

Shoscombe Church School: History Curriculum Progression



Purpose of our History Curriculum:

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. Where possible within a 2-year rolling cycle of learning, children are taught history units in chronological order. We recognise that this is not always possible and therefore expect every child to develop a sense of chronology within each unit of learning. This is reinforced with a class timeline that is frequently updated and added to as children learn new information about the past.

Our curriculum 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 unit 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. We intend that children at Shoscombe develop a very strong sense of self and place and links are made in all units to ensure this is developed. We work closely with the local historical society of Shoscombe and English Heritage.

We have chosen 'big ideas' or 'threshold concepts' that run throughout our history curriculum. These help children to develop conceptual understanding over time and to link old learning to new learning. These concepts are:

Threshold Concepts:

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

Shoscombe Church School: History Curriculum Progression

Cycle A (2019-2020)		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Theme		Our Local History	Light Up!	A Night at the Museum	Mad Hatter!	Natural World	Location, location
Whole School Core Values		Creativity and Wonder	Respect	Aspiration	Joy	Empathy	Resilience
Key Events		Heritage Project Launch Harvest Festival School without walls Literature festival Sponsored walk Erasmus staff to UK Core Values Week	Whole school: Remembrance unit Christingle, Diwali, St Lucia, Christmas - nativity (Oak & Chestnut), carols for community (Beech & Sycamore) Y5/6 sleepover	London museum trip Y5/6 Speak Out No forest school this term Pancake races	Spring music concert World Book Day British science week Easter bonnets, egg hunt/walk Dance Umbrella Erasmus to Ireland	Make elderflower cordial (Shoscombe) SATS Erasmus to Barcelona	Phonics Art & Creativity Week Egg theatre (Y5/6) Y3/4 Poetry Salam Y6 Camp Pilgrim Day Sports Day Schools without walls
Year ½ Breadth of Study	History / Geography	Memory Box Significant people and places in our locality - mining	Seasonal and daily weather patterns / Hot and Cold areas of the world	Significant Victorians - Brunel		Simple map and basic fieldwork	Continents and Oceans
Year ¾ Breadth of Study	History / Geography	Romans	Compare and contrast Italy and Bath	Ancient Egyptians	Compare two European regions	Environmental regions - Antarctica	School Without Walls
Year ⅘ Breadth of Study	History / Geography	Local History study – The Georgians in Bath and Bristol	The UK – compare and contrast 2 UK towns	Anglo Saxons and Vikings		Global Trade and Fair Trade	Rainforest / Brazil

Cycle B (2020-2021)		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Theme		Our Local History	Around the World in 80 Days	A Night at the Museum	?	Blue Planet	Location, Location
Whole School Core Values		Creativity and Wonder	Respect	Aspiration	Joy	Empathy	Resilience
Key Events		Harvest Festival School without walls Literature festival Sponsored walk Core Values Week Hosting Erasmus	Whole school: Remembrance unit Egg Theatre (Y3/4), Christingle, Diwali, St Lucia, Christmas Y5/6 sleepover	London museum Y5/6 Speak Out No forest school this term Pancake races	Spring music concert World Book Day British science week Egg Rolling, egg hunt/walk Dance Umbrella	Make jam (allotment) SATS	Art & Creativity Week Egg theatre (Y5/6) Y3/4 Poetry Salam Y6 Camp Pilgrim Day Sports Day
Year ½ Breadth of Study	History / Geography	Memory Box Dinosaurs and Mary Anning	Local area and Hong Kong	The Great Fire of London		Local area and Australia	Our United Kingdom
Year ¾ Breadth of Study	History / Geography	Stone Age to Iron Age	In depth study - USA	Ancient Greeks		Rivers and Waterfalls around the world	Where in the world..? (maps)
Year ⅘ Breadth of Study	History / Geography	Bath Blitz: World War II	Kenya – A Changing Country	Monarchy	Mayan Civilisation	Mountains and Water Cycle	Volcanoes and Earthquakes

Shoscombe Church School: History Curriculum Progression

	KS1	KS2	
	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
National Curriculum	<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 are taught about:</p> <ol style="list-style-type: none"> 1. Changes within living memory. 2. Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] WWI and remembrance 3. 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. 4. Significant historical events, people and places in their own locality – Radstock mining 	<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> <p>Pupils are taught about:</p> <ol style="list-style-type: none"> 1. Changes in Britain from the Stone Age to the Iron Age Examples 2. The Roman Empire and its impact on Britain. 3. Britain’s settlement by Anglo-Saxons and Scots 4. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 5. A local history study – a study over time tracing how several aspects of national history are reflected in the locality - Georgian Bath and Bristol. 6. A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – WWII children 7. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study - Ancient Egypt 8. Ancient Greece – a study of Greek life and achievements and their influence on the western world 9. A non-European society that provides contrasts with British history –Mayan civilization c. AD 900; 	

Shoscombe Church School: History Curriculum Progression

<p>Knowledge and Understanding</p>	<p>Place events and artefacts in order on a timeline. Label with <i>past, present, older and newer.</i></p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the <i>earliest times</i> to the <i>present day</i></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>Learn events beyond living memory that are significant nationally or globally [events commemorated through festivals or anniversaries]</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been <i>influenced</i> by the wider world</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</p> <p>Knowledge of Neolithic <i>hunter-gatherers</i> and early farmers, for example, Skara Brae• Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill <i>forts: tribal kingdoms</i>, farming, art and culture,</p>	<p>Roman Empire and its impact on Britain including: Julius Caesar’s attempted <i>invasion</i> in 55-54 BC 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 <i>‘Romanisation’</i> of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p>	<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 <i>terms such as social, political, religious, technological and cultural.</i>)</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, <i>settlements and kingdoms:</i> place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld</p> <p>Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</p>	<p>A significant turning point in British history, World War 2 and its impact on civilian populations in European countries -</p> <p>Use dates and terms accurately in describing events.</p> <p>Understand the concept of change and continuity over time, representing them with evidence on a timeline.</p> <p>Understand historical concepts such as <i>Cause and Change, Cause and Change, similarity, difference and significance</i>, and use them to make connections, draw contrasts, analyse trends,</p> <p>Understanding the connections between local, regional, national and international history; between <i>cultural, economic, military, political, religious and social history</i>; and between short- and long-term timescales. Georgian trade, social conditions, beliefs, leisure, crime, culture, and how they impacted the local area.</p>
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Shoscombe Church School: History Curriculum Progression

<p>Investigating and interpreting evidence</p> <p>Communicating historically-bringing history to writing</p>	<p>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</p> <p>Identify some different ways in which the past has been represented, use pictures and artefacts to draw conclusions</p> <p>Use local sites as sources of evidence about peoples' lives in the past- Radstock Pit</p> <p>Write about the changes that have happened since they were born</p>	<p>Use primary and secondary sources to offer suggestions on the main causes and consequences of events- Fire of London</p> <p>Communicating historically, how did the fire spread so quickly? Who was to blame? How did it change London?</p> <p>Communicating- letter, diary entry and news report after the fire</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>Suggest causes and consequences of some of the main events and changes in history</p> <p>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?</p> <p>Communication- compare Iron Age and Ancient Egyptian civilisations</p> <p>Communication: - Letter from a pharaoh about the building of the pyramids</p> <p>Explanation of the burial process</p> <p>Report from the discovery of Tutankhamun's tomb</p>	<p>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</p> <p>Communication- reports of Boudicca's revolt from Celtic and Roman perspectives</p> <p>Letter from a slave/ Viking peasant - a day in the life</p> <p>Report to Caesar on the invasion and settlement</p> <p>Advertisement for the Aqua Sulis</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>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices-</p> <p>Select and justify a choice of sources to best explain the Mayan civilisation and culture</p> <p>Tour guide for an Ancient Mayan historical site making appropriate use of dates and terms</p> <p>News report on signing Magna Carta</p> <p>Explanation of the impact of Magna Carta</p> <p>Letter to Henry V111 persuading him to break with Rome</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>Use sources of evidence to deduce information about the past, maps. Diaries, newsreels, fiction and nonfiction accounts</p> <p>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.</p> <p>Communicating historically- when was the most dangerous time to live in Britain? Was the Blitz more or less dangerous?</p> <p>Letters from evacuees, news reports and diaries from Blitz</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>
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Shoscombe Church School: History Curriculum Progression

<p>Conceptual Vocabulary</p>	<p><i>A long time ago, centuries, when my parents were young, years, history, prehistory represent , recent, year decade</i></p>	<p><i>A long time ago, recently, years, decades, centuries, era Victorians, Stuarts, centuries,</i> <i>BCE/ CE BC/AD</i> <i>Nation, civilisation, monarchy</i> <i>Stuarts, monarchy, Kingdom, source, witness, eyewitness, primary, secondary source , cause consequence</i> <i>significant, influenced, timeline, chronology, engineer, achievement, transport, architecture</i></p>	<p><i>History and prehistory, Neolithic, Palaeolithic, Mesolithic, tribe, achievements, trade, hunter gatherer, nomadic, permanent homes, settlement, fort, permanent home, source, evidence, archaeologist, tribe, community, primary source ,secondary source, technology, artefact , belief</i> <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> <i>Primary source/ secondary source, reliability</i> <i>BCE/AD expansion and dissolution of empire</i> <i>philosophy, drama democracy, theatre</i></p>	<p><i>Monarch/ Monarchy Changing power absolute, constitutional, democracy, primogeniture, parliament, republic, monarchy, hereditary</i> <i>social, political, religious, technological and cultural.</i> <i>expansion and dissolution of empire hypothesis reliability ancient</i> <i>Civilisation, trade legacy, gods, sacred</i></p>	<p><i>Invasion, empire, resistance, democracy, fascism, dictatorship, civilian population, propaganda</i> <i>Cause and Change, Cause and Change, similarity, difference and significance social changes Cause, consequence</i> <i>expansion and dissolution of empire, slavery, trade,</i></p>
<p>Threshold Concepts and component knowledge</p>	<p>Main events and where they fit Extinction of dinosaurs- 66 million years ago, evolution of first humans 200,000 years ago. Causes and change Dinosaurs are extinct Time is sequential there are specific periods of time, including years, decades, centuries and generations. Legacy</p>	<p>Main events and where they fit Fire of London, shortly after the great plague and before the Victorian era Brunel, Nightingale, Seacole, all famous during the Victorian era (link to Mary Anning) Victorian era saw developments in transport and industry WW1 took place after the Victorian era. It is now beyond living</p>	<p>Main events and where they fit 4,500-3,500 BCE: Stone Age (Neolithic) period begins 2950 BC – 2575 BCE- Early Dynastic period in Egypt 2,500 BC- Bronze Age 700-500 BC – Iron Age 30 BCE - Egypt becomes a province of the Roman Empire</p>	<p>Main events and where they fit 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 Iceni revolt led by Boudicca 312 CE- Constantine makes Christianity legal</p>	<p>Main events and where they fit 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 Cause and Change:</p>	<p>Main events and where they fit 1714-1830- Georgian Period 1789-French revolution. 1805-Battle of Waterloo 1939- Britain declares war 1940- Blitz 1942- Raids on Bath 1945- War ends 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.</p>

Shoscombe Church School: History Curriculum Progression

<p>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>memory</p> <p>Cause and Change: 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>Legacy Florence Nightingale revolutionised nursing established the first professional training school for nurses</p> <p>Despite discrimination, Mary Seacole delivered significant medical support to the army.</p> <p>Evidence of what Brunel achieved is still in use today. His</p>	<p>43 AD – Romans invade Britain</p> <p>Settlement 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>c. 480 – 550 CE Arrival of Anglo-Saxons</p> <p>Cause and Change: 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 The small tribes of Ancient Greece formed separate kingdoms or city</p>	<p>Many of the Anglo-Saxon settlers came to Britain seeking land to farm. Communities then gradually developed into larger kingdoms. After King Alfred's 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, and 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</p>	<p>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</p> <p>Beliefs 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 poverty. Every civilian was</p>
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Shoscombe Church School: History Curriculum Progression

		<p>achievements changed transport and the landscape forever.</p> <p>Evidence and artefacts</p> <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>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>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</p>	<p>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.</p> <p>Boudicca led the Iceni tribe to rebellion in AD60</p> <p>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>constitutional</p> <p>Society</p> <p>Saxon Kings were aided by Thanes, who took charge of villages. Most people worked for the Thane who in return protected them from invaders. Extensive laws helped Thanes 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 were the king and royal family who were believed to be closely linked to the gods. 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>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</p> <p>Only men with land were able to vote. Wealth and influence grew with empire</p> <p>Hitler’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</p>
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Shoscombe Church School: History Curriculum Progression

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Shoscombe Church School: History Curriculum Progression

				<p>democratic form of government also forms the lasting legacy of the Ancient Greeks.</p> <p>Legacy of the Romans in Britain Roads, language, towns, place names</p> <p>Evidence Evidence in buildings and place names, objects statues, early writing.</p>	<p>Vikings. Christianity, churches and monasteries were widely established by the Saxons. The Vikings also were responsible for the world's oldest parliament. The Magna Carta was a step towards establishing democracy. Reformation established England's own church. The Civil War led to greater power to parliament and eventual move to a constitutional monarchy.</p>	
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Shoscombe Church School: History Curriculum Progression

<p>End Goals- Milestones</p>	<p><u>Year 1 and 2</u> <u>Chronology:</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. <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. <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>Year 3 and 4</u> <u>Chronology:</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 <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 <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>Year 5 and 6</u> <u>Chronology:</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. <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. <u>Communication:</u> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. Use original ways to present information and ideas</p>
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Shoscombe Church School: History Curriculum Progression

Proof of Progress (POP tasks)

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.

Within and often towards the end of a unit of learning, teachers will select a high quality task that will enable all pupils to demonstrate what they have learned in the unit. This task will be inclusive and not be solely dependent on a pupils' ability to read or write. These are called POP tasks. It is expected that over time, how well a pupil approaches these POP tasks will evidence for the teacher the depth of a pupils' knowledge and understanding in history. This evidence will be found in pupils' books.

Impact

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