>Evidence</b></p> <p>There are no original written sources about Boudicca's revolt. Archaeologists have found evidence of attacks on London and Colchester. Tacitus was an important Roman historian and wrote about events 50 years later. His father-in-law had been an eye-witness to the revolt. They are an</p>	<p><b>Original</b> ( primary) sources such as the ' Anglo Saxon Chronicle' show the Vikings as savage and merciless, plundering and greedy. This was written from the point of view of monks who were attacked. Modern <b>interpretations</b> also show them as invaders in horned helmets. However, other <b>original sources</b> show more positive aspects. <b>Artefacts</b> show skilled craftsmanship used in making jewellery and longboats. Poems and sagas show values of courage and hospitality. Historians have concluded that Vikings were much more than raiders but as traders and explorers with a strong culture. <b>The point of view of the writer of the original source influences how the Vikings are viewed.</b></p> <p><b>Beliefs:</b></p> <p>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>At the time of the Tudors and Charles 1, monarchs and their subjects believed in the Divine Right of kings. Elizabeth 1 found compromises between Catholic and protestant beliefs Some currently believe that In a democratic society the head of state should be elected.</p> <p>Mayan religion was polytheistic. It was sometimes bloodthirsty, demanding human sacrifices and bloodletting rituals.</p> <p><b>Legacy</b></p> <p>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</p>	<p><b>Conflict</b></p> <p>Hitler'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.</p> <p>The British empire was eventually supported by the US. After WW2, the British empire disbanded.</p> <p>WW2 saw weaponry advance and be used to devastating effects, such as with the atomic bomb.</p> <p>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>Evidence:</b></p> <p>Novels from the Georgian era, written records, Hogarth illustrations all describe life in Georgian Britain</p> <p>Some <b>Original sources</b> were manipulated and censored during WW2. For example, images in newspapers were <b>censored</b> to show peoples' resilience and good cheer during the blitz. A now legendary ' Blitz Spirit' was portrayed in the newspapers and films of the time. Accounts show that some people at the time struggled to ' keep calm and carry on' <b>Interpretations</b> of the ' Blitz Spirit' differ with some historians believing it was invented by the</p>
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		<p>professional training school for nurses</p> <p>Despite discrimination, Mary Seacole delivered significant medical support to the army.</p> <p>Brunel changed travel and transport so that people could travel further, faster and more comfort</p> <p>Evidence of what Brunel achieved is still in use today. His achievements changed transport and the landscape forever.</p> <p>New inventions from the Victorian era changed industry and travel. Children were eventually all allowed to learn in school, and many of our school buildings are a legacy of the Victorians. The railway in Midsomer Norton is a legacy of the Victorians</p> <p>Queen Victoria made the monarchy very popular, as she supported many charities and went to many events.</p>	<p>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>Civilization:</b></p> <p>Scribes recorded history using <b>hieroglyphics</b> Doctors learned about the human body Ancient Egyptians developed a 365 day calendar, and a <b>system of government</b> .</p> <p><b>Legacy</b></p> <p>Irrigation, religion with belief in the afterlife, the beginnings of medicine, paper and writing are legacies of Ancient Egypt. Celtic language and culture is still present in Britain today.</p>	<p><b>interpretation</b> of Boudicca as a fearless and terrifying warrior, and considered more valid and reliable than Cassius'. The account warns Romans of the dangers of female rule.</p> <p>Later in the 3rd century Dio Cassius wrote descriptions of her as a loud and provocative woman. She is presented as savage, outrageous and unfeminine. This is an interpretation and reflects attitudes to both Britons and women at the time. The two accounts differ about how Boudicca died.</p> <p>Later interpretations have represented Boudicca as a symbol of British nationhood, particularly at the time of Elizabeth 1 and Queen Victoria.</p>	<p>regulations and the idea of trial by jury came from the Anglo Saxons</p> <p>The Magna Carta was a step towards establishing democracy. Reformation established England's own church.</p> <p>The Civil War led to greater power to parliament and eventual move to a constitutional monarchy.</p>	<p>government to keep up <b>morale</b> and is a myth.</p> <p>Government <b>propaganda</b> took the form of censored news and advice to the public, for example in posters and leaflets. This evidence, although original, reflects the point of view of the government.</p> <p><b>Legacy</b></p> <p>Modern mass-production from the industrial revolution. Georgian neoclassical architecture, novels, tourist industry in Bath. Impact of slavery and racism is negative legacy of slavery, although the Georgians, led by Wilberforce, abolished it.</p> <p>WW2 legacy: greater social equality and more opportunities for women, dissolution of empire. rebuilding of cities. After the war people wanted a fairer society and the National Health Service developed. The United Nations was developed to help resolve conflicts and end wars.</p>
<p><b>POP tasks</b></p>	<p>Explain what makes Mary Annig a significant person</p> <p>Organise and create a timeline of toys over time. Use chronological vocabulary</p> <p>Explain what makes Berners Lee significant, and how his work changed society</p>	<p>Why did the fire of London spread so quickly? How and why did life change after the fire? Explain the multiple causes and consequences.</p> <p>Explain the legacy of one or more famous Victorians, describe why they acted as they did and their significance</p>	<p>Explain how settlements changed and why during the Stone, Bronze and Iron Ages.</p> <p>What can the contents of the tomb of Tutankhamun tell us about Egyptian beliefs?</p>	<p>What was the most important legacy of Ancient Greece and why?</p> <p>Explain using appropriate vocabulary the impact and legacy of the Romans in Britain.</p> <p><b>Enquiry:</b> was Boudicca Britain's first national hero?</p>	<p>Why is Alfred know as Alfred the Great? Explain with reference to his achievements</p> <p>How has the power of the monarchy changed over time? What was the most significant change?</p> <p>Explain what makes the Maya a significant ancient civilization? How do their achievements compare to other ancient civilisations?</p>	<p>How did the Georgians change Bath and Bristol? What is their legacy today in our area?</p> <p>What was it like to be an evacuee/ child in WW2 Britain? How do we know, what sources help us to know?</p> <p><b>Enquiry:</b> Was there a Blitz Spirit?</p>

Explain why WW1 is a significant event in British history

**Enquiry:** Why has Mary Seacole been represented in different ways?

## End Goals- Milestones

### **Chronology: Year 1 and 2**

Place events and artefacts in order on a timetable.  
Label timelines with words or phrases such as: past, present, older and newer.  
Recount changes that have occurred in their own lives.  
Use dates where appropriate.

### **Interpretation:**

Observe or handle evidence to ask questions and find answers to questions about the past.  
Ask questions such as: What was it like for people?  
What happened? How long ago?

Use artefacts, pictures, stories, online sources and databases to find out about the past.  
Identify some of the different ways the past has been represented.

### **Communication:**

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.  
Show an understanding of the concept of nation and a nation's history.  
Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war

### **Chronology: Year 3 and 4**

Place events, artefacts and historical figures on a timeline using dates.  
Understand the concept of change over time, representing this, along with evidence, on a timeline.  
Use dates and terms to describe events

### **Interpretation:**

Use evidence to ask questions and find answers to questions about the past.  
Suggest suitable sources of evidence for historical enquiries.  
Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.  
Suggest causes and consequences of some of the main events and changes in history

### **Communication:**

Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.  
Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

### **Chronology: Year 5 and 6**

Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  
Identify periods of rapid change in history and contrast them with times of relatively little change.

Understand the concepts of Cause and Change over time, representing them, along with evidence, on a timeline.  
Use dates and terms accurately in describing events.

### **Interpretation:**

Use sources of evidence to deduce information about the past.  
Select suitable sources of evidence, giving reasons for choices.  
Use sources of information to form testable hypotheses about the past.  
Seek out and analyse a wide range of evidence in order to justify claims.

### **Communication:**

Use appropriate historical vocabulary to communicate, including:

- dates
- time period
- era
- chronology
- continuity
- change
- century
- decade
- legacy.

Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.  
Use original ways to present information and ideas