

History Curriculum Progression

Pink is the breadth of study for each year group

Purpose:

A high-quality history education, where key events and concepts are taught in chronological order, will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Pupils will learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

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

Opportunities	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Breadth of Study	<p>Memory Box Changes within living memory. common words and phrases relating to passing of time. Interweave key vocab of family and timeline (past, present and future)</p> <p>The Big Dig/ Dinosaurs and Mary Anning</p> <p>life of a significant individual, common words and phrases relating to passing of time. Understand how we find out about the past Recap key time vocabulary</p> <p>Communication over time: Changes in living memory lives of significant individuals who have</p>	<p>Y1 Key concepts- evidence and artefacts to find out about the past</p> <p>Chronology and terms: Decade, century, year.</p> <p>Know where the people and events they study fit within a <i>chronological</i> framework</p> <p>Great Fire of London events beyond living memory that are <i>significant</i> nationally, using sources to understand key events.</p> <p>Teach cause and consequence, sources of evidence and legacy: POP task cause and consequence of fire</p> <p>Victorians, and the impact of Victorians on the local area - Victorian Coal mining and the legacy of the Victorians : significant events, people</p>	<p>Recap chronology from Y1/2 Recap significance and legacy, terms and examples</p> <p>Ancient Egyptians the achievements of the earliest <i>civilizations</i> – an overview of where and when the first civilizations appeared, depth study.</p> <p>Practical pop task: <u>using sources to understand key events:</u> Archeological dig, secondary sources buried in sand. chn dig up and identify/ work out what they were used for in Ancient Egyptian society</p>	<p>Teach and consolidate: Y3 Stone Age to Iron Age chronology, beliefs, society, legacy</p> <p>Ancient Greece Achievements and their influence on the western world.:</p> <p>Teach key concepts chronology, society, beliefs power, legacy. Retain POP task</p> <p>Romans the Roman Empire and its impact on Britain the <i>legacy</i> of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.</p> <p>Teach concepts of: chronology, power, society in Britain, resistance, legacy</p>	<p>Block revision of Greek legacy and Roman settlement, beliefs, legacy, society first from Y4</p> <p>Anglo Saxons/Vikings The Viking and Anglo-Saxon struggle for the <i>Kingdom</i> of England to the time of Edward the Confessor Britain's <i>settlement</i> by Anglo-Saxons and Scots</p> <p>Cover settlement and kingship, spread of Christianity, Alfred, conflict and Danelaw</p> <p>Monarchy A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the changing power of monarchs using case studies such as Elizabeth I and Elizabeth II or Anne and Victoria.</p> <p>Focus on key events only: Magna Carta ,first parliament, terms of absolute and constitutional monarchy, threshold concept power</p>	<p>Local history study, a study over time tracing how several aspects of national history are reflected in the locality Georgian Bath and Bristol A study of an aspect of history or site dating from a period beyond 1066 that is significant in the locality Compare with Mayan Civilisation</p> <p>Big Idea - Georgians believed that poverty was through the fault of the poor and the Mayan's believed that the rich (Kings and Queens) were linked to God so they're religion played heavily on social class.</p> <p>WWII children: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>

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	<p>contributed to national and international achievements: William Caxton and Tim Berners-Lee..</p>	<p>and places in own locality. Significant individuals: Brunel, Nightingale, Seacole, Queen Victoria</p> <p>Teach legacy, society, chronology</p> <p>WW1 and remembrance: nationally significant events commemorated in anniversaries</p> <p>Teach in brief, key concept of legacy, remove POP task</p>	<p>Focus on evidence and legacy in the tomb of Tut Discuss the use of sources like diary entries to find out about AE as no one is alive now i.e chronology of previous topics.</p> <p>Stone Age to Iron Age Changes in Britain from the Stone Age to the Iron Age Place events, artefacts and historical figures on a timeline including dates. Use dates and terms to describe events.</p> <p>Simplify POP task, can pupils list main changes during each period. The legacy of stone age/ iron age and bronze eg weapons, buildings, fire, religion</p>		<p>A depth study of a Non- European country - that provides contrasts with British history Mayan Civilisation. POP task Investigate- what does evidence tell us about Mayan society and beliefs?</p>	<p>Use dates and terms accurately in describing events.</p>
<p>Knowledge and Understanding</p>	<p>Place events and artefacts in order on a timeline. Label with past, present, older and newer.</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</p>	<p>Know about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Significant historical events, people and places in their own locality including Brunel ,</p> <p>events beyond living memory that are significant nationally or globally [events commemorated through festivals or anniversaries]</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</p> <p>Knowledge of Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture,</p>	<p>Roman Empire and its impact on Britain including: Julius Caesar's attempted invasion in 55-54 BC</p> <ul style="list-style-type: none"> the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and 	<p>The changing power of monarchs using case studies such as Anne, Elizabeth 1, Victoria, Elizabeth 2</p> <p>Describe the main changes in a period of history. (using terms such as social, political, religious, technological and cultural.)</p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p>	<p>A significant turning point in British history, World War 2 and its impact on civilian populations in European countries -</p> <p>Use dates and terms accurately in describing events.</p> <p>Understand the concept of change and continuity over time, representing them with evidence on a timeline.</p> <p>Understand historical concepts such as Cause and Change, Cause and Change, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends,</p>

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		shaped this nation and how Britain has influenced and been influenced by the wider world		beliefs, including early Christianity Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire <ul style="list-style-type: none"> Scots invasions from Ireland to north Britain (now Scotland) 	Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066	Understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history ; and between short- and long-term timescales. Georgian trade, social conditions, beliefs., leisure, crime, culture, and how they impacted the local area.
Investigating and interpreting evidence	Observe or handle evidence to ask questions and find answers about the past. Use toys and fossils as artefacts to draw conclusions about the past Identify some different ways in which the past has been represented, use pictures and artefacts to draw conclusions	Use primary and secondary sources to offer suggestions on the main causes and consequences of events- Fire of London Communicating historically, how did the fire spread so quickly? Who was to blame? How did it change London? Communicating- letter, diary entry and news report after the fire Communicating historically- report from a Victorian mine	Suggest causes and consequences of some of the main events and changes in history Use evidence to ask questions and find answers to questions about the past.- what do the sources tell us about Ancient Egyptian civilisation showed their beliefs? Communication- compare Iron Age and Ancient Egyptian civilisations Communication: - Letter from a pharaoh about the building of the pyramids	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history- investigate sources about Boudicca and evaluate their reliability Communication- reports of Boudicca's revolt from Celtic and Roman perspectives Letter from a slave/ Viking peasant - a day in the life Report to Caesar on the invasion and settlement Advertisement for the Aqua Sulis	Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices- Select and justify a choice of sources to best explain the Mayan civilisation and culture Tour guide for an Ancient Mayan historical site making appropriate use of dates and terms News report on signing Magna Carta Explanation of the impact of Magna Carta Letter to Henry V111 persuading him to break with Rome	Use sources of evidence to deduce information about the past, maps. Diaries, newsreels, fiction and nonfiction accounts Select suitable sources of evidence, giving reasons for choices – investigate economic and social impact of trade in Georgian Britain and its impact on life at home. Communicating historically- when was the most dangerous time to live in Britain? Was the Blitz more or less dangerous? Letters from evacuees, news reports and diaries from Blitz
Communicating historically-	Write about the changes that have happened since they were born					

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<p>bringing history to writing</p>		<p>Communicating historically- diary of a school teacher</p> <p>Communicating historically- who was the most influential Victorian and why?</p> <p>Communicating historically Why do we remember World War 1 ?</p>	<p>Explanation of the burial process</p> <p>Report from the discovery of Tutankhamun's tomb</p>	<p>Report on a Viking raid from 2 perspectives</p> <p>Communication: Letters and reports from Ancient Greek games/ schools and battle between Athens and Sparta</p> <p>Biography- Alexander the Great</p> <p>Persuasive writing which is the most important legacy of the Ancient Greeks?</p>	<p>Interview with Eliz 1</p> <p>Explanation of the changing power of monarchy over time</p> <p>Biography of kings and queens</p>	<p>Advertisement/ holiday brochure for Georgian Bath</p> <p>Letters from Georgian Bath, servant diaries</p> <p>Letter to persuade parliament to end the slave trade</p> <p>Communicating historically – what was life like for rich and poor in Georgian Bath and Bristol?</p>
<p>Conceptual Vocabulary</p>	<p><i>A long time ago, centuries, when my parents were young, years, history, prehistory represent , recent, year decade, centur, extinct, generation, fossil</i></p> <p><i>Evidence, artefact, legacy</i></p>	<p><i>A long time ago, recently, years, decades, centuries, era Victorians, Stuarts, centuries,</i></p> <p><i>BCE/ CE BCE/AD</i></p> <p><i>Nation,monarchy</i></p> <p><i>monarchy, Kingdom, witness, eyewitness, source , cause consequence, artefact, commemoration</i></p> <p><i>significant, influenced, timeline, chronology, engineer, achievement, transport, architecture. legacy, conditions, empire, industrial revolution,</i></p>	<p><i>History and prehistory, Neolithic, Paleolithic, Mesolithic, tribe, achievements, trade, hunter gatherer, nomadic, permanent homes, settlement, fort, permanent home, source, evidence, archaeologist, tribe, community, primary source ,secondary source source, technology, artefact , belief</i></p> <p><i>kingdom, pharaoh, divine kingship, afterlife Polytheistic absolute ruler, civilisation, trade, empire, legacy, organised religion</i></p>	<p><i>Cause and Change empire', 'civilisation', 'parliament' 'peasantry invasion/ raid, settlement, kingdom, resistance, culture legacy conquest conversion, slave, senate,</i></p> <p><i>Primary source/ secondary source, reliability</i></p> <p><i>BCE/AD expansion and dissolution of empire</i></p> <p><i>philosophy, drama democracy, theatre</i></p>	<p><i>Monarch/ Monarchy Changing power absolute, constitutional, democracy, primogeniture, parliament, republic, monarchy, hereditary</i></p> <p><i>social, political, religious, technological and cultural.</i></p> <p><i>expansion and dissolution of empire hypothesis reliability ancient Civilisation, trade legacy, gods, sacred</i></p>	<p><i>Invasion, empire, resistance, democracy, fascism, dictatorship, civilian population, propaganda</i></p> <p><i>Cause and Change, Cause and Change, similarity, difference and significance social changes Cause, consequence</i></p> <p><i>expansion and dissolution of empire, slavery, trade,</i></p>

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<p>End Goals- Milestones</p>	<p><u>Chronology: Year 1 and 2</u> Place events and artefacts in order on a timetable. Label timelines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate.</p> <p><u>Interpretation:</u> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented.</p> <p><u>Communication:</u> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war</p>	<p><u>Chronology: Year 3 and 4</u> Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events</p> <p><u>Interpretation:</u> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history</p> <p><u>Communication:</u> Use appropriate historical vocabulary to communicate, including: dates, time period , era , change , chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p><u>Chronology: Year 5 and 6</u> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of Cause and Change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.</p> <p><u>Interpretation:</u> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims.</p> <p><u>Communication:</u> Use appropriate historical vocabulary to communicate, including: dates time period era chronology continuity change century decade legacy. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas</p>
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<p style="text-align: center;">Threshold Concepts and component knowledge</p>	<p>Main events and where they fit</p>	<p>Main events and where they fit</p>	<p>Main events and where they fit</p>	<p>Main events and where they fit</p>	<p>Main events and where they fit</p>	<p>Main events and where they fit</p>
<p>Extinction of dinosaurs- 66 million years ago, evolution of first humans 200,000 years ago.</p> <p>Causes and change Dinosaurs are extinct Time is sequential; there are specific periods of time, including years, decades, centuries and generations.</p> <p>Legacy Mary Anning made the most significant geological finds of all time</p> <p>Evidence and artefacts Fossilised remains tell us about dinosaurs objects such as toys tell us about the past and are used by historians</p> <p>Society Women struggled to be taken seriously in careers such as science during the Victorian era</p>	<p>Extinction of dinosaurs- 66 million years ago, evolution of first humans 200,000 years ago.</p> <p>Causes and change Dinosaurs are extinct Time is sequential; there are specific periods of time, including years, decades, centuries and generations.</p> <p>Legacy Mary Anning made the most significant geological finds of all time</p> <p>Evidence and artefacts Fossilised remains tell us about dinosaurs objects such as toys tell us about the past and are used by historians</p> <p>Society Women struggled to be taken seriously in careers such as science during the Victorian era</p>	<p>Fire of London, shortly after the great plague and before the Victorian era</p> <p>Brunel, Nightingale, Seacole, all famous during the Victorian era (link to Mary Anning) Victorian era saw developments in transport and industry, and changes in education and work for children</p> <p>WW1 took place after the Victorian era. It is now beyond living memory</p> <p>Cause and Change:</p> <p>The industrial revolution meant that machines were used to make and transport things more quickly. This relied on coal, which was mined in Somerset in the 1800s</p> <p>Fire spread because of flammable, cramped housing, aided by wind. Water was hard to get to.</p> <p>As a consequence of the First World War, all young men had to join the army. Millions were killed worldwide.</p> <p>As a result of the Fire of London, changes made to planning of London's streets</p> <p>Women were finally granted the right to vote after the first world war. Every community was affected by war for the first time</p> <p>Evidence and artefacts</p>	<p>4,500-3,500 BCE: Stone Age (Neolithic) period begins 2950 BC – 2575 BCE- Early Dynastic period in Egypt</p> <p>2,500 BC- Bronze Age</p> <p>700-500 BC – Iron Age</p> <p>30 BCE - Egypt becomes a province of the Roman Empire</p> <p>43 AD – Romans invade Britain</p> <p>Settlement</p> <p>In the Neolithic age, the way people lived changed a lot because they began to settle into farming villages. Iron age settlements were often forts on high ground</p> <p>Egypt began as a fertile strip of land along the river Nile.Settlements grew as trade developed. The major cities in the country developed as ports over time. Skilled craftsmen and traders lived in the cities</p> <p>Cause and Change Stone age to Iron Age This period was one of immense change, driven by advancements in technology and in particular, weaponry and tools.</p> <p>Society- Stone age to Iron Age people formed social groups in farming communities and later in tribes living in defensive settlements</p>	<p>461 BCE Peloponnesian wars begin between Sparta and Athens 356 BCE Alexander the Great is given Egypt 27 BCE- Conquest of Greece by Roman Empire 54BCE Julius Caesar's first invasion attempt 43BCE Successful invasion by Claudius 61 BCE Icenic revolt led by Boudicca 312 CE- Constantine makes Christianity legal c. 480 – 550 CE Arrival of Anglo-Saxons</p> <p>Cause and Change:</p> <p>Romans invaded Britain to expand their empire, for natural resources, to control Celtic rebellions Boudicca's revolt was caused by Roman demands for her land and ill treatment..</p> <p>Society Greece was primarily an agricultural society. Wealthy boys only were educated. Slavery was fundamental to structure of society. Citizenship depended on wealth and influence, women and slaves had no say. Roman Britain was also an agricultural society Romans built villas luxuries of mosaics and central heating. Wealthier children went to primary school. Roman's socialised at town Forums and public baths. Most poor Celts lived in simple huts. The Romans kept slaves.</p> <p>Power</p>	<p>The Mayan civilization ran from 2000BC until the arrival of the Spanish in C16th. 410 CE Last Romans leave Britain 450 CE German Saxons settle in Kent 789 CE First recorded Viking attack 886 Treaty of Alfred and Guthrum was formalised 927 CE Athelstan unites English kingdoms 1066.Norman Conquest</p> <p>Cause and Change: Many of the Anglo-Saxon settlers came to Britain seeking land to farm. Communities then gradually developed into larger kingdoms. After King Alfred's overthrowing of the Vikings in Wessex, Saxons and Vikings coexisted.</p> <p>Power- Saxons established several kingdoms.(Northumbria, Mercia, Wessex, Kent and East Anglia) Viking invasions began as raids on monasteries , then they began to stay. King Alfred (the Great) defeated the Vikings in Wessex. England then separated England into parts (Danelaw) Both Saxons and Vikings had kings who were absolute rulers. Athelstan was the first King to unite English kingdoms in 927. The feudal system established by Saxons continued into the middle ages. King John's barons rebelled and forced him to sign the Magna Carta Henry VIII ended the power of the Catholic church in Britain. Elizabeth 1 never married so that she retained her power. Charles 1 attempted to arrest members of parliament , this caused the English Civil War and then republicanism. By the end of Queen Victoria's reign in 1901, monarchy was constitutional</p> <p>Society</p>	<p>1714-1830- Georgian Period 1789-French revolution. 1805-Battle of Waterloo 1939- Britain declares war 1940- Blitz 1942- Raids on Bath 1945- War ends</p> <p>Cause and Change Hitler's invasion of Poland prompted declaration of war. Resistance to surrender at Dunkirk and the Battle of Britain and Blitz prevented invasion.Food shortages cause rationing. Evacuation caused separation of families. Bath bombed in retaliation in the “ Baedeker raids” caused 417 deaths and damage to historic buildings</p> <p>Settlements: The industrial revolution led people to move from the country to towns and cities (refer back to Victorians Y2)</p> <p>Beliefs</p> <p>Poverty was the fault of the poor. Some considered Africans as heathens. Hitler's belief in the superiority of the Aryan race and wish for an empire caused WW2</p> <p>Society Georgian period one of extremes of wealth and poverty. Traders profited from the slave trade, abolished eventually. Charitable institutions set up to help poor. Wealth of middle classes grew, resorts like Bath popular for leisure.</p> <p>Mass evacuation of children in WW2 highlighted social issues of</p>

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		<p>Eyewitness written accounts tell us about the fire of London</p> <p>Propaganda posters show us attitudes to the war</p> <p>First hand (primary) written sources tell us about Nightingale, Seacole and Brunel. Photographs and portraits show us what they looked like,</p> <p>Victorian artefacts tell us what schools, factories and mines were like</p> <p>Society</p> <p>As a result of the fire of London, a huge refugee and homelessness crisis developed. There was a national fundraising scheme set up to help them</p> <p>Women took on new roles during WW1, working on farms and munitions factories</p> <p>Middle class Victorian women like Nightingale were not expected to work. Many Jamaican women were slaves, black people faced discrimination.</p> <p>Most people lived in poverty in Victorian times Children worked in mines and factories, some as young as five years old. However, changes were made restricting the age of child labour and allowing all children to go to school by 1880. Towns like Radstock grew because of coal mining and railways were built to transport coal.</p>	<p>During the Iron Age, people lived in tribes and they were often at war with each other. Egyptian society was a pyramid structure, with pharaohs at the top.</p> <p>Power</p> <p>Pharaohs were absolute rulers with unquestioned powers. A strict social order with nobles, priests and tax collectors to help govern</p> <p>Beliefs</p> <p>The pyramids were tombs and monuments to the cult of death and afterlife.</p> <p>Barrows and burial mounds also became increasingly prevalent in the Bronze Age.</p> <p>Evidence</p> <p>from Stone Age and Bronze Age life is in the form of sites, objects such as grave goods and weapons Hieroglyphics help us understand how people lived in Ancient Egypt and their beliefs. The Rosetta Stone helped us to understand them. Tombs contain evidence about beliefs and culture</p> <p>Civilization:</p> <p>Scribes recorded history using hieroglyphics Doctors learned about the human body Ancient Egyptians developed a 365 day calendar, and a system of government .</p> <p>Legacy</p> <p>Irrigation, religion with belief in the afterlife, religion and</p>	<p>The small tribes of Ancient Greece formed separate kingdoms or city states. Wars between city states weakened their power. Alexander the Great built an empire including Greece, and Egypt. After his death, the empire faltered and was conquered by Rome. The concept of democracy “rule of the people” was born in Ancient Greece. The general assembly open to all male citizens over 18.</p> <p>Rome was a republic, ruled by the Senate, a group of senators important families. After invasion of Britain , it took time for Romans to establish control due to the British tribes’ resistance . Tribes of Wales proved difficult to defeat by Romans. Boudicca led the Iceni tribe to rebellion in AD60 The superior battle discipline of the Roman army won out. Rebellions continued in the north, prompting the building of Hadrian’s wall. British nobles were eventually trained to rule their tribes in the Roman way. The building of roads helped to quash rebellions quickly</p> <p>Settlements : Towns appeared for the first time in Roman Britain, although most lived in the city. Towns had forum, viaducts, baths and straight roads.</p> <p>Beliefs</p> <p>The Ancient Greeks and Romans believed that all the gods of earth and sky. They thought had human strengths and weaknesses and each responsible for different things.</p>	<p>Saxon Kings were aided by Thaners, who took charge of villages. Most people worked for the Thane who in return protected them from invaders. Extensive laws helped Thaners to control villages, and each had a court system.</p> <p>At the time of the Magna Carta, society was feudal . Barons and knights were rewarded with land by kings and paid taxes. The structure of society resulted in the formation of the House of Commons and House of Lords</p> <p>At the time of Henry 8th reign, male heirs had superior rights to female. Women were not considered worthy leaders</p> <p>At the top of the Mayan society was the king and royal family who were believed to be closely linked to the gods. An educated elite of scribes, priests and nobles formed the ruling class.</p> <p>Mayan society was formed by a number of city states each with their own ruler.</p> <p>The Mayans were excellent mathematicians and astronomers.They used this expertise to make calendars.</p> <p>Evidence and artefacts</p> <p>Place names provide lasting evidence of Saxon settlement. The treasures of the Sutton Hoo provide insight into Saxon society, as well as the “ Anglo Saxon Chronicle”</p> <p>Beliefs:</p> <p>Christianity spread widely during Saxon rule, monasteries were established by missionaries from Rome When they first arrived, most Vikings followed pagan religions, but soon converted to Christianity as they became settled in England.</p>	<p>poverty. Every civilian was affected by war for the first time. Women worked in factories and on the land. Rationing for all citizens. Civilian population used air raid shelters, observed blackouts .All were expected to contribute to the war effort.</p> <p>Affluence grew in Georgian era and consequently travel and leisure. Novels, dancing theatre were popular. Clubs and societies became popular.</p> <p>Power</p> <p>Sir Robert Walpole- Britain’s first prime minister Only men with land were able to vote. Wealth and influence grew with empire</p> <p>Hilter’s wish to expand the German Reich resulted in the annexation of Czechoslovakia and Poland and invasion of Europe and Russia. The British empire resisted and was supported by the US. After WW”, the British empire disbanded.</p> <p>Evidence:</p> <p>Novels from the Georgian era, written records, Hogarth illustrations.</p> <p>Government propaganda from WW2, letters, diaries, films and radio clips. Conflicting accounts of the impact of evacuation</p> <p>Legacy</p> <p>Modern mass-production from the industrial revolution. Georgian neoclassical architecture, novels, tourist industry in Bath.</p>
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<p>POP tasks</p>	<p>What do fossils tell us about the past?</p> <p>Timeline of their family and toys they played with</p>	<p>Which of the Victorians we have studied left the greatest legacy and why?</p> <p>Why do we remember World War 1?</p> <p>Why did the fire of London spread so quickly? How and why did life change after the fire?</p>	<p>When was it better to live, in the Stone Age, Bronze or Iron Age, and why?"</p> <p>Which age was the most significant?</p> <p>What can the contents of the tomb of Tutankhamun tell us about Egyptian beliefs?</p>	<p>Why are the accounts of Boudicca's actions different? What did she achieve and what do you believe?</p> <p>What was the most important legacy of Ancient Greece and why?</p>	<p>Write to explain whether the Vikings were raiders or settlers in Britain. Explain changes over time.</p> <p>How has the power of the monarchy changed over time? What was the most significant change?</p> <p>Maya are a Stone Age society – how similar and how different are they to Stone Age Britain</p>	<p>How did the Georgians change Bath and Bristol? What is their legacy today in our area?</p> <p>What was it like to be an evacuee/ child in WW2 Britain? How do we know, what sources help us to know?</p>

History Curriculum Progression