

History Curriculum Progression
Shoscombe Primary School

Purpose and Aims of our History Curriculum:

Marcus Garvey:

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

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 history society of Shoscombe, Stephen Clews from the Roman Baths and are participating in the Heritage schools project.

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. These concepts are:

- *Events this refers to main events and how they fit chronologically both within the topic and across the History curriculum*
- *Society - this refers to what it was like to live during this time, how society was*
- *Power - this refers to how society was structured and who had the power to make decisions for the society*
- Evidence and Artefacts
- Beliefs
- Legacy
- Cause and Change

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

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National Curriculum Breadth of Study in History

	KS1		KS2	
	Year 1 / Year 2		Year 3 / Year 4	Year 5 / Year 6
Skills / Disciplines	<p>Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		<p>Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	
Knowledge	<p>Pupils are taught about:</p> <ol style="list-style-type: none"> 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 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; 	
Threshold Concepts	<p>Events Legacy Society Power Beliefs Evidence and artefact Cause and Consequence</p>			

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

Cycle A 2021 - 2022	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Theme	Our Local History Who were my ancestors and Where do we live?	Celebrating Difference	Make a Mark		Natural World What makes the world wonderful and how can I care?	Location, location
EYFS Theme	Houses and Homes	Light and Dark inc space	Fantasy and Adventure	Transport and Journeys	Places in our community/world	Places - animals
Whole School Core Values	Creativity and Wonder	Respect	Aspiration	Joy	Empathy	Resilience
Fundamental British Values	Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith		Democracy and The rule of law		Individual liberty	

EYFS Breadth of Study	Festivals and celebrations	Settling in Harvest	Bonfire night Remembrance day Diwali Christmas Anti-bullying week	Chinese New Year	Mother's Day Easter	Father's Day	Summer solstice Eid Transition to next class
Year 1& 2 Breadth of Study	History	Significant people and places in our locality - mining		Significant Victorians - Brunel	Significant individuals; British queens (Elizabeth I and Queen Victoria)		
Year 3&4 Breadth of Study	History	Romans		Ancient Egyptians			
Year 5&6 Breadth of Study	History	Local History study – The Georgians in Bath and Bristol		Anglo Saxons and Vikings			

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Cycle B 2022 - 2023	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Theme	Our Local History	3 Corners of the world	Leaders/ Power Who makes history?		Blue Planet	Our amazing world?
EYFS Theme	Houses and Homes	Light and Dark inc space	Fantasy and Adventure	Transport and Journeys	Places in our community/world	Places - animals
Whole School Core Values	Creativity and Wonder	Respect	Aspiration	Joy	Empathy	Resilience

Cycle B 2022 - 2023 History and Geography

EYFS Breadth of Study	Festivals and celebrations	Settling in Harvest	Bonfire night Remembrance day Diwali Christmas Anti-bullying week	Chinese New Year	Mother's Day Easter	Father's Day	Summer solstice Eid Transition to next class
Year 1& 2 Breadth of Study	History	Dinosaurs and Mary Anning		The Great Fire of London			
Year 3&4 Breadth of Study	History	Stone Age		Ancient Greeks			
Year 5&6 Breadth of Study	History	Bath Blitz: World War II		Mayan Civilisation			

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Links to drivers

	<i>EYFS- N & R</i>	<i>KS1 1 - Year 1 and Year 2</i>			<i>LKS2 - Year 3 and Year 4</i>		<i>UKS2 - Year 5 and Year 6</i>	
Cycle A unit title	Houses and homes settling in	Local History, Village, Railway and Mining	Significant Victorians Brunel	Significant individuals - British Queens	The Romans	The Egyptians	The Georgians in Bath and Bristol	The Anglo Saxons and Vikings
Links to our whole school themes Cycle A	Shoscombe village walk Our school history and the history of our families	Visit Radstock museum Michael Gorley visit from Heritage England	Who made a difference in our local area and what is their legacy today? Brunel and local landmarks	Impact of monarchy on local changes memories of Queen's coronation locally jubilee	Stephen Clews visit- local area/ Shoscombe/ Wellow villa Roman Baths Local Roman history linking to European history	British Museum visit (London)/ Bristol Museum Who made a difference in these ancient civilisations and what is their legacy today?	No 1 Royal Crescent visit John Wesley New rooms visit Bristol walking tour How our local area/cities has been marked and influenced by the past	Legacy of the change to christianity from Paganism. Local historians to visit class for lesson
Cycle B unit title	Houses and Homes Settling in	Mary Anning Dinosaurs s	The Great Fire of London		The Stone Age to the Iron Age	The Ancient Greeks	The Bath Blitz: World War II	The Mayan Civilisation
Links to our whole school themes Cycle B	Shoscombe village walk Our school history and the history of our families	Radstock Writnglington fossil hunt	SS Great Britain trip / Suspension Bridge as living historical sources		Local stone age history linking to European history	Greek Myths - links to quality texts.	How our local area/cities has been marked and influenced by the past (WW2 ear)	Range of evidence in museums, living museums / sites Using portraits as a source of evidence

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Summary of key knowledge and vocabulary that we teach through our concepts within each phase

		<i>T1</i>	<i>T3</i>	<i>T4</i>	<i>T1</i>	<i>T3</i>	<i>T4</i>	<i>T1</i>	<i>T3</i>	<i>T4</i>
	EYFS- N & R	KS1 1 - Year 1 and Year 2			LKS2 - Year 3 and Year 4			UKS2 - Year 5 and Year 6		
Cycle A	Houses and homes settling in	Local History, Village, Railway and Mining	Significant Victorians Brunel	British Queens	The Romans	The Egyptians		The Georgians in Bath and Bristol	The Anglo Saxons and Vikings	
Main events and where they fit in	Children in EYFS will recognise some environments that are different from the one in which they live. They will compare and contrast characters from stories, including figures from the past. They will comment on images of familiar situations in the past. They will talk about members of their immediate family and their community and name and describe people who are familiar to them.	Timeline of significant events and people in our lives. 1866: Shoscombe school built. What is the same/different about the school? 1876: Train crash	Timeline showing prehistoric era up to present day 'Zoom in' on timeline for *Victorian Era showing where these key people and events featured *local mining developments and events <u>Local History - Bristol and Brunel</u> Victorian period, over a century ago. Before WW1 and WW2, after the great fire of London. Brunel was born over 2 centuries ago in 1806. In his lifetime Victoria was Queen and so he is known as a Victorian. 1841 - GWR route from London to Bristol opened. 1845 S.S. Great Britain went on it's first	Label timelines with words or phrases such as: past, present, older and newer. -Recount changes that have occurred in one's own life. 1558 - 1603 Queen Elizabeth I was queen (Tudor) <i>She reigned for 45 years.</i> 1837 - 1901 Queen Victoria was queen (Victorian) <i>She reigned for 64 years.</i>	Timeline showing prehistoric era up to present day 'Zoom in' on timeline for Romans. 202 BCE- Rome conquers territories outside Italy 130 BCE- Rome conquers Greece and Spain 55 BCE- Julius Caesar's invasion 54 BCE- Julius Caesar's invasion- again 43 CE- The Roman army lands in England 60 CE- The Roman Baths are built	Timeline showing prehistoric era up to present day 'Zoom in' on timeline for Egyptians. 7500 BCE- The first settlers arrived in the Nile Valley 3200 BCE- Hieroglyphs are used to keep trade records 3200BCE Egypt entered the Bronze Age 2640 BCE- The first pyramid is built 2555 BCE- The Giza pyramids are built for the kings, Kufu, Kharfe and Menkaure 2520 BCE- The Great Sphnix is built 2500BCE Britain entered the Bronze Age 2200 BCE- First ploughs are attached to oxen 1800BCE Egyptians adapt hieroglyphs to stand for sounds 1539 BCE- Valley of the kings starts and pharaohs are buried with their treasure 1332 BCE- The 10 year rule of Tutankhamun begins 1250BCE Egypt traded for tin (to make bronze) around the world 800BCE Britain entered the Iron Age 332BCE The Ancient Greeks took control of Egypt 51 BCE- Cleopatra's reign begins, the Egyptian civilisation ends 30BCE The Romans took control of	Link to wider world ; Slave Trade 1700- 1850 Start of the industrial revolution. Change from village to city life	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 516 CE Battle of Mount Badon 570 CE Heptarchy* emerges in England 597 CE St Augustine brings Christianity to England from Rome 600 CE First Law Code written in English in Aethelbert's kingdom in Kent 613 CE Northumbrian kings rule over most of England 664 CE Synod of Whitby held 731 CE Bede completes ecclesiastical history 757 CE Offa becomes king of Mercia and arguably first king of all England 789 CE First recorded Viking attack (Dorset) 793 CE Viking attack on Lindisfarne 886 Treaty of Alfred and Guthrum was formalised, defining the boundaries of their kingdoms, peaceful relations between the English and the Vikings. (Danelaw)		

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	Children are introduced to a timeline for the first time. This is focused on their own history and they will place important events in their own lives e.g. taking first steps, first day at school		voyage. 1864: 50 years after Brunel's death, the Clifton Suspension Bridge was opened.		<p>61 CE - Bouddica rebels against the Britains</p> <p>100 CE- Most of the 8,000 miles of Roman roads in Britain are completed, including the Fosseway.</p> <p>122 CE - Construction of Hadrian's wall</p> <p>200 CE - Rome is attacked by Barbarians</p> <p>235 CE- Wellow Villa was discovered</p> <p>410 CE - Roman rule in Britain ends</p> <p>445 CE- The Roman Empire collapses</p>	Egypt 43CE The Romans invaded Britain		
Society	Children in EYFS will recognise some environments that are different from the one in which they live. They will compare and contrast characters from stories,	<p>What jobs did people do in the village? We look at what children did at the time- who was able to go to school?</p> <p>How big was the village? Look at old maps - what has changed? Where were more houses built?</p>	<u>Local History - Bristol and Brunel</u> Industrial revolution meaning more people living in cities like Bristol. Cities grew. People could travel further to work because of quicker transport.	Queen Elizabeth I: Most of the population lived outside of cities in rural locations. Travel time was a lot longer so it was less common for people to travel between towns and cities. Women in wealthy households did	Trip to Roman Baths Roman Life - Society, Culture.	<u>Ancient Egypt</u> Egypt began as a fertile strip of land along the river Nile. Settlements grew as trade developed. The major cities in the country developed as ports over time. Skilled craftsmen and traders lived in the cities. Egyptian society was a pyramid structure, with pharaohs at the top. Other jobs supported the pharaoh. Egyptians kept slaves who had no freedom. Scribes recorded Ancient Egypt's history using pictures to represent ideas and sounds These were called hieroglyphics and enabled	<u>Local history - Georgian Bath and Bristol</u> Georgian period is one of extremes of wealth and poverty. Traders profited from the triangular slave trade, abolished eventually. Charitable institutions set up to help the poor.	How did they live? Are their homes different from Romans ones? What were the key jobs?

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	<p>including figures from the past. They will comment on images of familiar situations in the past. They will talk about members of their immediate family and their community and name and describe people who are familiar to them.</p>			<p>not work and were expected to look after the family. Poorer women might have needed to work to support their family alongside raising children.</p>		<p>Egyptians to develop literature containing history, mythology, information and scientific writing. Doctors learned about the human body from mummy-makers. They set bones and made medicines. Ancient Egyptians developed a 365 day calendar, organised their society in a strict hierarchy, including a system of government.</p>	<p>Wealth of the middle classes grew and new middle class jobs were created. Resorts like Bath became popular for leisure. Affluence grew in Georgian era and consequently travel and leisure. Novels, dancing theatre were popular. Highwaymen were folk heroes as the gap between rich and poor widened. The wealthy enjoyed long seasons of travel and leisure and a growing middle class enjoyed leisure activities. People formed a great range of clubs and societies, public dancing, theatre and travel. The "Grand Tour" of Italy became popular and influenced architecture. Spa towns such as Bath became extremely popular and a place to be seen. Richard 'Beau' Nash became master of ceremony in Bath, introducing rules of behaviour and a dress code. Bath became a</p>	
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							marriage market as a result. Novels are said to have been 'invented' in the 19th century Jane Austen made the novel popular. Her satirical, romantic tales of young women finding true love in a superficial world are still renowned today and make her Bath's most famous resident. Exploration and innovation were booming, in Bath William Hershel discovered the planet of Uranus in 1781.	
Evidence and artefacts	Children will comment on images and objects of familiar situations in the past	<p>We learn about the past through evidence found around the village such as the old railway line. We compare old and new buildings and examine old maps and village and old school records.</p> <p>We visit the Radstock mining museum and have a visit from Michael Gorley from Heritage England where we explore and compare the old maps of the village. Which buildings are still</p>	<p>Clifton Suspension Bridge Trip to the SS Great Britain. Images of the plans made for the Suspension bridge (competition entrants). Newspaper articles of S.S. Great Britain/Suspension Bridge/GWR/Obituary emphasising significance of Brunel and his engineering work to the city of Bristol. Going to the S.S. Great Britain, seeing artefacts in the</p>	<p>Elizabeth 1: Coronation portraits and written evidence. Houses: Tudor homes that are still evident today- what are the features? Compare the lives of people today to Tudor times. Food: The Tudor people ate a lot of fresh food because there was no way of storing food to be eaten later. Queen Victoria: Coronation; no photographic evidence but portraits. Photos were invented in</p>	<p>What would a Roman army shield look like?- hook lesson.</p> <p>Visit from Stephen Clews - curator of Roman Baths.- re techniques in excavation Wellow Villa.</p> <p>What was the form of a Roman Villa- What would we have seen out of the window of the Villa?- Label a photograph of the Villa. How could you replicate the</p>	<p>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 the tomb.</p>	<p>Use of diary and boat layout drawing for impact of slave trade</p> <p>Visit to No1 Royal Crescent looked at artefacts in a Georgian home. Understand the reason behind the clothes of the time.</p> <p>New rooms - Rise of those seeking an end to slave trade</p>	<p>Lesson from local historian</p> <p>Place names provide lasting evidence of the Sutton Hoo provide insight into Saxon society.</p>

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		there? What has changed?	museum (scavenger hunt).	1826 so we have pictures of her. Houses: Made from brick with proper drainage systems . Food: Invention of railway meant more food could be transported. Still ate veg and some meat.	mosaic?- Roman Bath trip. Compare and contrast architecture in history- Roman and Iron Age Houses.			
Legacy	<i>See EYFS Progression documents</i>	<p>We examine old photographs of the village and go for a walk around the village to identify change of use of buildings e.g. old post office, chapels.</p> <p>We observe where the old railway track is and how it is now a cycle path. What evidence is there left to show there was a railway line? (e.g. bridge).</p> <p>We look at old Village records and look for surnames which are still in the village/ at school today.</p> <p>We look at evidence of Orchards around the village - house names, street names.</p>	<p>Local mining industry shaped our village and surrounding towns</p> <p>Mary Anning's work is still relevant today and on display in London's museum</p> <p>Brunel's inventions were pioneering and many are still in use / visible still today</p> <p>The fire of London influenced town planning in London and major cities</p>	<p>Elizabeth I: Queen Elizabeth I established the Church of England which united Catholics and Protestants. She also created one common prayer book.</p> <p>Queen Victoria: During Queen Victoria's reign, Britain started ruling over more and more other countries (the British Empire grew substantially) and that made Britain the most powerful country in the world. There were also more inventions; links to Crystal Palace.</p>	<p>What impact did the Romans have on Britain today?</p> <p>Buildings and architecture/ Baths/ Roads/ Arts and Crafts/ Law and Order/ Calendar/ Towns/ Technology and Infrastructure.</p> <p>An understanding that at the end of the Roman period we stepped back into the dark ages.</p>	<p>Irrigation: the ancient Egyptians were the first farmers to produce surplus crops, due to their system to irrigate using the River Nile.</p> <p>Calendar: they developed the 365 day calendar.</p> <p>Religion: they had one of the first religions with a belief in the afterlife.</p> <p>Writing: they made paper and invented some of the earliest forms of writing.</p>	<p>Walking tour of Bristol ; Fry's chocolate factory, names of roads, Edward Coulston statue, Pero's bridge, Queens Square. All linked to Slave trade.</p> <p>Link to the changing name of some of Bristol's key places - Colston Hall, Black Boy pub.</p>	<p>Anglo-Saxon rule came to an end with the Norman Conquest of 1066, but the Saxons left their legacy on England. This includes the language, culture, and politics of the land. Many of the shires established by the Saxons are still used as boundaries today.</p>

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<p>Cause and consequence</p>		<p><u>Local History - Bristol and Brunel</u> Railways and Canals developed locally and many were still being used in living memory. Villages like Shoscombe group up along the railways and many of the people of Shoscombe 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><u>Significant victorians Brunel</u> 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><u>Significant people (comparing aspects of life in different periods)</u> Queen Elizabeth II and significant changes during her reign, her Jubilee and her funeral. Queen Elizabeth I: The world was explored by people like Sir Francis Drake who was the first person to go around the Earth. Shakespeare was a famous playwright that Elizabeth I went to see. Victoria: New inventions from the Victorian era changed industry and travel. Link back to Brunel, trains, industrial revolution. New ideas about charity, children, education eventually led to children being able to go to school resulting in a more literate population.</p>	<p><u>Romans</u> Romans invaded Britain to expand their empire and for natural resources. Boudicca's revolt was caused by Roman demands for her land and ill treatment. Her defeat made Roman rule stronger. The second invasion of Britain had a number of causes: to expand the empire, for natural resources, to control Celtic rebellions, for the emperor to impress his people and keep the loyalty of the army. Boudicca's revolt was caused by Roman demands for her land and their ill treatment of her and her daughters. The revolt gained momentum because Suetonius the Roman governor of Britain was in Anglesey fighting the Druids. Roman settlement made Britain more prosperous, Trade increased. By the 3rd century, Britain's economy was</p>	<p>Egypt began as a fertile strip of land along the river Nile, surrounded by desert. Its annual flood Akhet helped farmers to grow varied crops and to trade them. Settlements developed and grew as a result. The major cities in the country developed as ports with a large number of economic transactions and trade with other nations. These ports were Thebes, Memphis and Tanis. 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>Many of the Anglo-Saxon settlers came to Britain seeking land to farm, having previously lived in frequently-flooded areas of northern Europe. The majority of the influx took place after the departure of the Romans, although in many cases Anglo-Saxons did not occupy existing Roman settlements but rather developed their own more rural settlements. In the past it was thought that these were all invasions, but more recent historians suggest that coexistence was agreed, although with Celtic Britons becoming 'lesser' citizens. Originally settling in small communities they gradually developed into larger kingdoms, and by the middle of the 6th Century there were 7 main kingdoms in England, stretching from Northumbria in the north, to Wessex on the south coast. As a result of Alfred's overthrowing of the Vikings in Wessex, Saxons and Vikings coexisted in North and South, an arrangement known as the Danelaw.</p>
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					diverse and well established.		
Power	Children in EYFS will recognise some environments that are different from the one in which they live. They will compare and contrast characters from stories, including figures from the past. They will comment on images of familiar situations in the past. They will talk about members of their immediate family and their community and name and describe people who are familiar to them.	The building blocks for this concepts are taught through the study of the queens and who was the ruler/in charge at the time of significant events	<p>Roman Government and its power- how the Romans impacted on our legal system and government.</p> <p>Law and order- Twelve Tables (We found out that laws and the ways in which we determine what to do with someone who is accused of breaking a law came originally from the Roman Empire)</p> <p>In 449 BCE the Romans decided to agree and publish a set of laws that everyone in Rome should follow. They had these laws put on to 12 bronze tables that were put in the Roman Forum for everyone to see. The Twelve Tables stated the rights and duties of Roman citizens. The Twelve Tables were used to decide all the future laws in the Roman Republic and even laws we have today!</p>	<p>Understanding how Ancient Egyptian life was organised and structured.</p> <p>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 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.</p>	<p>Govt controlled by rich merchants and landowners. Equally the owners of sugar plantations in the W Indies, tobacco and cotton farmers in American wanted workers held the power.</p> <p>The rich refusing to give up power and control despite the rise in abolitionists</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. Anglo Saxons had extensive laws. Crime was almost certainly dealt with in a court called a moot. It would have been overseen by the Thane of the village. Trial was by jury but Thanes influenced the laws. The Saxons had a system called 'weregild' - compensation for injury. If a person killed someone, they paid money to the dead person's relatives. This was to stop long fights or 'blood feuds' between families by making them pay money instead.</p> <p>Saxons established several kingdoms, Northumbria, Mercia, Wessex, Kent and East Anglia. Both Saxons and Vikings had kings who were absolute rulers. Athelstan was the first King to unite English kingdoms in 927. The feudal system established by Saxons continued into the middle ages.</p> <p>King Alfred (the Great) defeated the Vikings in Wessex. England then separated into parts (Danelaw) To help protect his kingdom from Viking attacks, Alfred built forts and walled towns known as 'burhs</p>	

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			<p>Roman Invasion of Great Britain. Boudica's uprising. Queen Boudicca was angry as the Romans went against their promise (land) - she looked for revenge.</p> <p>Roman Army Why was the Roman army so successful? Claudius wanted to invade Britain in 43 CE because he wanted to expand the Roman Empire and prove he was a worthy leader. The emperor wanted to expand or make the empire bigger and use Britain's natural resources for trading. Tin, metal, grain and land. The Roman army was: well trained, well equipped, and well organised The Celtic army was: poorly equipped, chaotic fighting style.</p> <p>How did the army's impact on our army?</p>			
Belief	Children in EYFS will recognise	The building blocks for this concepts are taught through RE and PSHE and British values	Examine Roman gods and Compare to	Ancient Egyptian religion was a system of polytheistic beliefs. They were one of the first civilisations to believe in life	Rise of support for the poor. JOHN Wesley preached	Martin Palmer - local historian to visit school. Christianity spread widely during Saxon rule, monasteries were

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	<p>some environments that are different from the one in which they live. They will compare and contrast characters from stories, including figures from the past. They will comment on images of familiar situations in the past. They will talk about members of their immediate family and their community and name and describe people who are familiar to them.</p>		<p>Greeks gods, many of whom were copied from the Greek gods.</p> <p>The Romans looked for messages from the gods and often took signs like a bad crop or losing a battle as notice that the gods were unhappy. They held public prayers, offerings, including sacrifices & processions, to appease the gods.</p>	<p>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 temples and only saw the statues of the gods on festival days.</p>	<p>a new Christian belief that centred around an equality of power and supporting those less fortunate.</p>	<p>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>
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Cycle B unit title	<i>Houses and Homes Settling in</i>	<i>Mary Anning Dinosaurs</i>	<i>The Great Fire of London</i>	<i>The Stone Age to the Iron Age</i>	<i>The Ancient Greeks</i>	<i>The Bath Blitz: World War II</i>	<i>The Mayan Civilisation</i>
Main events and where they fit in	<p>Children in EYFS will recognise some environments that are different from the one in which they live. They will compare and contrast characters from stories, including figures from the past. They will comment on images of familiar situations in the past. They will talk about members of their immediate family and their community and name and describe people who are familiar to them.</p> <p>Children are introduced to a timeline for the first time. This is focused on their own history and they will place important events</p>	<p><u>Significant people (comparing aspects of life in different periods)</u></p> <p>Mary Anning was born in the seaside town of Lyme Regis, Dorset, UK, in 1799. In 1811, when Mary was 12, they uncovered a strange 5.2-metre-long skeleton! At the time, people believed that any unrecognisable creatures must have travelled from far-off lands, so scientists simply thought it belonged to a crocodile. Eventually, though, they realised it was an ancient species, and it was named Ichthyosaurus – meaning ‘fish lizard’. in 1823</p>	<p><u>Significant event beyond living memory - Fire of London and Remembrance</u></p> <p>Fire of London 1666 , around 350 years ago. Just 1 year after the Great plague which killed one fifth of all Londoners. It took 4 decades for St Paul’s Cathedral to be rebuilt.</p>	<p><u>Stone Age to Iron Age</u></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. The Stone Age is often divided into 3 periods: Palaeolithic (Old Stone Age) 2.5 million years ago to 10,000 BCE Mesolithic (Mid Stone Age) 10,000 BCE to 8,000 BCE Neolithic (New Stone Age) 8,000BCE to 3,000 BCE – farming began at this time. The Palaeolithic era lasted for such a long time that it accounts for 99% of all human history. Stoney Little LongBarrow was built in the Neolithic period, from about 3800 BC onwards. The Bronze Age lasted from 3000 BCE to 1200 BCE The Iron Age in Britain is defined as between 800 BCE and 43CE.</p>	<p><u>Ancient Greece</u></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’ is from 490 BCE. 505 BCE Cleisthenes introduces democracy in Athens 490 BCE Greek/Persian wars led by Xerxes- Battle of Marathon 461 BCE Peloponnesian wars begin between Sparta and Athens (to 446 BCE) 449 BCE Construction of Parthenon begins 431 BCE Second Peloponnesian wars 359 BCE Philip II becomes King of the Greeks 356 BCE Alexander the Great born 356 BCE Alexander the Great defeats Persians at Issus and is given Egypt 323 BCE Alexander the Great dies at Babylon 27 BCE- Conquest of Greece by Roman Empire complete</p>	<p><u>World War Two</u></p> <p>1st September 1939: World War Two Begins 3rd September 1939: Britain And France Declare War On Germany 27th May 1940: Troops are evacuated from the beaches of Dunkirk 10 June 1940: Italy Declares War on Britain and France 21 June 1940: Germany Conquers France 10 July 1940-31 October 1940: The Battle of Britain and the Blitz 22 June 1941: Germany Invades Russia 7 December 1941: Japan Attacks Pearl Harbour 8 December 1941: The USA</p>	<p><u>Mayans</u></p> <p>The Mayan civilization ran from 2000 BC and was discovered by the Spanish in the 16th Century. The timeline of the Maya Civilization is often divided up into three major periods: the Preclassic Period 2000 BC to 250 AD, the Classic Period 250 AD to 900 AD, and the Post-classic Period 900 AD to 1500 AD. The Maya are native Americans of Central America, who built a great civilisation in the tropical rainforest that lasted for over 2000 years. The golden age of the Maya was between 250 and 900 CE c.250 BCE: First systems of Maya writing developed 600 CE: Caracol became the most important Maya city c.900 CE: Cities like Tikal, Copán and Palenque abandon</p>

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	in their own lives e.g. taking first steps, first day at school	she made another important discovery – the first ever Plesiosaur skeleton				Declares War on Japan 11 Dec 1941: Italy and Germany Declare War On The USA 2 February 1943: German Defeat At Stalingrad May 13 1943: Defeat Of The Axis Powers In North Africa	
Evidence and artefacts	Children will comment on images and objects of familiar situations in the past	<u>Significant people (comparing aspects of life in different periods)</u> Visit to the Mary Anning Museum in the house she used to live in. Fossil hunt on the Jurassic coast Mary Anning and her most important dinosaur finds went unsung.	<u>Significant event beyond living memory - Fire of London & Remembrance</u> 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.	<u>Stone Age to Iron Age</u> Visit to the Longbarrow and Visit to Stonehenge and Old Sarum Evidence from Stone Age and Bronze Age life is in the form of sites, objects such as grave goods and weapons. The Amesbury Archer is the remains of a Bronze Age man buried with over 100 objects including metal working tools.	<u>Ancient Greece, Rome and Ancient Egypt</u> Evidence of ancient civilisations is found in buildings (and remains of buildings), place names, objects, statues and early writing.	<u>World War Two</u> Government propaganda from WW2, letters, diaries, films and radio clips. Conflicting accounts of the impact of evacuation. Family records and personal histories. Diaries, e.g. Anne Frank's. Also lots of photographs and videos from the time. Trenches that can still be visited in France and battlefields. Planes and tanks are still able to be seen in museums. Personal items like uniforms can still be seen.	<u>Mayans</u> Most of what historians know about the Maya comes from what remains of their architecture and art, including stone carvings and inscriptions on their buildings and monuments. Carved stone artefacts, writing and remains of cities like Chechen Its in Mexico show us what Mayan civilization was like. Chitche Itza is a city built by the Maya and its remains like its ball court and Temple of the Serpent tell us about Mayan civilisation and pastimes.

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<p>Cause and consequence</p>	<p>Children will be able to discuss things that have happened to them in their lifetime in relation to themselves e.g. getting taller.</p>		<p><u>Significant event beyond living memory - Fire of London and Remembrance</u> The fire of London spread because of flammable, cramped housing, aided by wind. Water was hard to get to. There was no fire brigade. As a result of the Fire of London, changes were made to planning of London's streets. Also a huge refugee and homelessness crisis developed. Houses were made out of brick and stone and streets were wider to stop fire spreading as quickly. There was a national fundraising scheme set up to help them.</p>	<p><u>Stone Age to Iron Age</u> The Stone age to Iron Age period was one of immense change, driven by advancements in technology and in particular, weaponry and tools. Change in climate meant that people left Africa to settle around the globe. During the Stone Age, they stopped being nomadic and built permanent settlements. Because of improvements to tools and weapons, people settled in communities, began farming and rearing domesticated animals and began to compete with other communities for resources. Iron Age brought new farming technology but also new weapons, as a result fighting was more common</p>	<p><u>Ancient Greece</u> As a result of the Peloponnesian Wars, city states in Ancient Greece became weaker. Athens ultimately lost. They became too weak to fight off invaders. The wars led to the eventual takeover of the city states by King Philip of Macedonia and his son Alexander.</p>	<p><u>World War Two</u> Hitler's invasion of Poland prompted declaration of war. Resistance to surrender at Dunkirk and the Battle of Britain and Blitz prevented invasion of Britain. After the war, food shortages and a weak economy caused rationing to last over a decade. Evacuation caused separation of families and children from urban areas such as London and Bristol moved to rural communities such as Somerset in order to provide better safety from German attacks. Bath was bombed in retaliation in the " Baedeker raids" caused 417 deaths and damage to historic buildings.</p>	<p><u>Mayans</u> At its peak, the Mayan civilisation was made up of 40 great cities and almost 2 million people. Suddenly, in around 900, many of these significant Maya settlements were abandoned. No one is quite sure why, but it is possible that changes in the climate or overpopulation made the cities uninhabitable. Other reasons could be over farming or conflict between city states. The Maya still live in the same areas of Central America today, continuing many of the traditions.</p>
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<p>Power</p>	<p>Children in EYFS will recognise some environments that are different from the one in which they live. They will compare and contrast characters from stories, including figures from the past. They will comment on images of familiar situations in the past. They will talk about members of their immediate family and their community and name and describe people who are familiar to them.</p>		<p>The building blocks for this concepts are taught through the study of the queens and who was the ruler/in charge at the time of significant events</p>	<p><u>Stone Age to Iron Age</u> Because of travel in the Bronze Age and trade, kingdoms or states developed under one powerful leader..</p>	<p><u>Ancient Greece</u> The concept of democracy “rule of the people” was born in Ancient Greece. The general assembly was open to all male citizens over 18. The Ancient Greeks city states cooperate to resist invasions by the Persian Empire, notably at Marathon which inspired their confidence. The small tribes formed separate kingdoms or city states, which were united by religion and sport. By 430 BC Athens and Sparta were locked in a long and bitter conflict called the Peloponnesian war. The Peloponnesian Wars lasted 30 years from 431BC but lead to the weakening of both state, Athens and Sparta. Following the end of the war it was Thebes who became the dominant state until Macedonia under Philip and Alexander took over. Alexander built an empire including Greece, Assiria. Asia Minor and Persia and Egypt, The empire fragmented after his death and this led to the gradual conquest by Rome. Laws introduced in Athens in 594 BC stated that the people should decide the city’s affairs themselves, the majority decide and elect officials to put decisions into effect. Citizenship depended on wealth and influence,</p>	<p><u>World War Two</u> WW2 resulted from Germany’s wish to regain power after WW1 after suffering from strict sanctions imposed on them after the first world war (Treaty of Versailles). Hitler promised to rebuild the German army and build an empire across Europe. He became chancellor of Germany in 1933 and wanted Germany to be the greatest world power. He was a fascist dictator. After WW2, the USA became a more powerful country than Britain</p>	<p><u>Mayans</u> At the top of the Mayan society was the king and royal family who were believed to be closely linked to the gods. An educated elite of scribes, priests and nobles formed the ruling class. By 200 CE the Maya had moved from their smaller villages into larger cities. Each city was designed with characteristic features including large temples, stone pyramids, palaces and ball courts. Each city state had its own ruler.</p>
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					women and slaves had no say. The concept of democracy “rule of the people” was born, and “politics” referred to the affairs of the city. Pericles is considered the wisest ruler.		
Legacy		<p><u>Significant people (comparing aspects of life in different periods)</u></p> <p>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.</p> <p>Georges Cuvier 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.</p> <p>Despite her growing</p>	<p><u>Significant event beyond living memory - Fire of London and Remembrance</u></p> <p>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><u>Stone Age to Iron Age</u></p> <p>Celtic language and culture is still present in Britain today. The Stone Age saw people change from hunting and gathering to farming and settling.</p>	<p><u>Ancient Greece</u></p> <p>The Greeks invented the concept of theatre, and the Olympic games between states. These were held in Olympia in honour of Zeus the king of gods. Athenians practised reasoned debate and argument called philosophy. They made significant discoveries in mathematics, science and medicine. Art reflected gods in their glory and ideas of beauty , such as statues at the Parthenon. They told stories about their gods called myths. The democratic form of government also forms the lasting legacy of the Ancient Greeks.</p>	<p><u>World War Two</u></p> <p>WW2 legacy, social equality, dissolution of empire and the rebuilding of cities heavily bombed in the war such as London but also German cities like Hamburg. After the war people wanted a fairer society and the National Health Service developed. The United Nations was developed to help resolve conflicts, end wars and prevent them from happening. Remembrance services help to remember those that served and lost their lives in World War Two. National and local monuments have been built so that those involved can be remembered.</p>	<p><u>Mayans</u></p> <p>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>

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		reputation for finding and identifying fossils, the scientific community was hesitant to recognise her work.					
Beliefs	Children in EYFS will recognise some environments that are different from the one in which they live. They will compare and contrast characters from stories, including figures from the past. They will comment on images of familiar situations in the past. They will talk about members of their immediate family and their community and name and describe people who are familiar to them.	<u>Significant people (comparing aspects of life in different periods)</u> Beliefs about extinction and creationism	The building blocks for this concepts are taught through RE and PSHE and British values	One of the most famous sites in Stone Age Britain, Stonehenge, was probably used for religious and burial ceremonies. Barrows and burial mounds also became increasingly prevalent in the Bronze Age. Iron age Celts believed in many different gods. They believed in an afterlife and buried people with objects to take with them - link to learning about the Egyptians. Links to our local burial site Stoney Littleton Long barrow. Long barrow link	<u>Ancient Greece</u> Religion formed a central part of everyday life throughout the region. The Ancient Greeks believed that all the gods came from Gaia (the Earth) and Uranos (the sky). They thought they were like adult humans - always falling in love, arguing, having children, playing music and partying. Like the Romans, the Greeks believed that different gods were responsible for different things. It was important to please the gods; happy gods helped you, but unhappy gods punished you.	<u>World War Two</u> Hitler's belief in the superiority of the Aryan race and wish for an empire was one reason he invaded Poland. An understanding of the impact Propaganda on people's beliefs and how you can manipulate people using propaganda.	<u>Mayans</u> Mayan religion was polytheistic. It was sometimes bloodthirsty, demanding human sacrifices and bloodletting rituals. Mayans were polytheistic and gods were linked to natural events such as the weather and crops. Mayan religion was bloodthirsty, demanding human sacrifices and blood-letting rituals. The Mayans believed in an afterlife and that those who were sacrificed, as well as those killed in war and women who died in childbirth, went to 'the place of misty sky'. The Maya worshipped different nature gods, including gods of the Sun, the Moon, rain and corn.

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<p>Society</p>	<p>Children in EYFS will recognise some environments that are different from the one in which they live. They will compare and contrast characters from stories, including figures from the past. They will comment on images of familiar situations in the past. They will talk about members of their immediate family and their community and name and describe people who are familiar to them.</p>	<p><u>Significant people (comparing aspects of life in different periods)</u> How women were perceived in the early 1900s? How people lived in the 1900 - the poverty Mary experienced. She hunted fossils to try and raise money for her family The Class divide.</p>	<p><u>Significant event beyond living memory - Fire of London and Remembrance</u> Urban area, buildings close together helped the fire spread quickly. A lot of London was redesigned after the fire by Christopher Wren (e.g., St Pauls' Cathedral). London was still recovering from the Great Plague the year before. Around 400,000 people lived in London in 1666. People scrambled to escape with their belongings and thousands found themselves homeless. 100,000 Londoners lost their homes. There were many disputes between tenants and landlords about who should pay to rebuild houses. The Fire Court helped to resolve these. The king was worried about his homeless, hungry subjects and ordered temporary markets to be set up. The king also established a national fundraising scheme to help penniless Londoners.</p>	<p><u>Stone Age to Iron Age</u> During this period people transition from being nomadic to living in farming communities. Because of travel in the Bronze Age and trade, kingdoms or states developed under one powerful leader.</p>	<p><u>Ancient Greece</u> Greece was primarily an agricultural society. Wealthy boys only were educated. Slavery was fundamental to structure of society in all city states. . Citizenship depended on wealth and influence, women and slaves had no say. Roman Britain was also an agricultural society.</p>	<p><u>World War Two</u> Mass evacuation of children in WW2 highlighted social issues of poverty. Every civilian was affected by war for the first time. Women worked in factories and on the land. Rationing for all citizens. Civilian population used air raid shelters, observed blackouts . All were expected to contribute to the war effort.</p>	<p><u>Mayans</u> Mayan society was formed by a number of city states each with their own ruler. The Mayans were excellent mathematicians and astronomers. They used this expertise to make calendars. They were excellent farmers, using terracing and crop rotation to grow crops. While the average Maya lived in small stone or thatched homes, the palaces and temples in the cities were decorated with beautiful murals and sculptures. The Maya people built sewer systems and there was even running water in the wealthiest people's homes. An educated elite of scribes, priests and nobles formed the ruling class. They occupied the finest buildings in the cities.</p>
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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.

Assessment for the wider curriculum is carried out through a Double Page Spread. Learners create over time a nonfiction book – a product with a purpose which is to have a collection of their writing and illustrations presented like a traditional high quality picture book that shows what they have learned in history and geography units over time. A double Page Spread will be produced at the end of term 1, 4 and 6.

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Progression of DPS

Techniques

- Each term we will resources and teach different presentation techniques to scaffold the children’s ability to produce a DPS
- Ultimately children in Sycamore will have a range of tools, skills and resources to appropriately select.

Skills Progressions

- Initially teachers will preselect work from humanities, art, DT, Music and English to be included in the DPS this work will be kept in a card folder.
- Ultimately Children from year 4 up will become increasingly independent in selecting work from each area of the curriculum to produce their dps.
- Chestnut will produce a whole class DPS

End of phase expectations in the skills of History

Milestone 1 (Year 1 - Year 2)

Learning Objective	Key Indicator	Basic	Advancing	Deep
To investigate and interpret the past	Observe or handle evidence to ask questions and find answers about the past.	With the support of a teacher, evidence is explored to find out about the past.	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.
	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.

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

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

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	Describe the social, ethnic, cultural or religious diversity of past society	With support, the past is described in a number of ways.	The past is described by selecting which aspects to focus upon.	The past is described in a wide range of ways with carefully chosen foci that are clearly explained.
	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	With support, the characteristic features of the past are described.	The main characteristic features of the past are generally described.	The main characteristic features of the past are understood and described with interesting detail.
To understand chronology	Place events, artefacts and historical figures on a time line using dates.	There is generally a good knowledge of the chronological order of the past and with structured activity the past can be placed in order on a timeline.	The chronological order of the past is understood and it is represented on a time line accurately.	Chronology is understood, including overlapping events in different parts of the world.
	Understand the concept of change over time, representing this, along with evidence, on a timeline.	With support, changes over time are represented on a timeline.	The concept of change in key themes is understood and some good examples of this are represented on timelines.	There is a thorough exploration and description of change in some key themes in history. Timelines are used to chart changes and to comment upon the rate of change.
	Use dates and terms to describe events.	When reminded, key dates are used.	Key dates are generally used.	Key dates are used in almost all historical accounts.
To communicate historically	Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.	When reminded, historical language is used.	Historical language is selected and used appropriately.	Historical language is carefully chosen and used well to describe a wide range of events.

Milestone 3 (Year 5 - Year 6)

Learning Objective	Key Indicator	Basic	Advancing	Deep
To investigate and interpret the past	Use sources of evidence to deduce information about the past.	There is some awareness of the word 'deduce'.	Evidence is selected and investigated and there are some good examples of conclusions that have been deduced from its scrutiny.	Evidence is collected, sifted and investigated to provide well reasoned arguments for events in the past.
	Select suitable sources of evidence, giving reasons for choices.	Some suitable sources of evidence are suggested.	Suitable evidence is suggested and explored with some reasons for its suitability explained	Clear reasoning and careful judgement is used to select and explore evidence.

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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.
	Seek out and analyse a wide range of evidence in order to justify claims about the past.	Some good suggestions of suitable evidence are given and used to back up conclusions.	A growing range of evidence is sought and explored in formulating and justifying claims about the past.	A wide and carefully chosen range of evidence is sought and explored in formulating and justifying claims about the past.
	Show an awareness of the concept of propaganda and how historians 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.
	Understand that no single source of evidence gives the full answer to questions about the past.	There is a growing awareness of the need to look at more than one source of evidence.	A number of sources of evidence are sought out.	A wide range of evidence is collected, sifted and used.
	Refine lines of enquiry as appropriate.	There are some good examples of refining lines of enquiry	There are good examples of refinements to a line of enquiry with reasons given for the refinements.	Lines of enquiry are altered in a timely manner based on emerging evidence or conflicting accounts of history.
To build an overview of world history	Identify continuity and change in the history of the locality of the school.	There is a growing understanding of the concepts of continuity and change and some examples of this are given.	Key themes are compared and areas of continuity and change identified and described.	Key themes are selected to show contrast in continuity and change.
	Give a broad overview of life in Britain and some major events from the rest of the world.	When reminded, the broad history of Britain and some ancient societies from around the world are described.	There is a good knowledge of the broad history of Britain and ancient societies which are described with interesting detail.	There is an excellent understanding of the nature of British history and ancient civilisations. They are described in interesting and novel ways.
	Compare some of the times studied with those of other areas of interest around the world.	With support, some time periods are compared and described.	Time periods are selected and compared, with interesting detail given.	Time periods are carefully chosen to show similarities and differences with clear and interesting detail given.
	Describe the social, ethnic, cultural or religious diversity of past society.	With support, descriptions of the past involve a number of aspects.	Descriptions of the past involve a number of aspects.	Descriptions of the past show a good understanding of the many different aspects of historical contexts.
	Describe the characteristic features of the past, including ideas, beliefs,	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.

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	attitudes and experiences of men, women and children.			
To understand chronology	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	The concept of change within a time period is understood, with some examples given.	Changes within a time period are chronicled in a logical and interesting way.	Changes within a time period are described in various terms, such as growth and decline.
	Identify periods of rapid change in history and contrast them with times of relatively little change.	In structured activities, there is some description of the rate of change with some good examples provided.	There is a general understanding that time periods can be described as times of rapid or relatively little change and examples are chosen to represent this.	The rate and extent of change is described and some reasons suggested.
	Understand the concepts of continuity and change over time, 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.
	Use dates and terms accurately in describing events.	When reminded, dates and terms are used to describe events.	Dates and terms are generally used to describe events.	Dates and terms are recalled or researched and used to describe events.
To communicate historically	Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.	Some appropriate historical language is used.	Generally, appropriate historical language is used.	Historical language is fluent and used in widespread situations.