

**History Curriculum Progression**  
**Peasedown St John School**

***“ A people without a knowledge of its past history, origin and culture, is like a tree without roots.”***  
**Marcus Garvey**


At Peasedown St John, our curriculum intent for History is important to us as a school, as it ensures children are able to achieve the best learning outcomes possible. It reflects the purposes and aims taken from the national curriculum, inspiring our pupils to develop their knowledge and understanding of Britain’s past and that of the wider world. It will inspire pupils’ curiosity to know more about the past. Teaching will equip pupils 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 have chosen ‘big ideas’ (also known as ‘threshold concepts’) that build throughout our history curriculum. These help children to develop conceptual understanding over time and to link old learning to new learning. The subject topics are mapped out to ensure coverage and to identify, logically and systematically, a clear progression in learning linked to these Big Ideas. Our Big Ideas in history ensure that children learn and understand both substantive, factual, knowledge and disciplinary knowledge, the skills of ‘being a historian’.



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**National Curriculum Breadth of Study in History**

	EYFS		KS1		KS2			
	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Skills / Disciplines</b>	<p><b>How learning builds from the Early Years :</b> The key concepts for history are introduced in the Early Years Foundation Stage. See our EYFS progression documents:   PSJ- People and Communities</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>			
<b>Knowledge</b>			<p>Pupils are taught about:</p> <ol style="list-style-type: none"> <li>Changes within living memory.(Y1)</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] (Y2)</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. (Y1 &amp; Y2)</li> <li>Significant historical events, people and places in their own locality (Y1)</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 (Y3)</li> <li>The Roman Empire and its impact on Britain. (Y4)</li> <li>Britain’s settlement by Anglo-Saxons and Scots (Y5)</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y5)</li> <li>A local history study – a study over time tracing how several aspects of national history are reflected in the locality (Y6 - Georgians)</li> <li>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Y6 - Education)</li> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study (Y3 - Egypt)</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world (Y4)</li> <li>A non-European society that provides contrast with British history civilization. (Y5 - Maya)</li> </ol>			

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**Our Overview of History Teaching (How we have organised the N.C. Breadth of Study)**

	TERM 1 8 weeks 2.9.24 - 25.10.24 INSET 1 = 2nd Sept INSET 2 = 25th Oct								TERM 2 7 weeks 4.11.24 - 20.12.24							TERM 3 6 weeks 6.1.25 - 14.2.25 INSET 3 = 6th Jan							TERM 4 6 weeks 24.2.25 - 4.4.25							TERM 5 5 weeks 22.4.25 - 23.5.25					TERM 6 7 weeks 2.6.25 - 18.7.25 INSET 4 = 20th July INSET 5 = 21st July									
	September				October				November				Dec			January				Feb			March				April			May		June			July									
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7
<b>EYFS</b>	See Nursery and Reception Curriculum Maps and the progression Document <a href="#">PSJ- The World</a> and <a href="#">PSJ- People and Communities</a>																																											
<b>Year 1</b>	Memory Boxes								Mining and Local History							The United Kingdom (to incl weather)							Mary Anning / Big Dig					Hong Kong and the Local Area																
<b>Year 2</b>	Significant Victorians (Brunel & Mary Seacole)															Street Detectives				The Great Fire of London				Continents and Oceans																				
<b>Year 3</b>	Stone Age to Iron Age								Where in the world?							Ancient Egypt							Our European Neighbours					Rivers																
<b>Year 4</b>	Romans								Mediterranean/Bath							Antarctica				The USA				Ancient Greeks																				
<b>Year 5</b>	Maya Civilisation								Global Trade							Anglo Saxons and the Scots				Anglo Saxons and the Vikings				Misty Mountains					Tropical Rainforests															
<b>Year 6</b>	Georgian Bath & Bristol								Kenya: A changing country							Volcanoes and Earthquakes				Children / Education across History									The UK / Local fieldwork															

**Links to whole school curriculum drivers**

We have adapted the purposes and aims of the National Curriculum to ensure that it reflects the context of our school and the community it serves, aiming to improve children’s awareness of Fundamental British Values (FBV), Spiritual, Moral, Social and Cultural development by leading children to understand why people act as they do, and to appreciate and respect those who lived in the different, foreign country of the past. The teaching of History will help pupils to understand and respect our common humanity and diversity, and can provide the conceptual means to make sense of their lives. Therefore, when children are exposed to these aspects of the whole curriculum, it will motivate and encourage them, enabling them to improve their cultural capital and to become respectful and knowledgeable citizens.

The way that we have designed the curriculum engages pupils to read a wider breadth of fiction and non-fiction texts. We prioritise reading at PSJ by exploring different types of genres and texts to help children discover new information, both visually and through the written word. This enables us to put topics within subjects into a meaningful context, whilst building upon previous learning. As well as this, it helps children to recall important information and embed learnt knowledge from the short-term memory into the long-term memory. Through reading, we aim to expose children with differing needs to high-quality texts, with the aim of developing a wider range of vocabulary across all curriculum subjects, thereby building their cultural capital. In History we aim to promote reading and vocabulary by:

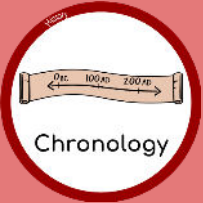
- the questioning and interpretation of texts of various kinds, including objects and images (primary and secondary)
- connecting children with the people, society and situation that produced a particular document, engaging them imaginatively in exploring its wider meaning
- the reading of historical documents as a technical exercise in comprehension and deconstruction, and understanding the meaning, situation and significance

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	EYFS		KS1		LKS2		UKS2	
	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Community links - local and global, diversity and commonality</b>			Invite family members and their toys to share their histories Make link to the dragonfly fossil that was found locally (now in Bristol museum) and that is why we see images and business names linked to the dragonfly  English Heritage	Bristol - Clifton Suspension Bridge  Great Western Railway - Midsomer Norton Railway	Bristol Museum - Egypt	Local history - Shoscombe/Wellow  Roman Villa - local history society could visit- Kings Weston Roman Villa (Blaise Museum)  The Newt in Somerset - Recreated Roman Villa		English Heritage
<b>Visits, opportunities and experiences</b>			Mary Anning Museum in Dorset  Radstock Museum  Local walk	Visit to Bristol to see the SS Great Britain and the Suspension Bridge	Visit to the Longbarrow (near Wellow) and Stonehenge London British Museum	Roman Baths  Caerleon Roman Fortress Baths, High St, Caerleon, Newport NP18 1AE	Viking visitor  Old Sarum – Iron Age Hill fort	Visit to Georgian Bath and Bristol  Radstock Museum?
<b>High quality books - fiction and non-fiction</b>			<u>Autumn Term</u> Stone Girl, Bone Girl  <u>Spring Term</u> A Girl called Mary  <u>Summer Term</u> Town by the Sea by Joanne Schwartz  'The Man Engine' by Will Coleman	<u>Autumn Term</u> The Great Fire of London: An Illustrated History of the Great Fire of 1666  <u>Spring Term</u> Vlad and the Great Fire of London  The Little Giant (Isambard Kingdom Brunel Story)  <u>Summer Term</u> The Story of Isambard Kingdom Brunel: The Man Who Built Britain (Great Victorians)	<u>Autumn Term</u> Owen and the Soldier  Egyptian Myths: Meet the Gods, Goddesses, and Pharaohs of Ancient Egypt (Ancient Myths)  <u>Spring Term</u> The Street beneath my feet  <u>Summer Term</u> The Story of Tutankhamun by Patricia Cleveland Peck  Stone Age Boy by Satoshi Kitamura	<u>Autumn Term</u> Tales of the Greek Heroes by Roger Lancelyn Green  <u>Spring Term</u> Percy Jackson and the Lightning Thief by Rick Riordan  <u>Summer Term</u> Queen of Darkness: Boudica's army will rise... by Tony Bradman	<u>Autumn Term</u> Odd and the Frost Giant by Neil Gaiman  Norse Gods  <u>Spring Term</u> Viking Boy by Tony Bradman  <u>Summer Term</u> The Chocolate Tree: A Mayan Folktale By Linda Lowery  The Hero Twins: Against the Lords of Death (A Mayan Myth) By Dan Jolley and David Witt	<u>Autumn Term</u> 'Letters from Jane Austen' by Jane Austen  Starboard by Nicola Skinner  <u>Spring Term</u> 'The war that saved my life' by Kimberly Brubaker Bradley  'The Evacuee' by Angela Wybrow  <u>Summer Term</u> Black and British: An Illustrated History Hardcover – Illustrated, 11 Nov. 2021 by David Olusoga

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**Summary of key knowledge, skills and vocabulary that we teach through our Big Ideas**


	EYFS		KS1		LKS2		UKS2	
	N	R	Year 1	Year 2	Year 3	Year 4	Year 5 (from 2024-25)	Year 6
 <p align="center"><b>Chronology</b></p> <p><b>Where does this event appear on a timeline? What events occur before and after?</b></p>	<p>Remember and talk about significant events in their own experience</p> <p>Recognise and describe special times or events for family or friends</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p><b>Memory Boxes</b> Year 0 - PSJ was here 1795 - First pencil 1886 - First car 1913 - PSJ School 1939 - World War II 1970s - PSJ mines were closed 1973 - First mobile phone invented 1975-2000 - Our parents were born 2004 - Peppa Pig first aired on TV 2014 - Hoverboards were invented Children were born five/six years ago.</p> <p><b>The Big Dig</b> Dinosaurs lived in the Mesozoic Era which is divided into three periods: • Triassic (252 to 201 million years ago) • Jurassic (201 to 145 million years ago) • Cretaceous (145 to 66 million years ago).  Mary Anning was born in the seaside</p>	<p><b>Great Fire of London</b> The Great Fire of London took place 1666, around 350 years ago. Just 1 year after the Great plague which killed one fifth of all Londoners. It took four decades for St Paul's Cathedral to be rebuilt.</p> <p>Children also learn the order of events that led to the fire.</p> <p><b>Significant Victorians - Brunel and Seacole</b> On a timeline showing prehistoric era up to present day, children find Victorian Era showing where key people and events featured . Brunel was born over 2 centuries ago in 1806. In his lifetime, Victoria was Queen and so he is known as a Victorian.</p>	<p><b>Stone Age to Iron Age</b> Prehistoric Britain began when the first humans arrived in the British Isles.</p> <p>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.</p> <p>The Stone Age is often divided into 3 periods: - Palaeolithic ( Old Stone Age) 2.5 million years ago to 10,000BC - Mesolithic ( Mid Stone Age) 10,000BC to 8,000BC - Neolithic (New Stone Age) 8,000BC to 3,000BC</p> <p>The Bronze Age lasted from 3000 BC to 1200 BC.</p>	<p><b>Ancient Greece</b> People have been living in Greece for over 40,000 years. The earliest settlers mostly lived a simple hunter-gatherer or farming lifestyle.</p> <p>Learn about the earliest settlers before the Ancient Greek Empire 2700 BCE - 800 BCE</p> <p>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: 490-350 BCE.</p> <p>The Ancient Greek Empire was split into key eras: Geometric, Archaic, Classical, and Hellenistic.</p> <p><b>Romans in Britain</b></p>	<p><b>Maya Civilization</b> The timeline of the Maya Civilization is often divided up into three major periods: the Preclassic Period, the Classic Period, and the Post-classic Period. Pre-classic Period (2000 BC to 250 AD) Classic Period (250 AD to 900 AD) Post-classic Period (900 AD to 1500 AD)</p> <p><b>Anglo Saxons and The Scots</b> 350 CE Some arrivals from north Europe 410 CE Last Romans leave Britain 430 CE First Christian church in Britain is built in Whithorn, Scotland 450 CE German Saxons settle in Kent 613 CE Northumbrian kings rule over most of England</p>	<p><b>Georgian Bath and Bristol</b> Georgian Period 1714 - 1830 1714 - 1727 King George I 1727 - 1760 King George II 1760 - 1820 King George III 1820 - 1830 King George IV (1830 - 1837 King William IV, succeeded by Queen Victoria)</p> <p>This was a period of significant change in Britain.</p> <p><b>Education Eras to explore</b></p> <ul style="list-style-type: none"> <li>• Greek and/or Roman</li> <li>• Medieval</li> <li>• Tudor</li> <li>• 19th Century schools for the poor</li> <li>• 19th Century schools for the wealthier</li> <li>• Schools in the early 20th century</li> </ul>

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			<p>town of Lyme Regis, Dorset, UK, in 1799. In 1811, when Mary was 12, she uncovered the Ichthyosaur – meaning ‘fish lizard’. In 1823, she discovered the first ever Plesiosaur skeleton</p> <p><b><u>Mining and Local History</u></b> From the 15th Century onwards, Somerset had a thriving mining industry, especially in the Bath and North East Somerset area.</p> <p>The Somerset Coalfield stretched from the Mendip Hills to Bath and Nailsea. The last mine closed in 1973.</p> <p>In 1781 the Camerton pit opened. Others opened in Farrington Gurney, Writhlington as well as the Norton Hill colliery in Westfield.</p> <p>The last Somerset mine closed in 1973.</p>	<p>1841 - GWR route from London to Bristol opened. 1845 S.S. Great Britain went on its first voyage. 1864: 50 years after Brunel’s death, the Clifton Suspension Bridge was opened.</p> <p>1805 - Mary Seacole is born. 1850 - Kingston Cholera epidemic 1851 - Panama Cholera epidemic 1855 - Seacole funded her own journey to Crimea and set up the British Hotel 1856 - Mary Seacole returned to London 1857 - Mary Seacole wrote her autobiography</p>	<p>The Iron Age in Britain is defined as between 800 BC and 43 AD.</p> <p>The prehistoric period came to an end when the Romans invaded Britain.</p> <p><b><u>Ancient Egypt</u></b> This era spans over 3000 years from the early settlers in the Nile valley to 30 BC when Romans took control of Egypt and Egypt became a province of the Roman empire.</p> <p>In around 3200 BCE, people in Egypt added tin to copper to make bronze, to make weapons, tools and armour.</p> <p>By 1250 BCE, a trade network grew to maintain the tin supply. Bronze age Britain was a source of tin, and China and southeast Asia had thriving Bronze industries.</p>	<p>55 BC - The first raid (Julius Caesar). 54 BC - The second raid (Julius Caesar). 43 AD - the Romans returned - successful invasions (Claudius). 60 AD - Rebellion against Romans. 410 AD - Romans leave Britain.</p> <p>Through the unit, children learn about the causes and consequences of these events.</p>	<p>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</p> <p><b><u>Anglo Saxons and the Vikings</u></b> 789 CE First recorded Viking attack (Dorset) 793 CE Viking attack on Lindisfarne 886 CE Treaty of Alfred and Guthrum was formalised, defining the boundaries of their kingdoms, peaceful relations between the English and the Vikings. (Danelaw)</p>	<ul style="list-style-type: none"> <li>• Schools in the later 20th century</li> <li>• Schools today.</li> </ul> <p><b><u>Victorian Education</u></b></p> <ul style="list-style-type: none"> <li>• Queen Victoria is born 24th May 1819CE</li> <li>• Queen Victoria’s reign and the Victorian period 1837-1901 CE</li> <li>• Slavery was abolished in the British Empire 1st August 1838 CE</li> <li>• The London to Birmingham railroad opened on 17 September 1838</li> <li>• Great Western Railway opened in 1838CE</li> <li>• AD Acts and laws to protect children passed 1870CE</li> <li>• Education Act passed 1878AD</li> <li>• Factory and Workshops Act passed 1880CE</li> <li>• Further education act passed to make school compulsory for all children 1891CE</li> <li>• The Elementary Education Act passed which made school free.</li> </ul>
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<p><b>Power</b></p>  <p><i>In this Big Idea, we examine the strength of these events and changes to power.</i></p>	<p>Shows interest in different occupations and ways of life indoors and outdoors</p>	<p>Talk about the lives of the people around them and their roles in society</p>	<p><b>Memory Boxes</b> Children can notice how many toys, particularly from the past, are made to celebrate or mark key moments of power such as coronations or toy soldiers. This continues today with recent royal events for instance the Queen’s jubilee and the King’s coronation.</p> <p><b>The Big Dig</b> Develop an understanding of how Mary was not accepted by the institutions of the time.</p> <p><b>Mining and Local History</b> The coal mines were dangerous places where roofs sometimes caved in, explosions happened and workers often injured themselves. The mine owners didn't care about the health and safety of their workers - they just</p>	<p><b>Great Fire of London</b> There were many disputes between tenants and landlords about who should pay to rebuild houses.</p> <p>The Fire Court helped to resolve these.</p> <p>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><b>Significant Victorians - Brunel</b> Recap the class and gender divides that existed in Victorian Britain.</p>	<p><b>Stone Age to Iron Age</b> Because of travel in the Bronze Age and trade, kingdoms or states developed under one powerful leader.</p> <p>People in Iron Age Britain lived in clans that belonged to tribes led by warrior kings. Rival tribes fought with deadly iron weapons. Many people lived in hill forts to keep safe from attacks.</p> <p><b>Ancient Egypt</b> Egyptian society was a pyramid structure, with pharaohs at the top. Pharaohs were absolute rulers with unquestioned powers. The Ancient Egyptians had a government that was ruled by the Pharaoh. The Pharaoh was the supreme leader not only of the</p>	<p><b>Ancient Greece</b> Ancient Greece was not a country. It was made up of city states which ruled itself. Ancient Greeks did not think of themselves as belonging to a single country; what made you Greek was a shared culture and language. Your citizenship was of your town or city; you were Athenian first and Greek second.</p> <p>In 505 BC, democracy was introduced to ancient Athens. Listening to the opinions of other people and debating issues was an important part of this system. The only people allowed to take part in democracy were adult males who were citizens of Athens. All 30,000 citizens were men. Women and enslaved people didn't get a say.</p>	<p><b>Maya Civilization</b> Power was very complex in Maya society with hundreds of cities, commoners, a middle class, nobles and the king and his royal court.</p> <p>King – ruled the land. Priests – Mayan life revolved around religion. Nobles – these people worked in government and had an education. Merchants – these are people who sold goods. Commoners - these were ordinary people who were mostly farmers. Servants would also be considered commoners. Had very few rights. Slaves - usually captured enemies or criminals.</p> <p>The Maya Empire was not one unified nation. There was no central government. The Maya Empire was a</p>	<p><b>Georgian Bath and Bristol</b> The ‘4 Georges’ as the kings were known generally allowed a cabinet of powerful MPs to make decisions. The government was mainly controlled by rich merchants and landowners. Only men with land were able to vote. The Georgian period saw Britain establish itself as an international power at the centre of an expanding empire which 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>Education</b> Throughout history Education was only given to the children of the rich and wealthy. The</p>

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			<p>wanted to make money.</p> <p>Learn about the people who invented mechanisms and systems to keep the miners safe.</p>		<p>government, but also of the religion. However, the Pharaoh had a hierarchy of rulers and leaders below him who ran different aspects of the government. Pharaohs were leaders of the army, made the laws and was the chief priest. Below the king were viziers, ministers, scribes, mayors, priests, doctors, farmers, peasants and slaves. Most people worked the land.</p>	<p>Only a very powerful ruler could control all Greece and Alexander the Great did between 336 BC and 323 BC. He led his army to conquer an empire that stretched as far as Afghanistan and India.</p> <p><b><u>Romans in Britain</u></b> Roman Britain was ruled on behalf of the Roman Emperor by a general who commanded the Roman army in Britain. Towns and cities were ruled by a town council made up of aristocracies. They were responsible for settling local disputes and collecting taxes.</p> <p>Boudica was a powerful figure who revolted against the Roman rule of Britain in 60CE. Very little is known about her but she has been immortalised in History</p>	<p>collection of independent cities (city-states). The Maya built hundreds of cities. One noble family controlled each city. Some cities were very large. Each family had a great deal of power because each family had a large army.</p> <p><b><u>Anglo Saxons and The Scots</u></b> More recent findings indicate that there is no evidence for such an invasion, and that rather the Scot cultures existed alongside one another in the two modern nations, sharing a common language. The Anglo-Saxon period in England extended over 600 years, right up to the invasion of William the Conqueror in 1066. By the last 8th Century power had begun to centralise with stronger <b>kingdoms</b> either over-taking or combining with others, such that by 757 Offa – king of Mercia – became King of the whole of England below the</p>	<p>Victorian era is where society's stance changed.</p> <p><b><u>Key People</u></b> Queen Victoria Monarch of Britain, Empress of the British Empire from 1837 to 1901.</p> <p>Lord Shaftsbury A British politician, and social reformer who passed laws against child labour.</p> <p>Charles Dickens He is regarded by many as the greatest novelist of the Victorian era</p> <p>Dr Barnardo– the man who was responsible for creating a charitable foundation that took in almost 60,000 neglected and disadvantaged children. Throughout London, these children were given care and education at his foundation's 'homes'.</p>
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<p><b>Settlement</b></p>  <p><b>Settlement</b></p> <p><i>In this Big Idea, we examine where these events/people occur in the world, discuss migration and changes to location over time.</i></p>	<p>Shows interest in different occupations and ways of life indoors and outdoors</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p><b>Memory Boxes</b> What has changed in the settlement of PSJ in the past 150 years?</p> <p><b>The Big Dig</b> Find where Mary lived on a map and link this to how she lived her life.</p> <p><b>Mining and Local History</b> Villages and towns grew to accommodate the miners and their families plus all the people needed to support the collieries and the transportation of coal to places such as Bath and London. Mining was one of the biggest local industries for Midsomer Norton. Compare this to Peasedown.</p>	<p><b>Great Fire of London</b> London was still recovering from the Great Plague the year before. Around <b>400,000</b> people lived in London in 1666.</p> <p>Find out what London was like at this time and why so many people settled there, especially why it was so crowded around the site of the fire.</p> <p><b>Significant Victorians - Brunel</b> This era saw the industrial revolution meaning more people living in cities like Bristol. Cities grew. People could travel further to work because of quicker transport.</p> <p>Around 3000 BC settlers from mainland Europe brought new skills to Britain; this was the beginning of <b>the Bronze Age</b>.</p> <p>Some settlers who arrived belonged to the Beaker culture.</p> <p><b>Ancient Egypt</b></p>	<p><b>Stone Age to Iron Age</b> <b>The Mesolithic period is known as the middle stone age.</b> Humans were hunter-gatherers and had to catch or find everything they ate. They moved from place to place in search of food. This is called a nomadic lifestyle. Humans lived this way during the Palaeolithic (early stone age) and Mesolithic periods. Hunting and gathering food was the focus of everyone's lives. It only began to change when humans began to farm; this was the start of the <b>Neolithic or new stone age</b>.</p> <p>Many Greeks were poor and life was hard, because farmland, water and timber for building were scarce.</p> <p><b>Romans in Britain</b> The Romans built towns around England to help them govern it better and keep organised, which</p>	<p><b>Ancient Greece</b> The geography of Greece, dominated by the sea and by mountain ranges, created and supported local identity.</p> <p>Greece was primarily an agricultural society and had a warm, dry climate, as Greece does today.</p> <p>Greek cities had beautiful temples with stone columns and statues, and open-air theatres where people sat to watch plays.</p> <p>However most people lived in villages or in the countryside (because of agriculture).</p> <p>Many Greeks were poor and life was hard, because farmland, water and timber for building were scarce.</p> <p><b>Romans in Britain</b> The Romans built towns around England to help them govern it better and keep organised, which</p>	<p><b>Maya Civilization</b> The Maya built amazing cities like Tikal (which they called Yax Mutal) and Palenque. Going to war and buying and selling things were important parts of Maya society. Art and architecture were important too.</p> <p><b>Anglo Saxons and The Scots</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. Families usually lived all under one roof in small communities living in wooden houses with thatched roofs. During this period</p>	<p><b>Georgian Bath and Bristol</b> The industrial revolution led people to move from the country to towns and cities. In Bath, formerly a quiet town, more and more people came to believe in the restorative properties of the hot water springs. To meet the demands of wealthier residents prestigious residences such as Queen Square, the Circus and Royal Crescent were built. 1726 Ralph Allen bought the stone quarries at Combe Down, and built an ingenious railway to carry the huge blocks down the Bath for the building of houses and streets. As cities (like Bristol) grew, trade expanded and consumerism and popular culture blossomed.</p> <p><b>Education</b> Workhouses: The poor were housed in workhouses, clothed and fed. In return, all</p>
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<b><i>Society</i></b>	Shows interest in the lives of people who are familiar to them	Talk about the lives of the people around	<b><u>Memory Boxes</u></b> Toys often reflected 'real' life.	<b><u>Great Fire of London</u></b>	<b><u>Stone Age to Iron Age</u></b>	<b><u>Ancient Greece</u></b>	<b><u>Maya Civilization</u></b> Roads called sacbeob were built	<b><u>Georgian Bath and Bristol</u></b>

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*In this Big Idea, we examine how society was structured at this time.*

<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>	<p>them and their roles in society</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Lots of old and new toys can move in some way. They may even make sounds. Old toys were made differently to how toys are made today. Lots of old toys were made from wood. These toys were all handmade. This meant that they took a long time and cost a lot of money to make. It also meant that fewer toys could be made.</p> <p>Lots of new toys are made from plastic. Plastic is much cheaper to use. It can be melted and poured into moulds so lots of toys can be made at the same time. This makes the toys much quicker to make too. Toys are mostly made by machines in factories now.</p> <p><b><u>The Big Dig</u></b> Learn how women were perceived in the early 1900s and link this to why Mary was not recognised for her achievements. Learn how people lived in the 1900 - the poverty Mary</p>	<p>The fire of London spread because of flammable, cramped housing, aided by wind. Water was hard to get to. There was no fire brigade.</p> <p><b>100,000 Londoners lost their homes.</b></p> <p>People scrambled to escape with their belongings and thousands found themselves homeless.</p> <p>People used leather buckets, fire hooks and fire squirts to help reduce the spread of the fire.</p> <p><b><u>Significant Victorians - Brunel</u></b> 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.</p> <p>Middle class Victorian women like Nightingale were not expected to work.</p> <p>Many Jamaican women were slaves,</p>	<p>Early Stone Age people hunted with sharpened sticks. Later, they used bows and arrows and spears tipped with flint or bone.</p> <p>People gathered nuts and fruits and dug up roots. They went fishing using nets and harpoons.</p> <p>Stone Age people cut up their food with sharpened stones and cooked it on a fire.</p> <p>They used animal skins to make clothes and shelters.</p> <p>Farms marked the start of a new age in Britain. People began to settle down in one place and build permanent homes.</p> <p>They built massive tombs and giant stone circles.</p> <p>The early farmers grew wheat and barley, which they ground into flour. Some farmers grew beans and peas. Others grew a plant called flax, which</p>	<p>Ancient Greeks did not think of themselves as belonging to a single country; what made you Greek was a shared culture and language. Your citizenship was of your town or city; you were Athenian first and Greek second.</p> <p><b>Homes</b> Ancient Greek homes were built around a courtyard or garden, were made from wood and mud bricks with small windows with wooden shutters to keep out the hot sun. Rich people decorated the walls and floors with colourful tiles and paintings. Many homes didn't have a bathroom. There were public baths. Only rich women (with enslaved people to carry the water) enjoyed baths at home.</p> <p><b>Equality</b> Women were second class citizens at best in most cities. Marriage was</p>	<p>a few inches above the ground. This meant the Maya could travel whatever the weather and conditions. The roads were made using stones which stopped them getting muddy.</p> <p>Maya people did not use vehicles with wheels to move things. Instead they carried loads on their backs. The tumpline had a strap which went round the forehead.</p> <p>A metate is a stone tool that would have been used for grinding maize to make tortillas. Women would have been responsible for doing this. This tool is still used by some Maya people today.</p> <p>The Mayans had two Types of Calendar - The Tzolkin calendar used to plan religious ceremonies and the Haab calendar, used with the Tzolkin calendar to form a calendar wheel. The</p>	<p>This was a period of extreme luxury alongside extreme poverty. The poor were helped through workhouses. The death rate amongst workhouse children in London was over 90%. Private charities offered further forms of assistance. There was no proper police force and savage punishments for those who were caught, including the death penalty. The aristocracy and upper middle classes inherited their wealth and looked down on those in professions. From the last quarter of the 18th century, the middle classes began to grow in power and confidence. Land was no longer the only source of wealth. The Industrial Revolution meant it was now possible to make a fortune from manufacturing and trading goods.</p> <p>The wealthy enjoyed long</p>
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			<p>experienced. She hunted fossils to try and raise money for her family Understand that there was a class divide at this time.</p> <p><b><u>Mining and Local History</u></b> Learn about the main jobs people did in the village and how the village has grown in the past 150 years.</p> <p>Learn what children did at the time- who was able to go to school and who went into the mines.</p> <p>Find out how extensive the local mining industry was in the local area and why coal was so important to local people.</p>	<p>black people faced discrimination.</p>	<p>they made into linen for clothes.</p> <p>The early farmers still went hunting and gathered nuts and berries to eat, but mostly worked on the farm.</p> <p>Bronze Age settlers were metalworkers who knew how to work with copper. By 2100 BC, Britons were mining metals.</p> <p>Trading ships travelled to mainland Europe carrying copper, tin and precious objects made by metalworkers.</p> <p>Beaker people lived in clans led by powerful chiefs. They held religious ceremonies at stone circles, and buried their dead in circular graves. These customs became part of life in Ancient Britain.</p> <p>Stone Age Britons made necklaces and bracelets from tusks, bones and shells. They also drew patterns on their bodies, using a kind of paint</p>	<p>an important feature of Greek life, girls married at around 14 and men at 25. Many boys were formally educated but only within rich families. Girls received a domestically focused education teaching them skills such as needlework. Men and women usually ate separately in ancient Greece. Rich people always ate at home - only enslaved people and poor people would eat in public. Everyone ate with their fingers, so food was cut up in the kitchen first.</p> <p><b>Slavery</b> Slavery was fundamental to Greek society. Even the poor families owned at least one slave with some wealthy families owning hundreds. In 431BC Athens had 50,000 male citizens and 100,000 slaves.</p> <p>Most of the slaves were foreigners who had been captured in war or purchased through</p>	<p>Maya watched the sun, moon, stars and planets to create their calendars.</p> <p>The Maya created a written language. Maya hieroglyphics are often referred to as "glyphs" for short. The Maya had about 800 symbols.</p> <p>The Maya used tools made of stone, wood, and shell. The Maya were great builders. They built pyramids, temples, palaces, homes, walls, stelas, roads, reservoirs, and ball courts.</p> <p>In the Maya Empire, in each city, the laws were the same. Laws were fair. Nearly everyone was subject to the same laws, even the lesser nobles. Punishments varied with the crime. The murder of a slave was not treated with the same importance as the murder of a farmer or a nobleman.</p> <p>The Maya were skillful farmers. They used their knowledge of</p>	<p>seasons of travel and leisure and a growing middle class enjoyed leisure activities. Spa towns such as Bath became extremely popular and a place to be seen. Bath became a marriage market as a result.</p> <p>The owners of sugar plantations in the West Indies, tobacco and cotton farms in America wanted workers. British merchants made huge profits carrying slaves from Africa to America. This trading was known as the 'slave triangle' and Bristol became a central port for slave ships. Merchants became wealthy as a result and built grand houses. Slavery was eventually abolished in 1807</p> <p><b><u>Education</u></b></p> <p>Education and Society Ragged schools: Free schools, often run by charities, for the poor. Education was basic, classes were very large.</p>
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				<p>made from ochre (a type of red clay).</p> <p>Neolithic people built grave mounds and stone circles. People stored the bones of the dead in large graves known as long barrows. These graves were built from stone and covered with a mound of earth.</p> <p><b>Ancient Egypt</b>          Skilled craftsmen and traders lived in the cities including shopkeepers, shoemakers, shipbuilders, butchers and bakers. 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.</p>	<p>the slave trade. There were different types of slaves in Ancient Greece and different rules depending on the city where the slave lived.</p> <p><b>Romans in Britain</b>          Upper class Celts adopted the Roman way of life. They built villas modelled on Roman buildings with mosaics and hypocaust heating. They also kept slaves.          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..          Most poor Celts lived in simple huts and ate simple food such as porridge. In the towns, one important building was the public baths. In Roman times people went to the baths not just to get clean but also to socialise. Amphitheatres were another place to socialise and hosted gory spectacles.</p>	<p>calendars and seasons to grow crops. Farming was difficult in the Maya region. The farmers in each city-state fit their system to the land.</p> <p>The Mayans cleared routes through jungles and swamps to create trade routes.</p> <p>Codices were books that were folded like an accordion. The pages were fig bark covered in white lime and bound in jaguar skins. The Mayans wrote hundreds of these books. The Spanish missionaries burned all but four of these books.</p> <p>The Mayans wove beautiful fabrics and designed musical instruments like horns, drums, and castanets. They also carved huge statues. The art they created honoured their leaders, gods, and their daily life.</p> <p>Used mostly for farming, the Mayans created a water carriageway</p>	<p>Grammar schools: Children from middle class parents attended. The education was more academic, many went into professional jobs.</p> <p>Public schools: Expensive schools, often for the upper classes, providing boarding in a country setting.</p> <p>Upper class: The most privileged and wealthy, often with titles such as Lord and Lady. They were in a powerful position with authority.</p> <p>Middle class: A group which grew in size in this period. Often professionals or factory owners, merchants.</p> <p>Working class: Most people were in this social group and worked in difficult conditions, often poor in manual or physical professions.</p>
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							<p>that could transport fresh water through canals.</p> <p><b><u>Anglo Saxons and The Scots</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. Families usually lived all under one roof in small communities living in wooden houses with thatched roofs. During this period most communities were self-sufficient with relatively little trade between communities, although this changed significantly by the later Anglo-Saxon period. There were craftsmen, and some evidence has</p>	
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							<p>been found of things including pottery from the early Saxon period. The residents of Britain were largely pagans at the start of the period, although Christianity was brought to the islands particularly in the 7<sup>th</sup> Century</p> <p>Saxon Kings were aided by Thanes, who took charge of villages. Most Anglo-Saxons were ceorls. These were the common people or peasants. Ceorls were usually poor and lived in small huts.</p> <p>Anglo Saxons had extensive laws. Crime was almost certainly be dealt 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 'weregild' - compensation for injury. If a person killed someone, they paid money to the dead person's relatives. This was to stop long fights</p>	
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							<p>or 'blood feuds' between families by making them pay money instead.</p> <p><b>Anglo Saxons and the Vikings</b> Vikings were farmers, seeking better quality land. Some sought battle but many travelled for land.</p> <p>Society: King Jarls(nobles) Karels Thralls (slaves)</p>	
<p><b>Beliefs</b></p>  <p><b>Beliefs</b></p> <p><i>In this Big Idea, we examine what belief systems these people had. What deities did they believe in and why?</i></p>	<p>Enjoys joining in with family customs and routines.</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p><b>Memory Boxes</b></p> <p><b>The Big Dig</b> Mary's contribution had a major impact at a time when most people believed the bible story of creation and of the flood.</p> <p>People strongly believed that these 'monsters' did not exist.</p> <p>Victorian beliefs about gender and social class prevented Mary from joining the major scientific</p>	<p><b>Great Fire of London</b></p> <p>French watchmaker Robert Hubert confessed to starting the blaze and was hanged on October 27, 1666 . Years later it was revealed he was at sea when the fire began, and could not have been responsible.</p> <p>The Dutch were also blamed as an act of revenge as English ships had set fire to a Dutch town in August 1666.</p> <p>Others thought it was an act of God,</p>	<p><b>Stone Age to Iron Age</b> People in Iron Age Britain believed in powerful spirits. They met to worship the spirits in sacred places. Priests known as druids led religious ceremonies. Learn key elements of these ceremonies.</p> <p>Some people think that Stonehenge was used to study the movements of the Sun and Moon. Other people think it was a place of healing.</p> <p>Learn why the sun and moon and</p>	<p><b>Ancient Greece</b> The Ancient Greeks were polytheistic and believed that all the gods came from Gaia (the Earth) and Uranos (the sky). They thought they were like adult humans. Like the Romans, the Greeks believed that different gods were responsible for different things. It was important to please the gods.</p> <p>The Greeks thought the gods lived high above Mount Olympus, in a palace in the clouds.</p>	<p><b>Maya Civilization</b> 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. The Maya believed in many gods, each representing a different part of life. These gods had to be pleased so Maya communities made regular offerings to them, in the form of animal (and</p>	<p><b>Georgian Bath and Bristol</b> John Wesley preached a new Christian belief that centred around an equality of power and supporting those less fortunate. This, and private charities, led to a rise of support for the poor.</p> <p><b>Education</b> Religion has played a central role across education. In the Victorian era, Children were taught their 'prayers' and about Christianity.</p>

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			<p>institutions of the time</p> <p><b><u>Mining and Local History</u></b> Beliefs were important in society at a time when there was only the church to turn to for help and support. Most mining families attended the local Anglican church. Community was a big part of the belief system with many families living in mining cottages and going to the same church and school.</p>	<p>showing his divine power and control and others thought it was an accident</p> <p><b><u>Significant Victorians - Brunel</u></b></p>	<p>Stonehenge were important.</p> <p><b><u>Ancient Egypt</u></b> Ancient Egyptian religion was a system of polytheistic beliefs. They were one of the first civilisations to believe in life after death and the body was as important as the spirit. The pyramids were tombs and monuments to death and the afterlife. 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 10,000 workers and 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</p>	<p>The Greeks built temples to their gods and goddesses.</p> <p>Every city in Greece had a 'patron' god or goddess. People believed patron gods protected them from harm.</p> <p>The Greeks believed that the dead went to the Underworld.</p> <p><b><u>Romans in Britain</u></b> Religion in Roman Britain was mostly polytheistic. The Romans banned Druids who were priests in the Iron Age Celtic religion. In Roman belief, immortal gods ruled heaven, Earth and the underworld. The Romans adopted some Greek gods and goddesses as their own such as Dionysus and Bacchus. However, Britons continued to worship Celtic gods. Christianity spread throughout the Roman Empire, but some emperors saw Christians as rebels, arrested and killed thousands. Christianity was eventually legalised</p>	<p>sometimes human) sacrifices. People believed that the kings were chosen to rule by gods (divine right to rule). Ancestor worship was important and similar to the Ancient Egyptians, at around the same time (1500 BC). Maya households buried their dead underneath the floors so they could protect the living.</p> <p><b><u>Anglo Saxons and The Scots</u></b> The residents of Britain were largely pagans at the start of the period, although Christianity was brought to the islands particularly in the 7th Century.</p> <p><b><u>Anglo Saxons and the 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>Many schools were funded by local parishes or churches.</p>
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					temples and only saw the statues of the gods on festival days.	and later became the official religion of the Roman empire.		
<p><b>Significance</b></p>  <p><b>Significance</b></p> <p><i>In this Big Idea, we examine how and why historians place importance on these events or people. Why is it important we study them? What is the 'legacy' of this period in history?</i></p>	Remembers and talks about significant events in their own experience	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>Memory Boxes</b> As humans discovered ever more precise ways of keeping track of time, we've also developed more accurate ways of keeping records and recording history. We can write, take photos and make videos.</p> <p>But "tracking the past" isn't the same as having a "memory" of the past. A tree ring might record the date of a major fire, but the tree wouldn't respond if you asked, "Do you remember the great fire of 1730?" Only humans can share their knowledge of the past because only humans have a communication system powerful enough to share what they know and learn.</p> <p><b>The Big Dig</b> At the time of her discoveries very few people believed</p>	<p><b>Great Fire of London</b> The fire of London influenced town planning in London and major cities. 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><b>Significant Victorians - Brunel</b> Brunel's inventions were pioneering and many are visible still today.</p> <p>Brunel changed travel and transport so that people could travel further, faster and more comfortably .</p> <p>Evidence of what Brunel and The Vicotrians achieved is still in use today.</p>	<p><b>Stone Age to Iron Age</b> Celtic language and culture is still present in Britain today.</p> <p>The Stone Age saw people change from hunting and gathering to farming and settling. Most societies in our world today still live in settled villages, towns and cities.</p> <p><b>Ancient Egypt Irrigation:</b> the ancient Egyptians were the first farmers to produce surplus crops, due to their system to irrigate using the River Nile. <b>Calendar:</b> they developed the 365 day calendar. <b>Religion:</b> they had one of the first religions with a belief in the afterlife. <b>Writing:</b> they made paper and invented some of the earliest forms of writing.</p>	<p><b>Ancient Greece</b> As Alexander expanded the Greek empire, he took Greek ideas with him. Ancient Greece is important historically because many things in culture today, especially in modern Europe, have been influenced by the ideas of the ancient Greek civilization. Over 3000 years later we are still using Ancient Greek ideas in maths, science and art. Our alphabet is based on the Greek one and we use hundreds of words that come from the Greek language.</p> <p>The Greeks' development of democracy is still our main form of government today. Although, in modern forms of democracy women get to vote too. The Greeks enjoyed the discus, javelin,</p>	<p><b>Maya Civilization</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>Today there are over seven million Maya people, most of whom live in Central America and southern Mexico. There are 250 museums around the world with Maya items in their collections.</p> <p><b>Anglo Saxons and The Scots</b></p> <p>One of the most obvious legacies of the post-Roman period is the language we use. English has its roots in Old English which was spoken during the time of the Saxons. Many words that we use today</p>	<p><b>Georgian Bath and Bristol</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.</p> <p>Terraced houses, symmetrical frontages, basement kitchens and special dining rooms are Georgian designs.</p> <p>The Georgian period saw the popularisation of many foods we love today: tea, coffee, chocolate, ice cream, biscuits and cakes, jellies, sparkling champagne.</p> <p>Cities like Bristol still come to terms with</p>




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			<p>dinosaurs had existed. Mary became so knowledgeable that scientists (all men) from all over the country came to see her for her advice and skills. However despite this she was never recognised in public for her work and was refused entry to the Geological Society of London to present a paper on her fossil work because she was a woman. Mary Anning faced discrimination due to class and gender. Mary Anning's work is still relevant today and on display in London's museum. At the time Mary discovered the Ichthyosaurs, Georges Cuvier, known as the father of palaeontology, had only recently introduced the theory of extinction. Charles Darwin's On the Origin of Species would not be published for another 48 years. People thought what she had found was a monster. Georges Cuvier (a French <a href="#">naturalist</a></p>			<p>long jump, boxing, horse racing and going to a gymnasium. Athletes prayed to Nike, the goddess of victory. The Greeks loved to watch races in a big, open-air 'stadion', very like a modern sports stadium. Every four years the Greeks held a special sporting festival at Olympia - the Olympic Games. These inspired the modern Olympics which began in 1896. Ancient Greek thinkers made big discoveries. Learn about the discoveries of Pythagoras, Aristotle, Herodotus, Socrates and Plato. Ancient Greek stories are still told today.</p> <p><b><u>Romans in Britain</u></b>          After the Romans left many of the Roman towns in Britain crumbled away as people went back to living in the countryside. Britain had no proper roads before the Romans. They made all their roads</p>	<p>are based on Saxon original words, including the days of the week. Also, the administration of England is still very much based on Saxon lines in lots of cases. The modern counties are often based on – sometimes even identical to – old Saxon shires. Also, many county courts are still based in the same place as a court from Saxon times.</p> <p>Traditionally the Anglo-Saxon period has been thought of as a series of invasions. However, more recently historians have doubted this simple narrative, explaining that some settlements may have been far more peaceful. It also makes a very good unit in which to consider the values of Britishness, in the context of both our island nation, and the many centuries of immigration</p> <p><b><u>Anglo Saxons and the Vikings</u></b></p>	<p>the legacy of the slave trade.</p> <p>Bath still has a thriving tourist industry as a result of its Georgian architecture and cultural interest.</p> <p><b><u>Education</u></b>          New inventions from the Victorian era, like the steam train, postage stamps, telephone, electric lights, changed the way people lived forever. 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 Victorian era, as are many railways in Britain. Queen Victoria made the monarchy very popular, as she supported many charities and went to many events.</p> <p>With children gaining a better education, many were able to improve their social standing and get well paid jobs.</p>
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		<p>and <a href="#">zoologist</a>, sometimes referred to as the "founding father of paleontology") himself disputed the find. A special meeting was scheduled at the Geological Society of London, though Mary was not invited. After lengthy debate, Cuvier admitted to his mistake. Despite her growing reputation for finding and identifying fossils, the scientific community was hesitant to recognise her work</p> <p><b><u>Mining and Local History</u></b> Local mining industry shaped our village and surrounding towns.</p> <p>When the last mine in the Somerset Coalfield closed in 1973 local people wanted to recognise the work of the Somerset miners and their contribution to Britain's heritage. The result of this foresight is an extensive collection of artefacts from</p>			<p>as straight as possible on foundations of clay, chalk and gravel. They laid bigger flat stones on top. Roman roads bulged in the middle and had ditches either side, to help the rainwater drain off. The language we used today was developed from the Romans. The calendar we use today was started by Julius Caesar and is based on the movement of the earth around the sun, and so is called the 'solar calendar.' The names of our months are taken from the names of Roman gods and rulers. The Roman Empire began the practice of taking a census. The Romans built towns around England to help them govern it better. 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'</p>	<p>The English language was greatly affected by the invasions of the Vikings, in particular through town and village names in the north and east of England. It is also thought that Vikings may have been the first Europeans to have explored the Americas, around 1000. The Vikings also were responsible for the world's now oldest parliament – the Tynwald – in the Isle of Man</p> <p>The battles between Saxons and Vikings provide an interesting study in the nature of treaties and other agreements and accords. The Tynwald parliament also presents a good example of changes to democracy and national leadership. The spread of the Vikings, including Norse Men who later became the Normans who then invaded England in 1066, presenting an opportunity to consider the role of migration in the</p>	<p>This paved the way to the introduction of secondary schools and the pathway for further education for anyone regardless of finance.</p>
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			Somerset's coal mining history.			comes from the Latin word 'castrum' which means 'a fort'.	developments of civilizations.	
<p><b>Evidence and Interpretation</b></p>  <p>Evidence and interpretation</p> <p><i>In this Big Idea, we examine how historians use evidence to answer questions and how they construct their findings. Consider, why might one historian differ from another?</i></p>	Shows interest in the lives of people who are familiar to them.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	<p><b>Memory Boxes</b> Old toys were usually made from materials such as wood, metal, glass and fabric, while new toys are often made from plastic. Many new toys use electricity or batteries to move, make noise or light up. A tablet computer has a glass screen, a plastic cover and metal parts inside to make the electric parts work.</p> <p>Discuss which materials / types of toys will survive to be used as evidence to learn about toys from the past.</p> <p>As humans discovered ever more precise ways of keeping track of time, we've also developed more accurate ways of keeping records and recording history. We can write, take photos and make videos.</p>	<p><b>Great Fire of London</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. Leather buckets still survive today.</p> <p><b>Significant Victorians - Brunel</b> Use first hand sources through a trip to Clifton Suspension Bridge and to the SS Great Britain &amp; museum. View images of the plans made for the Suspension bridge (competition entrants). Read 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>Stone Age to Iron Age</b> Prehistoric people left no written records. Archaeologists work like detectives looking for evidence. They use this evidence to build up a picture of the past.</p> <p>Find out about local and recent discoveries by archaeologists at Amesbury through the 'the Amesbury Archer'.</p> <p>Stonehenge is one of the world's most famous monuments. It stands on Salisbury Plain, in Wiltshire, and its giant stones can be seen from miles around.</p> <p>Stonehenge took many hundreds of years to build from around 3000 BC to around 1500 BC. We may never know exactly why Stonehenge was built, but people</p>	<p><b>Ancient Greece</b> Evidence of this ancient civilisation is found in buildings (and remains of buildings), objects, statues and early writing. Art on walls and pottery shows us what life was like.</p> <p><b>Romans in Britain</b> Evidence of the Romans is found in many buildings that we can still visit today. Objects, paintings and writing survive too.</p> <p>Examples include, Hadrian's Wall, Roman Baths, Shoscombe/Wellow Villa, artefacts in museums</p>	<p><b>Maya Civilization</b> Cities, statues, artefacts and cultural ornaments were uncovered, preserved and collected. From the late 19th century. The first Maya 'lost city in the jungle' was visited by an American explorer, John Lloyd Stevens, in 1839. Photography was not established at this time so he travelled with a British artist, Frederick Catherwood, who drew pictures of what they found.</p> <p>Historians learned a lot about the Maya from the records they left behind but around the year 900 AD, the records disappeared and the cities vanished from history. The Mayan city states were abandoned and weren't discovered again until the Spanish conquistadors</p>	<p><b>Georgian Bath and Bristol</b> There are many novels from the Georgian era as well as diaries, news reports and a range of written records. These first hand evidence bases show us some of the social attitudes of the time. Illustrations such as Hogarth's give information about social conditions. Architecture remains in Bath and Bristol. Dairy entries and boat layout drawings help us understand the impact of slave trade. No1 Royal Crescent is an example of a Georgian home and fashions.</p> <p><b>Education</b> We have <b>artefacts</b> from the time, like school slates, school buildings, machines, diaries, maps and photographs. Victorian writers are still well known, like</p>

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			<p><b><u>The Big Dig</u></b> Children can access evidence about Mary Anning through a visit to the Mary Anning Museum situated in the house she used to live in. Children can begin to understand what she did through their own fossil hunt on the Jurassic coast.</p> <p><b><u>Mining and Local History</u></b> Evidence for mining can be found in our local area, maps and at the local museum where a vast collection of artefacts have been collected.</p> <p>Children walk around the village and compare what they see today to old maps and photographs.</p>		<p>probably gathered there for religious ceremonies.</p> <p><b><u>Ancient Egypt</u></b> Hieroglyphics on monuments and on temples help us understand how people lived and their beliefs. People found out how to read hieroglyphics in the 1800s with the discovery of the Rosetta Stone. Tombs, including the tomb of Tutankhamun, tell us about the process of mummification and beliefs about the afterlife. There were over 5000 objects in Tutankhamun's tomb.</p>		<p>arrived in the sixteenth century.</p> <p><b><u>Anglo Saxons and The Scots</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>Anglo Saxons and the Vikings</u></b> City of York- the previous capital city of Danelaw (Jorvik) Lost Viking city found underneath Evidence of conversion to Christianity with Viking coin  Evidence of global trade  Chess pieces found in Scotland in 831</p>	<p>Charles Dickens. Their books were fiction, but give us lots of ideas about what life was like for children, for example in the novel "Oliver Twist"</p>
<p><b>Conflict, Causes and Change</b></p>  <p><b>Causes and change</b></p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b><u>Memory Boxes</u></b></p> <p><b><u>The Big Dig</u></b> Mary's Anning's work was respected much later in her life. She was paid for her work and was later accepted into</p>	<p><b><u>Great Fire of London</u></b> As a result of the Fire of London, changes were made to planning of London's streets. Also a huge refugee</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,</p>	<p><b><u>Ancient Greece</u></b> The states were always squabbling and often went to war. Sparta and Athens fought a long war, called the Peloponnesian War,</p>	<p><b><u>Maya Civilization</u></b> At its peak, the Mayan civilisation was made up of 40 great cities and almost 2 million people. Suddenly many of these significant Maya</p>	<p><b><u>Georgian Bath and Bristol</u></b> Accelerating change from the 1770s onwards made it the world's first industrialised nation.</p>

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<p><i>In this Big Idea, we examine how historians have built arguments and come to conclusions about the changes, causes, consequences of events including conflict.</i></p>			<p>the Geological society of London.</p> <p><b><u>Mining and Local History</u></b> Railways and Canals developed locally and many were still being used in living memory. Villages like Shoscombe, Wellow, Camerton grew along the railways and many of the people of Peasedown worked down the mines. The industrial revolution meant that machines were used to make and transport things more quickly. Transport was much slower before Brunel's railways. Technology like cameras and telephones were invented and used.</p>	<p>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><b><u>Significant Victorians - Brunel</u></b> 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. Technology like cameras and telephones were invented and used.</p>	<p>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.</p> <p>Learning how to use iron had a dramatic impact on everyday life. Iron tools made farming much easier than before and settlements grew in size.</p> <p>During the Iron Age, the Celtic people spread out across Europe and many settled in Britain.</p> <p>By the end of the Iron Age many people lived in hill forts.</p> <p><b><u>Ancient Egypt</u></b> The Ancient Egyptians didn't have an organised army. They were well protected by the natural boundaries of the desert that surrounded them. If the Pharaoh needed men to</p>	<p>from 431 BC to 404 BC. Only the threat of invasion by a foreign enemy made the Greeks forget their quarrels and fight on the same side. Their biggest enemy were the Persians, who came from an area around modern day Iran.</p> <p><b><u>Romans in Britain</u></b> The Celts had many proud warriors who saw off Julius Caesar's first invasion of Britain. Celts rarely fought in disciplined formations like the Roman Legionaries. The Roman army was: well trained, well equipped, and well organised The Celtic army was: poorly equipped, chaotic fighting style. When the Romans invaded, the Celtic tribes had to fight back or make peace, agreeing to obey Roman laws and pay taxes. In return, they could keep their kingdoms. In 60AD, one leader who chose to fight was Queen Boudica of the Iceni tribe. She raised a huge</p>	<p>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>Anglo Saxons and The Scots</u></b> Many of the Anglo-Saxon settlers came to Britain seeking <b>land to farm</b>, 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</p>	<p>Britain became a great economic and military power. The industrial revolution began, leading to mass production and steam locomotion. Arkwright's mill used water power to drive machinery. Iron was cheaply produced in blast furnaces for the first time. Although America was lost after the bitter Revolutionary War of 1775–83, an expanding empire provided Britain with a source of raw materials and new markets for its manufactured goods. Much of Britain's affluence was underpinned by the Atlantic slave trade. Despite growing domestic disapproval, the trade was only abolished in 1807, and slavery itself was not made illegal until 1834.</p> <p><b><u>Education</u></b> Industry Industrial Revolution: huge change in the production of goods due to the invention</p>
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					<p>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>army and went on a rampage, burning the Roman towns of Colchester and London, before heading north to St Albans. Both sides clashed in a fierce battle, but the Romans won.</p>	<p>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 <b>kingdoms</b> in England, stretching from Northumbria in the north, to Wessex on the south coast.</p> <p><b>Anglo Saxons and the Vikings</b> 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>of machinery. Factory system: large factories were built to improve output with production lines. Domestic system: products were often made at home in people's houses. Textile Mills: children worked in textile factories because their small size meant they could clean around the machines. Coal mining: children's small sizes made them perfect to work in the underground tunnels. Chimney sweeps: children were used to get into tight spaces to clear out the soot. Factory &amp; Education Acts: reforms passed by Parliament to improve conditions for children.</p>
<p><b>Key Vocabulary</b></p> 			<p><b>Memory Boxes</b> Past: Present Future Recent Year Decade Century</p>	<p><b>Great Fire of London</b></p> <p><b>S1</b> <b>S2</b> <b>S3</b></p>	<p><b>Stone Age to Iron Age</b></p> <p>archaeology chronology nomadic hunter-gatherers Stone Age</p>	<p><b>Ancient Greece</b></p> <p>Democracy ancient, modern, civilisation, citizens, archaeology,</p>	<p><b>Maya Civilization</b></p> <p>Ahau or Ahaw Astronomy Calendar Chichen Itza Glyphs Itzamma Kukucan</p>	<p><b>Georgian Bath and Bristol</b></p> <p>Aristocracy Industrial Revolution Empire Colony</p>



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<p><i>Terminology that supports our knowledge and understanding</i></p>			<p>Timeline Chronology</p> <p><b><u>The Big Dig</u></b> fossil Prehistory Millions and billions of years ago Before man Evidence Significance</p> <p><b><u>Mining and Local History</u></b></p> <p>Local Mining Resource Coal Industry</p>	<p><b><u>S4</u></b></p> <ul style="list-style-type: none"> <li>• fire fighters</li> <li>• fire break</li> <li>• preventative measures</li> </ul> <p>Chronology, Change, Century, Decade, Evidence, Information, Long ago, Past, Monarchy, Flammable Eyewitness</p> <p><b><u>Significant Victorians - Brunel</u></b> Engineer Industrial revolution Steam engine Suspension Bridge Innovation Significant Emigrate</p>	<p>Bronze Age. Iron Age. barrow bronze iron smelting flint Neolithic Palaeolithic Prehistoric settlement hillfort</p> <p><b><u>Ancient Egypt</u></b> Absolute rule Civilisation Archaeologist Afterlife Akhet Canopic jars Dynasty Empire Irrigation Pharaohs Polytheistic Pyramid</p>	<p>myths and legends</p> <p>temple philosophy Olympics Polytheism</p> <p><b><u>Romans in Britain</u></b></p> <p>Amphitheatre Aqueduct Caldarium Calvary Chariot Deity Elections Hypocaust Legion Latin Londinium rebellion</p>	<p>Maize Pok-a-tok Pyramids Sacrifice</p> <p><b><u>Anglo Saxons and The Scots</u></b> Invasion Migration Raids Paganism Christianity Conversion Language Picts</p> <p><b><u>Anglo Saxons and the Vikings</u></b> Invasion Migration Raids Paganism Christianity Conversion Monastery Danelaw Treaty Longship</p>	<p>Merchant Trade Workhouse Slave Triangle Slavery Abolish Ethics</p> <p><b><u>Education</u></b> Culture Education Society Hierarchy Monarch Technology Parliament Reform Empire Education Inequality 3 r's Dunce's cap Cane Rote learning</p>
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**Disadvantaged and SEND Pupils**

We recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement, in order to close the gap. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of our children. We establish and maintain a culture of high expectations that expects children with SEND and those who are disadvantaged to be included in all the opportunities available to other children so they can achieve well. We ensure that children with any additional needs are supported through regular assessment and feedback, differentiated planning, scaffolding, target setting, pre-teaching, overlearning, recall activities, targeted interventions, 1:1 support and regular reviews of progress.

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**Greater Depth within History**

It is important in History that we create opportunities for all children to demonstrate high ability. In turn we can then identify those who can, or have the potential to, work at a deeper level within the subject. This will enable us to challenge and extend their learning further through purposeful planning, ensuring that the skills of these gifted and talented children are nurtured and developed.

A Greater Depth learner in History will be able to set both new and previously acquired information in a chronological framework, making confident use of conventions which describe historical periods and the passing of time. They will show a keen awareness of the characteristics of different historical periods and the diversity of experience within each one by making suggestions which reflect independent thought concerning the connections, causes and consequences of historical events, situations and changes. A Greater Depth learner will show a lively curiosity with regard to historical problems and debates, selecting and using historical information to illuminate a narrative, supporting an argument or challenging an interpretation.

**Assessment for and of learning**

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.

Teachers complete ongoing informal assessments on 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, or through assessment of the child's exercise book..

**End of phase expectations in the skills of 'Being a Historian'**

Children are assessed for the knowledge that they have learnt and the skills they have developed and honed. We expect every child to reach the 'advancing' stage of development according to their milestone. A few children will reach deeper levels of understanding and some children will only attain a basic level of understanding.

**EYFS**

Statutory ELG: Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Statutory ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when

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appropriate – maps.

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

<b>Learning Objective</b>	<b>Key Indicator</b>	<b>Basic</b>	<b>Advancing</b>	<b>Deep</b>	<b>When pupils have the opportunity to achieve this learning</b>
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.	When presented with evidence, some questions about the past are asked and answered.	Evidence is beginning to be selected in order to ask and answer questions about the past.	Y1: Memory Boxes, The Big Dig, Local History Y2: Brunel & The Victorians
	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.	Y1: Memory Boxes, The Big Dig, Local History Y2: Fire of London
	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.	Y1: Memory Boxes, Local History Y2: Fire of London
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	Y1; Memory Boxes Y2: Fire of London
	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.	Y1: The Big Dig Y2: Brunel & The Victorians
	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.	Y1: The Big Dig, Local History Y2: Fire of London
To understand chronology	Place events and artefacts in order on a timeline	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	Y1: Memory Boxes, The Big Dig, Local History

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				explanations for choices, that include historical language	Y2: Fire of London, Brunel & The Victorians
	Label timelines 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.	Y1: Memory Boxes, The Big Dig Y2: Brunel & The Victorians
	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.	Y1: Memory Boxes, Local History
	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.	Y1: Memory Boxes, The Big Dig Y2: Fire of London, Brunel & The Victorians
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.	Y1: Memory Boxes, Local History Y2: Fire of London, Brunel & The Victorians

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

<b>Learning Objective</b>	<b>Key Indicator</b>	<b>Basic</b>	<b>Advancing</b>	<b>Deep</b>	<b>When pupils have the opportunity to achieve this learning</b>
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.	Y3: Stone Age to Iron Age, Ancient Egypt Y4: Ancient Greeks, Romans
	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.	Y3: Ancient Egypt Y4: Ancient Greeks, Romans

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	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.	Y3: Stone Age to Iron Age Y4: Ancient Greeks, Romans
	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.	Y4: Ancient Greeks, Romans
	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	Y3: Stone Age to Iron Age, Ancient Egypt Y4: Ancient Greeks, Romans
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.	Y4: Romans
	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.	Y3: Stone Age to Iron Age Y4: Romans
	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.	Y3: Stone Age to Iron Age, Ancient Egypt Y4: Ancient Greeks, Romans
	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.	Y3: Ancient Egypt Y4: Ancient Greeks, Romans
	Describe the characteristic features of the past, including ideas, beliefs,	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.	Y3: Stone Age to Iron Age, Ancient Egypt Y4: Ancient Greeks, Romans

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	attitudes and experiences of men, women and children.				
To understand chronology	Place events, artefacts and historical figures on a timeline 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 timeline accurately.	Chronology is understood, including overlapping events in different parts of the world.	Y3: Stone Age to Iron Age, Ancient Egypt  Y4: Ancient Greeks, Romans
	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.	Y3: Stone Age to Iron Age, Ancient Egypt  Y4: Ancient Greeks, Romans
	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.	Y3: Stone Age to Iron Age, Ancient Egypt  Y4: Ancient Greeks, Romans
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.	Y3: Stone Age to Iron Age, Ancient Egypt  Y4: Ancient Greeks, Romans

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

Learning Objective	Key Indicator	Basic	Advancing	Deep	When pupils have the opportunity to achieve this learning
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.	Y5: Mayans  Y6: Georgian Bath and Bristol
	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.	Y6: Georgian Bath and Bristol



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	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.	Y6: Georgian Bath and Bristol
	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.	Y5: Mayans Y6: Georgian Bath and Bristol
	Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	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 this is acknowledged when formulating conclusions.	Y6: Georgian Bath and Bristol
	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.	Y5: Mayans Y6: Georgian Bath and Bristol
	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.	Y6: Georgian Bath and Bristol
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.	Y6: Georgian Bath and Bristol
	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.	Y6: Georgian Bath and Bristol
	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.	Y5: Mayans

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	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.	Y5: Mayans Y6: Georgian Bath and Bristol 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.	Y5: Mayans Y6: Georgian Bath and Bristol
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.	Y5: Mayans Y6: Georgian Bath and Bristol
	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.	Y6: Georgian Bath and Bristol
	Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.	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.	Y6: Georgian Bath and Bristol
	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.	Y5: Mayans Y6: Georgian Bath and Bristol
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.	Y5: Mayans Y6: Georgian Bath and Bristol