

History Curriculum Progression
St Julian's Church School

Purpose and Aims 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.

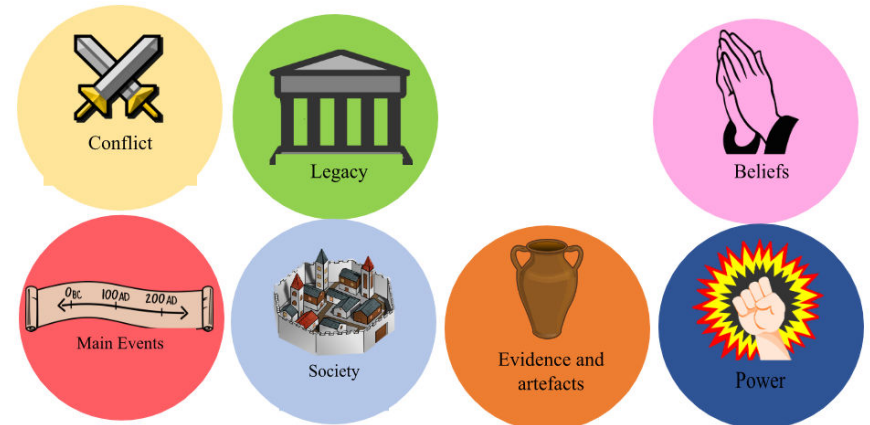
Our curriculum should inspire pupils' curiosity to know more about the past. Pupils will learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, 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 and Fairtrade in Bristol; The Georgians and Romans in Bath; Changes in local area: mining and the Wellow railway line. We intend that children at St Julian's Church School develop a very strong sense of self and place and links are made in all units to ensure this is developed.

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:

- Main 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
- Conflict
- Legacy

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

	EYFS	KS1	KS2	
	Reception Area of Learning	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
Skills / Disciplines	<p>Understanding the World:</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	
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; 	

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

Due to the pandemic and the need to adjust our curriculum for recovery and catch up the 2-year cycle is detailed below showing the cycle over 4 years.

Cycle A 2019-2020	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 / Year 2	Memory Box Significant people and places in our locality - mining		Significant Victorians - Brunel	Lockdown		
Year 3 / Year 4	Romans		Ancient Egyptians			
Year 5 / Year 6	Local History study – The Georgians in Bath and Bristol		Anglo Saxons and Vikings			

Cycle B 2020-21 (Recovery/Catch up)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 / Year 2	Significant People - Mary Seacole and Rosa Parks	The Gunpowder Plot & Remembrance Day	Mary Anning & Dinosaurs			The Great Fire of London
Year 3 / Year 4	The Stone Age, Bronze Age and Iron Age		The Romans			The Ancient Egyptians
Year 5 / Year 6	Mayan Civilisation		Bath Blitz: World War II			The Anglo Saxons and Vikings

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Cycle A 2021 - 2022 (Some Recovery/Catch up)		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1/2 Breadth of Study	History	Wellow's Railway		British Queens - Elizabeth 1, Victoria, Elizabeth 2		Transport throughout the Ages	
Year 3&4 Breadth of Study	History	Roman Britain		The Ancient Greeks			
Year 5&6 Breadth of Study	History	The Georgians in Bath and Bristol		The British Monarchy			

Cycle B 2022 - 2023 History

Cycle B 2022 - 2023 (Some Recovery/Catch up)		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1/2 Breadth of Study	History	Memory Boxes		Mining in Radstock during the Victorians		The Great Fire of London	
Year 3&4 Breadth of Study	History	The Stone Age to the Iron Age		The Ancient Egyptians			
Year 5&6 Breadth of Study	History	The Mayan Civilisation		The Bath Blitz: World War II		The Anglo Saxons and the Vikings	

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	EYFS- N & R	KS1 1 - Year 1 and Year 2			LKS2 - Year 3 and Year 4		UKS2 - Year 5 and Year 6		
<i>Cycle A</i>		Wellow's Railway	British Queens - Elizabeth 1, Victoria, Elizabeth 2	Transport throughout the Ages	The Romans	The Ancient Greeks	The Georgians in Bath and Bristol	The British Monarchy	
<i>Cycle B</i>		Memory Boxes	Mining in Radstock during the Victorians	The Great Fire of London	The Stone Age to the Iron Age	The Ancient Egyptians	The Mayan Civilisation	The Bath Blitz: World War II	The Anglo Saxons and the Vikings
<i>Links to our whole school drivers - cultural capital, love for learning, creative & inspiring</i>	Our school history and the history of our families	Radstock mining Writnglington fossil	Brunel and local landmarks		Shoscombe/ Wellow villa Roman Baths Local henges Stonehenge	British Museum visit (London)	Bath and Bristol walking tour	House of Commons/ Buckingham Palace trip	compare/contrast Mayan cities and lifestyles to ours?
<i>Links to our whole school drivers - reading</i>									
<i>Core historical skills taught in this phase (progress in these skills is assessed through the 'milestones' below)</i>		<ul style="list-style-type: none"> - use common words and phrases relating to the passing of time - Fit people and events they study within a chronological framework - identify similarities and differences between ways of life in different periods. - Use a wide vocabulary of everyday historical terms. - Ask and answer questions - Choosing and using parts of stories and other sources to show that they know and understand key features of events. - Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 			<ul style="list-style-type: none"> - 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. - note connections, contrasts and trends over time - develop the appropriate use of historical terms. - regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - construct informed responses that involve thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources. 				

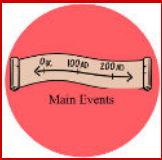
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Summary of key knowledge that we teach through our Big Ideas within each phase

How learning builds from the Early Years :

The key concepts for geography are introduced in the Early Years Foundation Stage. They are revisited through topics and detailed information about vocabulary is contained in the EYFS plans.

		T1	T3	T5	T1	T3	T4	T1	T3	T4/5/6
	EYFS- N & R	KS1 1 - Year 1 and Year 2			LKS2 - Year 3 and Year 4			UKS2 - Year 5 and Year 6		
Cycle A unit title		Wellow's Railway	British Queens - Elizabeth 1, Victoria, Elizabeth 2	Transport throughout the Ages	The Romans	The Ancient Greeks		The Georgians in Bath and Bristol	The British Monarchy	
Cycle B unit title		Memory Boxes	Mining in Radstock during the Victorians	The Great Fire of London	The Stone Age to the Iron Age	The Ancient Egyptians		The Mayan Civilisation	The Bath Blitz: World War II	The Anglo Saxons and the Vikings
Main Events	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	<p>A:1 - Wellow's Railway 20 July 1874 - Wellow station opened 1963 - Wellow station closed to goods 7 March 1966 - Wellow station closed to people</p> <p>A:3 - British Queens 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> 1953 - 2022 Queen Elizabeth II is queen (Modern) <i>She reigned for 70 years.</i></p> <p>A:5 - Transport through the Ages 1770 - first steam car 1783 - first hot air balloon 1804 - first steam train 1889 - first electric train 1885 - first petrol car 1889 - first electric car</p>			<p>A:1 - The Romans 55 BC - The first raid. The Roman General Julius Caesar came across the sea to Britain. He wanted to make Britain a part of the Roman empire. He brought with him two Roman legions. 54 BC - The second raid. One year later, Julius Caesar came back across the sea. This time he brought with him five legions and 2000 cavalrymen. 43 AD - Nearly one hundred years later, the Romans returned. Emperor Claudius was now in charge and he was determined to make Britain part of the Roman empire. It took 30 years to seize control of Britain. 60 AD - Rebellion against Romans. Tribes led by Boudicca attack Roman forces. 410 AD - Romans leave Britain and return to Italy to defend it from attack.</p> <p>Before Roman occupation Iron Age Britain was inhabited by a diverse number of tribes that are generally believed to be of Celtic origin, collectively</p>			<p>A:1 - The Georgians in Bath and Bristol The Georgian period saw Britain establish itself as an international power at the centre of an expanding empire. And accelerating change from the 1770s onwards made it the world's first industrialised nation. Georgian Period 1714 - 1830 1714 - 1727 King George I 1727 - 1760 King George II 1760 - 1820 King George III 1820 - 1830 King George IV (1830 - 1837 King William IV, succeeded by Queen Victoria)</p> <p>As cities grew, trade expanded and consumerism and popular culture blossomed. Britain became a great economic and military power. The industrial revolution began, leading to mass production and steam locomotion. Arkwright's mill used water power</p>		



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<p>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 in their own lives e.g. taking first steps, first day at school.</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>1903 - first aeroplane flight 1939 - first helicopter flight 1957 - first airliner flight (with passengers) 1961 - first space shuttle flight</p> <p><u>Link to Queens' reigns:</u> <i>1558 - 1603 Queen Elizabeth I was queen (Tudor)</i> <i>1837 - 1901 Queen Victoria was queen (Victorian)</i> <i>1953 - 2022 Queen Elizabeth II was queen (Modern)</i></p> <p><u>B:1 - Memory Boxes</u> Dinosaurs were alive - 65.5 million years ago First pencil made - 1795 St Julian's Church School was opened - 1843 Wellow railway was opened - 1874 First computer built - 1945 Queen Elizabeth II was crowned - 1953 Our teachers were born - 1975-1990 Peppa Pig was first aired on TV - 2004 Hoverboards were invented - 2014 Children were born - 2017/2016/2015</p> <p><u>B:3 - Mining in Radstock in the Victorian Era</u> 1837 - 1901 Queen Victoria was queen (Victorian)</p> <p>From the 15th Century onwards, Somerset had a thriving mining industry, especially in the Bath and north east Somerset area.</p> <p>The Somerset Coalfield stretched from the Mendip Hills to Bath and Nailsea. The last mine closed in 1973.</p> <p>In 1781 the Camerton pit opened. Others opened in Farrington Gurney, Writhlington as well as the Norton Hill colliery in Westfield.</p> <p>In 1842 It became illegal for children and women to work in mines, but things didn't change immediately.</p> <p>After the last Somerset mine closed in 1973, displays and artefacts were gathered together at Somerset Coalfield Life at Radstock Museum to recognise the work of the Somerset miners.</p> <p><u>B:5 - The Great Fire of London</u></p>	<p>known as Britons or Celts. The Romans knew the island as Britannia. The Romans wanted to invade Britain because the country had many useful resources, such as gold coins, tin and lots of cattle, and the Romans wanted to become richer. The Romans started out as a small tribe in Italy. They fought local people and took over their land. Slowly, the Roman tribe took over more and more land and this was considered their Empire.</p> <p><u>A: 3&4 - The Ancient Greeks</u> 2200 BC - 1450 BC The Minoans were the first great Greek civilisation. They didn't live on mainland Greece but on the nearby island of Crete. 1450 BC - 1100 BC The Mycenaean civilisation, from mainland Greece, were fine builders and traders, but they were also great soldiers. They famously fought in the battle of Troy. 1100 BC - 800 BC The Dark Age. It is known as a dark age because nobody knows much about what happened - all written language and art disappeared. <u>The Ancient Greek Empire</u> The Archaic Era - 800 BC that saw cities ruled by King-like figures. This period lasted almost 300 years. The Classical Era - 480 BC saw the birth of democracy in Greek city states. The Hellenistic Era - 323 BC to 27 BC when the Romans took over.</p> <p>People have been living in Greece for over 40,000 years. The earliest settlers mostly lived a simple hunter-gatherer or farming lifestyle.</p> <p>Ancient Greeks did not think of themselves as belonging to a single country; what made you Greek was a shared culture and language. Your citizenship was of your town or city; you were Athenian first and Greek second. The geography of Greece, dominated by the sea and by mountain ranges, created and supported this local identity.</p> <p><u>B1: The Stone Age to Iron Age</u> Prehistoric Britain began when the first humans arrived in the British Isles.</p>	<p>to drive machinery. Iron was cheaply produced in blast furnaces for the first time.</p> <p><u>A: 3&4 - The British Monarchy</u> King John 1199 -1215 <i>The Magna Carta was signed 1215</i> Edward III 1327-1377 Henry VIII 1509-1547 Elizabeth I 1558 - 1603 Charles I 1625-1649 William III 1689-1702 George I 1714-1727 Queen Victoria 1837-1901 Elizabeth II 1952-2022 Charles III - 2022 - present</p> <p><u>B:1 - The Mayan civilisation</u> The Maya civilisation began a long ago in a place called Mesoamerica. This huge area is made up of Mexico and part of Central America. The Maya first developed their civilisation in around 2000 BC (the Preclassic period). This period from 250 AD to 900 AD is called the Classic period. In around 1600 AD (the postclassic period) the Maya were conquered and destroyed by the Spanish invaders. During the Maya civilisation, Britain went through the Stone, Bronze, and Iron Ages, including Stonehenge, to Roman Britain, Anglo-Saxon, Medieval and Tudor England.</p> <p><u>B:3 - The Bath Blitz and World War II</u> 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 10th June 1940: Italy Declares War on Britain and France 21st June 1940: Germany Conquers France 10th July 1940-31 October 1940: The Battle of Britain and the Blitz 22nd June 1941: Germany Invades Russia</p>
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			<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:</p> <ul style="list-style-type: none"> - Palaeolithic (Old Stone Age) 2.5 million years ago to 10,000BC - Mesolithic (Mid Stone Age) 10,000BC to 8,000BC - Neolithic (New Stone Age) 8,000BC to 3,000BC <p>The Bronze Age lasted from 3000 BC to 1200 BC.</p> <p>The Iron Age in Britain is defined as between 800 BC and 43 AD.</p> <p>The prehistoric period came to an end when the Romans invaded Britain.</p> <p><i>This timeframe is specific to Britain. Other countries and parts of the world went through these ages at different points.</i></p> <p><u>B: 3&4 - The Ancient Egyptians</u></p> <p>3500 BC Early settlers in the Nile valley 3200 BC Egypt entered the Bronze Age 3100 BC Hieroglyphic script was developed 2700 BC First stone pyramid built 2600 BC Pyramids of Giza built 2000 – 1700 BC Agricultural Development 1800 BC Egyptians adapt hieroglyphs to stand for sounds in their language 1400 BC Tutankhamun became pharaoh 1250 BC Egypt traded for tin (to make bronze) around the world 332 BC Greeks took control of Egypt 30 BC Romans took control of Egypt 30 BC Egypt became a province of the Roman empire</p> <p>Pharaohs were rulers of Egypt from around 3100 BCE until the country became a province of Rome in 30BCE. In around 3200 BCE, people in Egypt added tin</p>	<p>7th December 1941: Japan Attacks Pearl Harbour 8th December 1941: The USA Declares War on Japan 11th Dec 1941: Italy and Germany Declare War On The USA 25th and 26th April 1942: Bath Blitz, Somerset, was one of the series of Vergeltungsangriffe ("retaliatory raids") of the Baedeker Blitz raids by the Nazi Luftwaffe air force on English cities 2nd February 1943: German Defeat At Stalingrad 13th May 1943: Defeat Of The Axis Powers In North Africa</p> <p><u>B:5&6 - The Anglo Saxons and The Vikings</u></p>
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			<p>to copper to make bronze, to make weapons, tools and armour. By 1250 BCE, a trade network grew to maintain the tin supply. Bronze age Britain was a source of tin, and China and southeast Asia had thriving Bronze industries.</p>	
<p>Evidence & Artefacts</p> 	<p>Children will comment on images and objects of familiar situations in the past.</p>	<p><u>A:1 - Wellow's Railway</u> Using maps, old photographs and old texts/posters learn that Wellow station consisted of two platforms, a goods yard and sidings, controlled from an 18 lever signal box. The Wellow railway was a part of the Somerset & Dorset Joint Railway (S&DJR). At first the line was single-track, then as the line became busier it was turned into a double track. Also use a first person account.</p> <p><u>A:3 - British Queens</u> Queen Elizabeth I</p> <ul style="list-style-type: none"> - <u>Coronation:</u> The coronation of Elizabeth I as queen of England took place on 15 January 1559. There are no photos or videos of this event, instead there are portraits created after the event. - <u>Houses:</u> Most homes in Tudor times were half timbered. This means that they had a wooden frame and the spaces between were filled with small sticks and wet clay. The upper floors of the houses were bigger than the lower floors. Many are still intact today. You can also visit reconstructions in living museums. - <u>Food:</u> recipe books and paintings help us to understand more about how Tudor people ate <p>Queen Victoria</p> <ul style="list-style-type: none"> - <u>Coronation:</u> The coronation of Queen Victoria took place on Thursday, 28 June 1838. There are no photos or videos of this event, instead there are portraits created after the event. Photography was invented in 1826, so there are some photos of Queen Victoria. 	<p><u>A:1 - The Romans</u> Hadrian's Wall In 122 AD the Roman Emperor Hadrian had a wall built across the middle of England to separate the part of Britain controlled by the Romans from the rest. This wall created a fortified border between northern and southern Britain and was 73 miles long.</p> <p>Roman Baths In the towns, one important building was the public baths. In Roman times people went to the baths not just to get clean but also to socialise.</p> <p>Wellow Villa Look at plans based on excavation of the local villa to learn about how wealthy Romans lived in our area</p> <p>Artefacts in museums A wealth of Roman evidence has been discovered throughout Europe helping us to understand their empire and how they lived.</p> <p><u>A: 3&4 - The Ancient Greeks</u> Evidence of this ancient civilisation is found in buildings (and remains of buildings), objects, statues and early writing.</p> <p>Gods - Art and Myths Art reflected gods in their glory, such as statues at the Parthenon. The ancient Greeks told stories about their gods. These stories are called myths (short for mythology, or stories about gods.) which we can see in their ancient art.</p> <p>Children We know about some Greek toys from pictures on pottery vases and artefacts found by archaeologists. Children played with small pottery figures, and dolls made of rags, wood, wax or clay - some of these dolls even had moveable arms and legs. Other toys were</p>	<p><u>A:1 - The Georgians in Bath and Bristol!</u> There are many novels from the Georgian era as well as diaries, news reports and a range of written records. These first hand evidence bases show us some of the social attitudes of the time. Illustrations such as Hogarth's give information about social conditions. Architecture remains in Bath and Bristol.</p> <p><u>A: 3&4 - The British Monarchy</u> Buildings can be good sources of evidence, eg Houses of Parliament, churches, castles, forts, Tower of London Paintings of monarchs are in the National portrait Gallery - discuss likelihood that these are accurate likeness and use of symbolism The Magna Carta</p> <p><u>B:1 - The Mayan civilisation</u> The late 19th century saw the beginning of proper study of the Maya people. Cities, statues, artefacts and cultural ornaments were uncovered, preserved and collected. The first Maya 'lost city in the jungle' was visited by an American explorer, John Lloyd Stevens, in 1839. Photography was not established at this time so he travelled with a British artist, Frederick Catherwood, who drew pictures of what they found.</p> <p>Whilst Europeans were living through a period often called the Dark Ages, the Maya were making huge innovations in mathematics, engineering, astronomy and writing. The Mayans were expert mathematicians and astronomers. They used this expertise to make calendars. This told the Maya when to plant crops, when to harvest and even when to make a sacrifice to the gods. Temples and other public buildings were built so that sunlight would hit certain places at</p>


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		<ul style="list-style-type: none"> - Houses: Most Victorian houses were made out of bricks and most homes had gas lighting. Lots of Victorian houses are still lived in today so we can visit them to help us understand how the Victorians lived. - Food: recipe books, paintings, photographs, letters and books help us to understand more about how Victorian people ate <p>Queen Elizabeth II</p> <ul style="list-style-type: none"> - Coronation: The coronation of Elizabeth II took place on 2 June 1953. There are lots of photos and videos of this event. - Houses: Lots of old houses can be found in England. Most homes are made from bricks and all modern homes have electricity, running water and indoor toilets. - Food: recipe books, TV programmes, magazines etc help us to understand how modern foods have developed <p><u>A:5 - Transport through the Ages</u></p> <p>The History of Cars</p> <p>Types of cars:</p> <ul style="list-style-type: none"> - In America in 1908, Henry Ford designed the Model T and began building lots of them in his factory. - The Austin 7 was manufactured by the Austin Motor Company in Britain. - The Volkswagen Beetle was built in Germany from 1938. - The Mini was built in Britain from 1959 and became a very popular car in the 1960s. - The Toyota Corolla was first built in 1966 is currently the best selling car in the world. They are mainly built in Japan. <p>The History of Trains</p> <ul style="list-style-type: none"> - Many thousands of miles of rail were built and they transformed transport in Britain as well as the landscape. - Tracks and evidence of tracks can be followed today, often as cycleways 	<p>rattles, hoops, yo-yos and hobby horses (a pretend horse made from a stick). They also played with balls made from tied-up ragsen with pets, like dogs.</p> <p><u>B1: The Stone Age to Iron Age</u></p> <p>Prehistoric people left no written records. Archaeologists work like detectives looking for evidence. They use this evidence to build up a picture of the past:</p> <ul style="list-style-type: none"> - The remains of homes and temples show how people lived and worshipped. - Tools and weapons give clues about the way people worked and fought. - Bumps and ridges in the landscape show the layout of ancient villages, fields and forts. - Some of the best evidence comes from human remains. Skeletons have been found buried with their possessions and a few bodies have been preserved in bogs. - By examining human remains, experts can work out when a person lived. Sometimes they can even suggest what they looked like! <p>Stone Age Britons made necklaces and bracelets from tusks, bones and shells. They also drew patterns on their bodies, using a kind of paint made from ochre (a type of red clay).</p> <p>Neolithic people built grave mounds and stone circles. People stored the bones of the dead in large graves known as long barrows. These graves were built from stone and covered with a mound of earth.</p> <p>In 2002, archaeologists at Amesbury, in Wiltshire made an amazing find. They discovered the grave of a Bronze Age man, just two miles from Stonehenge. He was buried with around 100 objects! The people who buried him must have believed that he would use the objects in the next world. When the man was found, he was nicknamed 'the Amesbury Archer'. This was because he was buried with arrowheads and wrist-guards used by archers. In fact, the Amesbury</p>	<p>particular times of the year, often in time for a religious ceremony.</p> <p>Historians learned a lot about the Maya from the records they left behind but around the year 900 AD, the records disappeared and the cities vanished from history. The Mayan city states were abandoned and weren't discovered again until the Spanish conquistadors arrived in the sixteenth century.</p> <p>Frederick Catherwood (27 February 1799 – 27 September 1854) was an English artist, architect and explorer, best remembered for his meticulously detailed drawings of the ruins of the Maya civilization. He explored Mesoamerica in the mid 19th century with writer John Lloyd Stephens. Their books, Incidents of Travel in Central America, Chiapas and Yucatán and Incidents of Travel in Yucatán, were best sellers and introduced to the Western world the civilization of the ancient Maya.</p> <p>In 1836 he met travel writer John Lloyd Stephens in London. They read the account of the ruins of Copán published by Juan Galindo, and decided to try to visit Central America for themselves and produce a more detailed and better illustrated account. The expedition came together in 1839 and continued through the following year, visiting dozens of ruins and resulting in the detailed description of 44 sites, many for the first time. Stephens and Catherwood are credited for the rediscovery of the Maya civilization, and through their publications brought the Maya back into the minds of the Western World.</p> <p><u>B:3 - The Bath Blitz and World War II</u></p> <p>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.</p>
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		<ul style="list-style-type: none"> - steam locomotives are often restored and can be visited in living museums - photos and pictures, timetables, books and letters can tell us more about how people used trains and the impact they had on their lives <p>The History of Flight The hot air balloon was invented by the Montgolfier brothers in 1783. It has become the oldest invention that can successfully take people into flight. The brothers went from strength to strength and made their first manned flight on November 21, 1783, with two passengers.</p> <p>Orville and Wilbur Wright were two brothers, born in America. Their first aeroplane, the Wright Flyer, successfully flew in front of 5 people in 1903.</p> <p>On 12th April 1961, Russian Cosmonaut Yuri Gagarin became the first man in space.</p> <p><u>B:1 - Memory Boxes</u> Old toys were usually made from materials such as wood, metal, glass and fabric, while new toys are often made from plastic. Many new toys use electricity or batteries to move, make noise or light up. A tablet computer has a glass screen, a plastic cover and metal parts inside to make the electric parts work.</p> <p>Discuss which materials / types of toys will survive to be used as evidence to learn about toys from the past.</p> <p>As humans discovered ever more precise ways of keeping track of time, we've also developed more accurate ways of keeping records and recording history. We can write, take photos and make videos.</p> <p><u>B:3 - Mining in Radstock in the Victorian Era</u> Evidence for mining can be found in our local area, maps and at the local museum where a vast collection of artefacts have been collected.</p>	<p>Archer probably spent most of his time working with metal. One of the objects in his grave was a cushion stone - a tool used by metalworkers. Tests on the Archer's skeleton show that he lived around 2300 BC, grew up in the mountains of mainland Europe then travelled to England as an adult.</p> <p>Stonehenge is one of the world's most famous monuments. It stands on Salisbury Plain, in Wiltshire, and its giant stones can be seen from miles around. Stonehenge took many hundreds of years to build. Work began in the late Neolithic Age, around 3000 BC. Over the next thousand years, people made many changes to the monument. The last changes were made in the early Bronze Age, around 1500 BC. We may never know exactly why Stonehenge was built, but people probably gathered there for religious ceremonies.</p> <p><u>B: 3&4 - The Ancient Egyptians</u> 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>Little evidence is left behind in Bath of WW2. A memorial can be found in the city which commemorates those who died during the Bath Blitz. Some buildings have shrapnel scars. Unexploded WW2 bombs are still found in Bath.</p> <p><u>B:5&6 - The Anglo Saxons and The Vikings</u></p>
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		<p>Coal was the main source of power in Victorian times. It was used for cooking and heating, and for driving machinery, trains and steam ships.</p> <p>The Somerset coalfield had 75 coal mines covering an area of 240 square miles.</p> <p>The coal was dug out from deep mines underground. In the tunnels, the miners hacked at the coal with picks and shovels.</p> <p>Coal from Radstock was transported by train, coal wagon and by boat.</p> <p><u>B:5 - The Great Fire of London</u></p>		
<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</p>	<p><u>A:1 - Wellow's Railway</u> The industrial revolution changed society from a land of farms and small villages to a land of factories and big cities. This meant transport needed to change to support the growing needs and demands of society.</p> <p><u>A:3 - British Queens</u> Queen Elizabeth I</p> <ul style="list-style-type: none"> - <u>Coronation:</u> The coronation of Elizabeth I as queen of England took place on 15 January 1559. The ceremony was held in Westminster Abbey after a public procession through the streets from Buckingham Palace. <p>Queen Victoria</p> <ul style="list-style-type: none"> - <u>Coronation:</u> The coronation of Queen Victoria took place on Thursday, 28 June 1838. The ceremony was held in Westminster Abbey after a public procession through the streets from Buckingham Palace. <p>Queen Elizabeth II</p> <ul style="list-style-type: none"> - <u>Coronation:</u> The coronation of Elizabeth II took place on 2 June 1953. The ceremony was held in Westminster Abbey after a 	<p><u>A:1 - The Romans</u> Roman Britain was ruled on behalf of the Roman Emperor by a general who commanded the Roman army in Britain. The general also upheld the laws of Roman Britain. Towns and cities were ruled by a town council made up of aristocracies. They were responsible for settling local disputes and collecting taxes. As long as they were outwardly Roman in their values and met the tax demands of Roman officials, the local aristocracies were left to get on with it.</p> <p><u>A: 3&4 - The Ancient Greeks</u> City States Ancient Greece was not a country. It was made up of city states. Each city state ruled itself. They had their own governments, laws and army. So, Ancient Greeks living in Sparta considered themselves Spartan first, and Greek second. There were often battles between these city states but sometimes they would join together against a common enemy. Important city states of ancient Greece included Athens, Corinth and Sparta.</p> <p>Democracy In 505 BC, democracy was introduced to ancient Athens by Cleisthene. Listening to the opinions of</p>	<p><u>A:1 - The Georgians in Bath and Bristol</u> The '4 Georges' as the kings were known generally allowed a cabinet of powerful MPs to make decisions. Sir Robert Walpole is generally considered to have been Britain's first prime minister and took up office in 1721. The government was mainly controlled by rich merchants and landowners. Only men with land were able to vote.</p> <p>Britain's empire grew despite the loss of the US colonies, with the acquisition of Canada and Australia and strict trade tariffs for British colonies which made merchants in ports like Bristol very wealthy.</p> <p><u>A: 3&4 - The British Monarchy</u> Pre-1066 Both Saxon and Viking settlers had absolute ruling kings who rewarded their loyal soldiers with land, titles and powerful roles such as judges. Most of the early leaders headed small groups only. To attain greater power, such leaders needed a reputation for courage or cunning as well as a respectable ancestry. They especially needed to be able to provide costly presents to their followers.</p>


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<p>name and describe people who are familiar to them.</p>	<p>public procession through the streets from Buckingham Palace.</p> <p><u>A:5 - Transport through the Ages</u> Children learn that it was often those in power that had better access to the latest inventions and developments in transport as they were often funding the inventors. Only as modes of transport became more widely used and therefore cheaper were they accessible to a wider society.</p> <p><u>B:1 - Memory Boxes</u> Children can notice how many toys, particularly from the past, are made to celebrate or mark key moments of power such as coronations or toy soldiers. This continues today with recent royal events for instance the Queen's jubilee and the King's coronation.</p> <p><u>B:3 - Mining in Radstock in the Victorian Era</u> <u>Mine Safety</u> The coal mines were dangerous places where roofs sometimes caved in, explosions happened and workers often injured themselves. The mine owners didn't care about the health and safety of their workers - they just wanted to make money.</p> <p>In the 19th century, a mechanism was invented with the aim of making working in the mines safer. It was called a man engine and was a mix of ladders and platforms to help miners make their way deep down into the mines. As they were working up to 1000 metres underground, getting down there was dangerous, but the man engine made it safer and is likely to have saved miners' lives.</p> <p>Trappers kept the airflow going which stopped the build-up of dangerous gases.</p> <p>By 1800, wooden props were used to support underground tunnels to help stop the tunnel collapsing.</p>	<p>other people and debating issues was an important part of this system. After debating issues, the ancient Athenians would vote. At that time, the only people allowed to take part in democracy were adult males who were citizens of Athens.</p> <p>In ancient Athens, citizens would gather together on a dusty hill called the Pnyx. Here they would decide the city's laws and who should sit on its ruling council. This was 'democracy' or 'rule by the people'. All 30,000 citizens were men. Women and enslaved people didn't get a say. A citizen could speak for the time it took water to run from one jar into another. When this water clock ran out, it was someone else's turn. A jury of 500 citizens decided if someone was guilty of law-breaking. Punishments included death. Citizens could also vote to get rid of people they disliked. Each man wrote a name on a broken bit of pottery called an 'ostrakon'. Anyone named more than 600 times got kicked out of the city.</p> <p><u>Alexander the Great</u> Only a very powerful ruler could control all Greece and Alexander the Great did between 336 BC and 323 BC. He led his army to conquer an empire that stretched as far as Afghanistan and India.</p> <ol style="list-style-type: none"> 1. First he moved through Asia Minor and what is today Turkey. 2. He took over Syria defeating the Persian Army at Issus and then laying siege to Tyre. 3. Next, he conquered Egypt and established Alexandria as the capital. 4. After Egypt came Babylonia and Persia, including the city of Susa. 5. Then he moved through Persia and began to prepare for a campaign in India. <p>At this point Alexander had accumulated one of the largest empires in history. However, his soldiers were ready to revolt. They wanted to return home to see their wives and children. Alexander agreed and his army turned back.</p> <p><u>B1: The Stone Age to Iron Age</u></p>	<p>Anglo-Saxon England was a very well-run kingdom. The king had ultimate authority but throughout the 9th and 10th centuries, a complex system of local government was developed to collect taxes and maintain law and order.</p> <p>By the Middle Ages and after the Norman Conquest in 1066, the king was the most important man in England. He ruled over all the people in his kingdom with the support of his barons and the Church. The feudal system supported the king's powers. Kings were seen as protectors of their people.</p> <p>In the Middle Ages, the king was the most important man in England. He ruled over all the people in his kingdom with the support of his barons and the Church. The king owned all the land and gave estates to his followers. In return for their estates, the king's followers promised to be loyal to him. They also provided him with knights to serve in his army and gave him money and advice.</p> <p>King John was forced to sign the Magna Carta in 1215. The Magna Carta was important because it promised to protect English people's rights and freedoms. In Magna Carta, John promised to treat people fairly and justly. This was the first time that an English king had been challenged by his own subjects for being a harsh ruler, so that the king was forced to agree to a list of reforms that were written down.</p> <p>Over the course of history, monarchs have been forced to pass their power over to Parliament. Charles I was even executed by Parliament in 1649. By the end of Queen Victoria's reign in 1901, all power lay in the hands of Parliament in Westminster.</p> <p><u>B:1 - The Mayan civilisation</u> Power was very complex in Maya society with hundreds of cities, commoners, a middle class, nobles and the king and his royal court.</p> <p>King – ruled the land. Priests – Mayan life revolved around religion.</p>
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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>A:1 - Wellow's Railway Society was not equal. At the start of the Victorian Era poor children had to work, either in the mines to supply coal for the railways or in our local farms, rather than attend school.</p> <p>A:3 - British Queens Queen Elizabeth I</p> <ul style="list-style-type: none"> - Houses: Tudor houses used candles for lighting and did not have indoor toilets, instead they had privies. They did not have rubbish bins so would throw their rubbish outside onto the street. When Tudor people moved houses they took their windows with them because glass was really expensive. - Food: The Tudor people ate a lot of fresh food because there was no way of storing food to be eaten later. There was no such thing as freezers or fridges in the Tudor times. They ate with fingers, knives and spoons. There were no forks. People kept animals all year round and would kill them just before they needed to be eaten. Bread was eaten at most meals. Tudor people grew their own fruit and vegetables. The most common vegetables were cabbages and onions. Instead of drinking water with their meals, they often drank ale and the rich drank wine. Water was often unfit for drinking because it was contaminated with sewage. <p>Queen Victoria</p> <ul style="list-style-type: none"> - Houses: New rules were brought in to make England more clean. These included proper drainage and waste disposal facilities such as a dustbin and most people also had toilet facilities, either as a privy or for the more wealthy, an inside water closet. Victoria houses had sash windows; these functioned by sliding the bottom half of the window upwards. - Food: When the railways were built, many new and fresh foods arrived in towns and cities. The invention of steam ships and 	<p>A:1 - The Romans The Romans built towns around England to help them govern it better and keep organised, which the Celts didn't really have before. The largest one was London, which they called Londinium. Other large towns were Colchester, St. Albans and Aquae Sulis (now Bath). Roman Britain was mainly an agricultural society where most people made their living from farming, so only a small minority of the population lived in towns. Water was carried from the countryside in aqueducts to supply the towns.</p> <p>Upper class Celts adopted the Roman way of life. They built villas modelled on Roman buildings and they enjoyed luxuries such as mosaics and even a form of central heating called a hypocaust. They also kept slaves. The sons and daughters of better off Romans went to primary school to learn to read and write and do simple arithmetic. Usually only boys went to secondary school where they would learn geometry, history, literature, and oratory. Most poor Celts lived in simple huts and ate simple food such as porridge. In the towns, one important building was the public baths. In Roman times people went to the baths not just to get clean but also to socialise. Amphitheatres were another place to socialise and hosted gory spectacles and gladiators would fight to the death.</p> <p>A: 3&4 - The Ancient Greeks Greece was primarily an agricultural society and had a warm, dry climate, as Greece does today.</p> <p>Ancient Greece was not a country. It was made up of city states. Greek cities had beautiful temples with stone columns and statues, and open-air theatres where people sat to watch plays. However most people lived in villages or in the countryside (because of agriculture). Many Greeks were poor and life was hard, because farmland, water and timber for building were scarce.</p> <p>Homes Ancient Greek homes were built around a courtyard or garden. The walls were often made from wood and</p>	<p>A:1 - The Georgians in Bath and Bristol The industrial revolution led people to move from the countryside to towns and cities. In Bath, a formerly quiet town, more and more people came to believe in the restorative properties of the hot water springs. To meet the demands of wealthier residents prestigious residences such as Queen Square, the Circus and Royal Crescent were designed by father and son architects, both called John Wood.</p> <p>The Georgian era was a period of extreme luxury alongside extreme poverty. Legislation passed in 1722 meant the poor were housed in workhouses, clothed and fed. The death rate amongst workhouse children in London was over 90%.</p> <p>The aristocracy and upper middle classes inherited their wealth and looked down on those in professions. But from the last quarter of the 18th century, the middle classes began to grow in power and confidence. Land was no longer the only source of wealth. Thanks to the Industrial Revolution, it was now possible to make a fortune from manufacturing and trading goods. There were all sorts of new professional, technical and clerical roles that required a high degree of education and training. The number of people who counted as middle class began to swell, and men became defined by their jobs rather than their family background.</p> <p>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. 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 marriage market as a result.</p> <p>Slavery The owners of sugar plantations in the West Indies, tobacco and cotton farms in America wanted workers. British merchants made huge profits carrying slaves</p>
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transport refrigeration meant that meat, fish and fruit could be imported from overseas quite cheaply. There were no fridges or freezers in homes to keep food for a long time, so meals were limited to what was produced/sold locally or food which had been pickled or preserved. People did not buy their food in a supermarket, instead they went to several small shops, all selling different types of food. Grocers' shops sold dried goods such as tea, coffee, sugar and rice; butchers' shops sold meat; and dairy shops sold milk, cream, eggs, butter and cheese. Water was often unfit for drinking because it was contaminated with sewage.

Queen Elizabeth II

- **Houses:** All homes have indoor and outdoor bins. There are lots of different types of windows used in modern homes, but most open outwards with a handle.
- **Food:** Foods are easily transported around the world by ship and aeroplane. Because of this, we can enjoy lots of foods from lots of different countries. We are able to store our food for a long time because we have fridges and freezers. We buy our food mostly from supermarkets. Water is safe to drink because it is cleaned.

A:5 - Transport through the Ages

The History of Cars

Benz invented the car using a petrol engine, which is the model still used now. Before he built this car, there were vehicles that used steam to move. Baker invented the electric car in 1889, however they were not very popular as it was cheaper to fuel a car with petrol. Production of these cars stopped in 1914. The development of electric cars dominates discussion in society today.

The History of Trains

The industrial revolution changed society from a land of farms and small villages to a land of factories and big cities. This meant transport needed to change to

mud bricks. They had small windows with no glass, but wooden shutters to keep out the hot sun. They didn't have much furniture inside. Rich people decorated the walls and floors with colourful tiles and paintings. Many homes didn't have a bathroom. There were public baths, but most people washed using a small bucket or in a nearby stream. Only rich women (with enslaved people to carry the water) enjoyed baths at home. Afterwards they rubbed their bodies with perfumed oil to keep their skin soft. At night, Greeks slept on beds stuffed with wool, feathers or dry grass. Most people went to bed as soon as it got dark.

Equality

Women were second class citizens at best in most cities. They were expected to spend most of their time in the home and in some households wore veils in front of guests. Marriage was an important feature of Greek life, girls married at around 14 and men at 25. Divorce was possible for men and women. Many boys were formally educated but only within rich families. Girls received a domestically focused education teaching them skills such as needlework. Men and women usually ate separately in ancient Greece. Rich people always ate at home - only enslaved people and poor people would eat in public. Everyone ate with their fingers, so food was cut up in the kitchen first.

Slavery

Slavery was fundamental to Greek society. Even the poor families owned at least one slave with some wealthy families owning hundreds. In 431BC Athens had 50,000 male citizens and 100,000 slaves.

Most of the slaves were foreigners who had been captured in war or purchased through the slave trade. There were different types of slaves in Ancient Greece and different rules depending on the city where the slave lived. However, in general, slaves had few rights. They had to work long hours doing whatever job their owner demanded. Slaves couldn't own property and had fewer rights than citizens.

from Africa to America. This trading was known as the 'slave triangle' and Bristol became a central port for slave ships. Merchants became wealthy as a result and built grand houses. Slavery was eventually abolished in 1807.

A: 3&4 - The British Monarchy

Society changed gradually under each monarch, often linked to the balance of power between the monarchy and parliament and the church.

King John 1199 - 1215

He imposed ruthless taxation to fund war in France and this was very unpopular. In 1215 rebel/upset baron leaders marched on London. Their demands were drawn up in a document which became known as the Magna Carta. In June 1215 he agreed to their demands and sealed the Magna Carta. It was a remarkable document which set limits on the powers of the king, laid out the role of the barons, confirmed the freedom of the Church, and granted rights to all freemen. This was the first big change to the powers of the British Monarchy.

The Magna Carta

The Magna Carta is often seen as the basis of rights to equal and fair treatment under the law for all citizens. Magna Carta means 'big charter' in Latin.

At the time the King of England, King John, was fighting with other powerful landowners. The landowners, called barons, were unhappy with the way the king was running the country and the amount of money he was taxing them. The Magna Carta was written to make the barons happy and to stop the fighting. It set out a list of basic rules about how the country would be run. One of the most important, was that no one was above law - including the king. It was signed by King John in 1215.

Edward III 1327 – 1377

The feudal structure of society resulted in the formation of the House of Commons and House of Lords in 1341. The House of Commons (knights,

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		<p>support the growing needs and demands of society. Steam trains firstly carried goods, such as coal, but then people began using trains to travel between places. People had never travelled at such speeds before!</p> <p><u>How did trains and the railway change peoples' lives?</u></p> <ul style="list-style-type: none"> - Rail travel was 50% cheaper than coach travel. - It was also a lot quicker and opened up Britain in a way that coach travel could not do. Seaside fishing villages became popular destinations for day trips as visits to the coast became more common. - Even the poor could afford rail travel as three different classes of travel existed; third class meant travelling in open-topped carriages but the price was affordable. - Towns and cities had cheaper food as farmers could get their produce to market quicker and more cheaply. Inland towns could now get fresh fish! <p>The History of Flight The invention of human flight not only boosted our power of movement, but also enhanced our vision: we gained the ability to see the Earth from above.</p> <p><u>B:1 - Memory Boxes</u> Toys often reflected 'real' life. Lots of old and new toys can move in some way. They may even make sounds. Old toys were made differently to how toys are made today. Lots of old toys were made from wood. These toys were all handmade. This meant that they took a long time and cost a lot of money to make. It also meant that fewer toys could be made.</p> <p>Lots of new toys are made from plastic. Plastic is much cheaper to use. It can be melted and poured into moulds so lots of toys can be made at the same time. This makes the toys much quicker to make too. Toys are mostly made by machines in factories now.</p>	<p><u>B1: The Stone Age to Iron Age</u> The Mesolithic period is known as the middle stone age. Humans were hunter-gatherers and had to catch or find everything they ate. They moved from place to place in search of food. This is called a nomadic lifestyle. Humans lived this way during the Palaeolithic (early stone age) and Mesolithic periods. Hunting and gathering food was the focus of everyone's lives. It only began to change when humans began to farm. In the early Stone Age, people made simple hand-axes out of stones. They made hammers from bones or antlers and they sharpened sticks to use as hunting spears.</p> <p>Early Stone Age people hunted with sharpened sticks. Later, they used bows and arrows and spears tipped with flint or bone. People gathered nuts and fruits and dug up roots. They went fishing using nets and harpoons. Stone Age people cut up their food with sharpened stones and cooked it on a fire. After a good day's hunting people could feast on meat. But the next day they had to start finding food again! They also used animal skins to make clothes and shelters.</p> <p>Farms marked the start of a new age in Britain – the Neolithic period (or new Stone Age):</p> <ul style="list-style-type: none"> - The early farmers chopped down trees so they could grow crops and vegetables. - They kept cattle, sheep and pigs. - People began to settle down in one place and build permanent homes. <p>As well as setting up farms and permanent homes, they also built massive tombs and giant stone circles. Some of the monuments and homes they built can still be seen today. The early farmers grew wheat and barley, which they ground into flour. Some farmers grew beans and peas. Others grew a plant called flax, which they made into linen for clothes. The early farmers still went hunting and gathered nuts and berries to eat, but they spent most of their time working on their farms.</p>	<p>burgesses and citizens) and the House of Lords (barons and clergy) deliberated separately. During Edward's reign, parliament prosecuted some of Edward's corrupt ministers/advisers.</p> <p>Henry VIII 1509 - 1547 Henry is most famous for having 6 wives, however his reign was dominated by his desire to have a son. In order to do this he wanted to divorce his wife to marry Anne Boleyn. The Pope (head of the Catholic Church) refused to divorce him. In 1534, Henry used Parliament to grant the Act of Supremacy, which allowed him to annul his marriage as it made the monarch the head of the English Church. This meant Henry was able to divorce and marry Anne. He was a very powerful King but had to pass laws through his Parliament. Henry exercised his power by imprisoning or beheading his most loyal advisors, such as Thomas More, Lord Chancellor, if they disagreed with him.</p> <p>Elizabeth I 1558 - 1603 Elizabeth was a protestant Queen surrounded by powerful Catholic neighbours. She never married so that she retained her power. A critical issue during her reign was religious unrest between Catholic and Protestant beliefs. The main function of Parliament was to pass her laws and grant the queen money when she needed. It was thought Elizabeth had a divine right (God-given right) as queen.</p> <p>Charles I 1625 - 1649 When Charles I came to the throne he fell out with Parliament straight away. Charles believed in his divine right (God-given right) as king and struggled to control Parliament. Charles revived old laws and taxes without the agreement of Parliament. When Parliament complained in 1629, he dismissed them. Until 1640, Charles ruled without a Parliament – this period is often referred to as the 'Eleven Years Tyranny'. Charles eventually recalled parliament, but after trying (and failing) to arrest 5 leaders within parliament, civil war broke out. After many battles Charles eventually lost the war. As a result he was</p>
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		<p><u>B:3 - Mining in Radstock in the Victorian Era</u> <u>Children in the Mines</u> Children worked in the mines because they were small and could fit in tight spaces, and because they could be paid very little money. Learn about Hurriers, Hauliers, Trappers, Breaker boy</p> <p>Villages and towns grew to accommodate the miners and their families plus all the people needed to support the collieries and the transportation of coal to places such as Bath and London. Mining was one of the biggest local industries for Midsomer Norton. Families lived in mining cottages and children were sent to work in the mines from as young as 8 years old. One of the jobs for children was to pull heavy carts of coal through the mines.</p> <p><u>B:5 - The Great Fire of London</u></p>	<p>Around 3000 BC settlers from mainland Europe brought new skills to Britain; this was the beginning of the Bronze Age. They were metalworkers who knew how to work with copper. Gradually, Britons learned to make objects from copper, gold and bronze. By 2100 BC, Britons were mining metals.</p> <p>Trading ships travelled to mainland Europe carrying copper, tin and precious objects made by metalworkers. Some settlers who arrived belonged to the Beaker culture. Beaker people lived in clans led by powerful chiefs. They held religious ceremonies at stone circles, and buried their dead in circular graves. These customs became part of life in Ancient Britain.</p> <p><u>B: 3&4 - The Ancient Egyptians</u> 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>tried in court and sentenced to death. He was executed by his own people on 30th January 1649.</p> <p><u>William III 1689 - 1702</u> In 1688 William was invited by parliament to take the crown in England. William landed in 1688 and advanced on London to claim the crown in what became known as 'The Glorious Revolution'. King James who was the current King of England fled to France, and in February 1689 William was crowned as king. Parliament passed laws limiting the powers of monarchs so that they could neither pass laws nor raise taxes without parliamentary consent. They did not need the king's approval to pass these laws.</p> <p><u>George I 1714 - 1727</u> George was German and arrived in England aged 54 speaking only a few words of English. In Germany he had complete power but in England found that he had to work with Parliament and his ministers. Therefore the king grew frustrated in his attempts to control Parliament. Walpole, who was an MP, became very powerful during George's reign and is widely considered to be Britain's first Prime Minister.</p> <p><u>Queen Victoria 1837 - 1901</u> The British Empire was at the height of its power and she ruled over 450 million people, one quarter of the world's population. The Victorian era was a time of immense industrial, political, trade, scientific and military progress for Great Britain. In her early years she was dependent on her Prime Minister Lord Melbourne and her uncle King Leopold of Belgium for advice, but increasingly her husband Albert became her main advisor. In 1851 she was persuaded to take a more constitutional role, leaving the rule of the nation and Empire to Parliament.</p> <p><u>Elizabeth II 1952 - 2022</u> The reign of Queen Elizabeth II since 1952 has spanned a period of rapid and occasionally turbulent change. Britain's position in the world, her economy, and the very shape and structures of society have all been transformed. She is the head of State for Great</p>
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				<p>Britain and Northern Ireland, and Head of the Commonwealth. She has symbolic duties but no direct powers. She is the longest serving monarch in History. Some believe that in a democratic society there is no room for a head of state who is not elected and that hereditary honours are out of date. The Queen was a very wealthy woman but much of her property is held on trust which means she cannot sell it. She was involved with many charitable organisations as a patron.</p> <p>Charles III 2022 - present day The Current British Monarchy King Charles III is Head of State of the United Kingdom, Head of the Commonwealth and Supreme Governor of the Church of England. His reign began in 2022 following the death of his mother, Queen Elizabeth II. Queen Elizabeth II was Britain's longest-reigning monarch, beating Queen Victoria's record of 63 years and seven months on the throne. In 2017 she celebrated her Sapphire Jubilee (65 years on the throne), the first British monarch to do so and in 2022 she celebrated her platinum jubilee.</p> <p>King Charles III is a constitutional monarch. This means that he is Head of State of the UK and the Commonwealth and of the Established Church but that political power is vested in Parliament. The decision to draft and implement laws lies with the elected government. The monarch is not involved with party politics.</p> <p>The King represents the British people as a ceremonial leader and plays an important part as a traditional figurehead. As a popular monarch the late Queen enjoyed much public support over the years with events celebrating her Jubilee Anniversaries and the weddings of her children and grandchildren attracting vast crowds. The pomp and pageantry associated with the monarchy is a major attraction for tourists and brings revenue into the United Kingdom. Time will tell if this will continue to the same extent for King Charles III.</p>
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				<p><u>B:1 - The Mayan civilisation</u> Maya society was very complex. There were hundreds of cities. Different classes including: commoners, a middle class, nobles and the king and his royal court. The Maya built amazing cities like Tikal (which they called Yax Mutal) and Palenque. Maya people lived in different cities and they were ruled by different kings and queens. However, they shared a lot of the same beliefs and traditions. Going to war and buying and selling things were important parts of Maya society. Art and architecture were important too.</p> <p><u>Roads</u> When it rained it could be difficult to travel through the wet and muddy jungle floor. Roads called sacbeob were built a few inches above the ground. This meant the Maya could travel whatever the weather and conditions. The roads were made using stones which stopped them getting muddy. The longest known sacbeob is called Yaxuna-Cobá. It is 62 miles (100km) long.</p> <p><u>Carrying Goods</u> Maya people did not use vehicles with wheels to move things. Instead they carried loads on their backs. A tumpline was a carrying device used to carry heavy loads on someone's back. It allowed people to carry up to 125 pounds (around 57kg). The tumpline had a strap which went round the forehead.</p> <p><u>Corn Grinder</u> A metate is a stone tool that would have been used for grinding maize to make tortillas. The maize would have been placed on the flat or concave surfaced metate and ground using a stone called a mano. Women would have been responsible for doing this. This tool is still used by some Maya people today.</p> <p><u>Two Types of Calendar</u> 1. The Tzolkin calendar was 260 days long and it was used to plan religious ceremonies. Each day has its own unique name. Some</p>
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				<p>Maya people still use it today.</p> <p>2. The Haab calendar had 365 days. It could be used with the Tzolkin calendar to form a calendar wheel. The Maya watched the sun, moon, stars and planets to create their calendars.</p> <p>Calendars could include Wayeb days which were days of reflection where people liked to stay at home and prepare to receive good fortune.</p> <p><u>Writing</u> The Maya created a written language. Maya hieroglyphics are often referred to as "glyphs" for short. The Maya had about 800 symbols. Archaeologists have figured out what many of the symbols mean, but not all of them. Some glyphs were used as numbers. Some were used as sounds. Some were phrases or words. To read Maya glyphs, you read downward, left to right, in pairs.</p> <p><u>Effective Tools</u> The Maya used tools made of stone, wood, and shell. You might think they would have great difficulty building huge temples and cities and miles of roadway through the jungles and swamps of Central America, but the Maya were great builders. Some of their buildings were 200 feet high! They built pyramids, temples, palaces, homes, walls, stelas, roads, reservoirs, and ball courts.</p> <p><u>Laws and Judges</u> In the Maya Empire, in each city, the laws were the same. Laws were fair. Nearly everyone was subject to the same laws, even the lesser nobles. If you broke a law, a judge would hear your case. Evidence was provided for you and against you. You could help collect evidence that proved you were innocent, just as the other side could collect evidence to prove you were guilty. If you were found guilty, you were punished. Punishments varied with the crime. If you were found guilty of stealing from someone, you became a captive of your victim. Sometimes the</p>
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			<p>punishment was to have your hair cut very short. Until your hair grew out again, everyone who saw you knew you had committed a crime. However, the nobles could afford to bring little gifts for the court to try to sway the decision. Also, the murder of a slave was not treated with the same importance as the murder of a farmer or a nobleman.</p> <p><u>Varied Farming</u> The Maya were skillful farmers. They used their knowledge of calendars and seasons to grow crops. Farming was difficult in the Maya region. There were dense forests, little surface water such as rivers and lakes, and the soil was poor. The Maya did not try to use one system of agriculture. The farmers in each city-state fit their system to the land.</p> <ul style="list-style-type: none">- In the mountainous highlands, they used step farming, so that each step would be flat and able to be irrigated to better grow and harvest crops.- In the swampy lowlands, the Maya built raised earth platforms, surrounded by canals, on which they could grow crops. (Later on, the Aztecs improved on this system, and built floating gardens.)- In the dense forest, they used a slash and burn technique to create a flat surface to plant crops. They dug canals throughout the fields to irrigate the crops. <p><u>Architecture</u> The Mayans have created many buildings which have stood the test of time, including pyramids, temples, palaces, and observatories.</p> <p><u>Trade Routes</u> The Mayans cleared routes through jungles and swamps to create trade routes. This allowed them to sell and trade the goods they had made for goods they needed.</p> <p><u>Books</u> Codices were books that were folded like an accordion. The pages were fig bark covered in white</p>
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				<p>lime and bound in jaguar skins. The Mayans wrote hundreds of these books. They contained information on history, medicine, astronomy, and their religion. The Spanish missionaries burned all but four of these books.</p> <p><u>Art</u> The Mayans wove beautiful fabrics and designed musical instruments like horns, drums, and castanets. They also carved huge statues. Archaeologists can tell a great deal about the ancient Maya from their wonderful pottery and clay figures. The art they created honoured their leaders, gods, and their daily life.</p> <p><u>Reservoir System</u> Used mostly for farming, the Mayans created a water carriageway that could transport fresh water through canals.</p> <p><u>B:3 - The Bath Blitz and World War II</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>Preparation for the Blitz</u></p> <ul style="list-style-type: none">● Gas masks were distributed to citizens in case of a gas attack.● The Air Raid Wardens Service was set up in 1937. Wardens were responsible for reporting incidents, reassuring the public and providing Air Raid Precautions (ARP) advice. They were also expected to extinguish small fires, administer first aid and investigate reports of unexploded bombs. The Women's Voluntary Service was set up in 1938 to involve women in ARP.● Air raid shelters were distributed and communal shelters were established across the country.
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				<ul style="list-style-type: none"> From 1 September 1939, 'Blackout' was enforced. Curtains, cardboard and paint were used to prevent light escaping from houses, offices, factories or shops, which might be used by enemy bombers to locate their targets. Householders could be fined if they did not comply. <p>B:5&6 - The Anglo Saxons and The Vikings</p>
<p>Conflict</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>A:1 - Wellow's Railway Find out how the local railway supported servicemen and women to fight e.g. taking them to the nearest port. Find out how the line (and adjoining river) was fortified in anticipation of a land invasion in the second world war.</p> <p>A:3 - British Queens The foundations for this Big Idea are laid through teaching children that there were conflicts during the reigns of all three British Queens and that the Queen was often seen as a figurehead to boost morale and encourage victory.</p> <p>A:5 - Transport through the Ages The foundations for this Big Idea are laid in this unit through making the link that conflict often speeds up innovation, especially in transport such as WWI for aeroplanes, submarines, tanks, WWII for more developments in air travel and sea transport and in the modern era the impact of the iron war on the 'space race'.</p> <p>B:1 - Memory Boxes Children can reflect on how conflicts have impacted their own family and our local area in the past.</p> <p>B:3 - Mining in Radstock in the Victorian Era Find out why the coal mines locally were so important during times of conflict and learn that many local men were not conscripted because their work in the mines was considered essential to the war effort.</p>	<p>A:1 - The Romans The Celts had many proud warriors who saw off Julius Caesar's first invasion of Britain. Celts rarely fought in disciplined formations like the Roman Legionaries. 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. How did the army's impact on our army?</p> <p>Boudicca When the Romans invaded, the Celtic tribes had to decide whether or not to fight back. If they made peace, they agreed to obey Roman laws and pay taxes. In return, they could keep their kingdoms. However, some Celtic leaders chose to fight.</p> <p>After years of heavy taxes and the Romans taking their land, some Celtic tribes were desperate for revenge. In 60AD, one leader who chose to fight was Queen Boudicca of the Iceni tribe. She raised a huge army and went on a rampage, burning the Roman towns of Colchester and London, before heading north to St Albans.</p> <p>When the Roman army heard about this, they turned back from their campaign in Wales to face Boudicca.</p>	<p>A:1 - The Georgians in Bath and Bristol The property-owning elite controlled politics. But when Queen Anne died in 1714 with no surviving children, not everyone was pleased with the elite's choice of monarchy. The German Hanoverians, who were distant Protestant relations of the exiled Stuarts, were brought in to succeed Anne. George I (r.1714–27), who scarcely spoke English, faced an almost immediate rebellion (1715–16) from the Jacobites, who supported the restoration of the Stuarts. The more serious Scots Jacobite invasion of 1745, which had strong support in north-west England, reached Derby, but succeeded only in rallying widespread English support for George II (r.1727–60), and inspiring God Save the King, the world's first national anthem. The Battle of Culloden (1746) finally extinguished the Jacobite threat, freeing British forces and their allies to wrest Canada and India from France during the Seven Years War (1756–63). Captain James Cook claimed Australia for Britain in 1770. Although America was lost after the bitter Revolutionary War of 1775–83, an expanding empire provided Britain with a source of raw materials and new markets for its manufactured goods. Much of Britain's affluence was underpinned by the Atlantic slave trade. Despite growing domestic disapproval, the trade was only abolished in 1807, and slavery itself was not made illegal until 1834.</p> <p>A: 3&4 - The British Monarchy</p>

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		<p><u>B:5 - The Great Fire of London</u></p>	<p>Even though the Romans were outnumbered by Boudica's 200,000 warriors, they were better trained and had better armour. Both sides clashed in a fierce battle, but the Romans won.</p> <p><u>A: 3&4 - The Ancient Greeks</u></p> <p>In ancient times, Greece wasn't a single country like it is today. It was made up of lots of smaller states. These states were always squabbling and often went to war. Sparta and Athens fought a long war, called the Peloponnesian War, from 431 BC to 404 BC. Only the threat of invasion by a foreign enemy made the Greeks forget their quarrels and fight on the same side. Their biggest enemy were the Persians, who came from an area around modern day Iran. The Persian kings tried to conquer Greece a few times between 490 BC to 449 BC, but the Greeks managed to fight them off. In the end, it was the Greeks who conquered Persia, when Alexander the Great defeated the Persian Empire in 334 BC.</p> <p><u>B1: The Stone Age to Iron Age</u></p> <p>During the Bronze Age, many people crossed the sea from mainland Europe to Britain. They travelled in long wooden boats rowed by oarsmen. The boats carried people, animals and trading goods. They were loaded with metal from mines, precious swords, pots and jewellery. Boats were very useful for carrying heavy materials like stone. Large areas of land were covered by forest, so it was much easier to transport goods by river.</p> <p>Around 800 BC people in Britain learned how to use iron. This discovery had a dramatic impact on everyday life. Iron tools made farming much easier than before and settlements grew in size. People in Iron Age Britain lived in clans that belonged to tribes led by warrior kings. Rival tribes fought with deadly iron weapons. Many people lived in hill forts to keep safe from attacks.</p> <p>During the Iron Age, the Celtic people spread out across Europe and many settled in Britain. The ancient Britons followed a Celtic way of life. They enjoyed</p>	<p>There were significant national and world conflicts that took place during each monarch's rule. Children should be aware of the main conflicts that impacted society in Britain, noting also the changing role of the monarch from leading conflicts 'at the front' to being the nation's figurehead 'at home' to boost morale.</p> <p><u>B:1 - The Mayan civilisation</u></p> <p>At its peak, the Mayan civilisation was made up of 40 great cities and almost 2 million people. Suddenly 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> <p><u>B:3 - The Bath Blitz and World War II</u></p> <p>There were many events throughout the world that led to the beginning of World War 2. In many ways, World War 2 was a direct result of the turmoil left behind by World War 1. Below are some of the main causes of World War 2.</p> <p><u>Treaty of Versailles</u></p> <p>The Treaty of Versailles ended World War I between Germany and the Allied Powers. Because Germany had lost the war, the treaty was very harsh against Germany. Germany was forced to "accept the responsibility" of the war damages suffered by the Allies. The treaty required that Germany pay a huge sum of money called reparations. The problem with the treaty is that it left the German economy in ruins. People were starving and the government was in chaos.</p> <p><u>Fascism</u></p> <p>With the economic turmoil left behind by World War 1, some countries were taken over by dictators who formed powerful fascist governments. These dictators wanted to expand their empires and were looking for new lands to conquer. The first fascist government was Italy which was ruled by the dictator Mussolini.</p>
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			<p>feasting, music and poetry. They produced fine metalwork which they traded with people in mainland Europe.</p> <p>By the end of the Iron Age many people lived in hill forts. The forts were surrounded by walls and ditches and warriors defended their people from enemy attacks. Men and boys trained as warriors. They had to be prepared to fight at any time.</p> <p><u>B: 3&4 - The Ancient Egyptians</u></p> <p>The Ancient Egyptians didn't have an organised army. They were well protected by the natural boundaries of the desert that surrounded them. If the Pharaoh needed men to fight, he would call up the farmers or construction workers to defend the country.</p> <p>The Ancient Egyptians came to an end in 332 BC when Egypt was conquered by the Greeks. The Greeks formed their own dynasty called the Ptolemaic Dynasty that ruled for nearly 300 years until 30 BC. In 30 BC the Romans took control of Egypt. The Romans ruled for over 600 years until around 640 AD.</p>	<p>Italy invaded and took over Ethiopia in 1935. Adolf Hitler would later emulate Mussolini in his takeover of Germany. Another Fascist government was Spain ruled by the dictator Franco.</p> <p>Hitler and the Nazi Party</p> <p>In Germany, Adolf Hitler and the Nazi Party rose to power. The Germans were desperate for someone to turn around their economy and restore their national pride. Hitler offered them hope. In 1934, Hitler was proclaimed the "Führer" (leader) and became dictator of Germany.</p> <p>Hitler resented the restrictions put on Germany by the Treaty of Versailles. While talking about peace, Hitler began to rearm Germany. He allied Germany with Mussolini and Italy. Then Hitler looked to restore Germany to power by expanding his empire. He first took over Austria in 1938. When the League of Nations did nothing to stop him, Hitler became bolder and took over Czechoslovakia in 1939.</p> <p>Appeasement</p> <p>After World War 1, the nations of Europe were weary and did not want another war. When countries such as Italy and Germany became aggressive and began to take over their neighbours and build up their armies, countries such as Britain and France hoped to keep peace through "appeasement." This meant that they tried to make Germany and Hitler happy rather than try to stop him. They hoped that by meeting his demands he would be satisfied and there wouldn't be any war. Unfortunately, the policy of appeasement backfired. It only made Hitler bolder. It also gave him time to build up his army.</p> <p>Great Depression</p> <p>The period before World War II was a time of great economic suffering throughout the world called the Great Depression. Many people were out of work and struggling to survive. This created unstable governments and worldwide turmoil that helped lead to World War II.</p> <p>Interesting Facts about the Causes of World War 2:</p>
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<p>Beliefs</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.</p>	<p>The foundations for this Big Idea are laid through RE and PSHE, helping children to understand different beliefs and that their own beliefs may be different to others.</p> <p>In our KS1 history units children will learn that beliefs were important to the societies learnt about for example the local CE church in Wellow was a community focal point and a place for support and guidance; that British Queens are anointed in Anglican churches to be a sovereign monarch and head of the Church of England.</p>	<p><u>A:1 - The Romans</u> Religion in Roman Britain was mostly polytheistic. When the Romans invaded Britain they banned Druids who were priests in the Iron Age Celtic religion. In Roman belief, immortal gods ruled heaven, Earth and the underworld. The Romans adopted some Greek gods and goddesses as their own such as Dionysus and Bacchus. However, Britons continued to worship Celtic gods.</p> <p>Christianity spread throughout the Roman Empire, but some emperors saw Christians as rebels, arrested and killed thousands. Christianity was eventually legalised in 312CE and 10 years later became the official religion of the Roman empire. Emperor Constantine was the first ruler to accept Christian faith in 312 CE.</p> <p><u>A: 3&4 - The Ancient Greeks</u> Religion formed a central part of everyday life throughout Ancient Greece. The Ancient Greeks were</p>	<p><u>A:1 - The Georgians in Bath and Bristol</u> Some believed that poverty was the fault of the poor and the result of gambling and drinking. However many towns and cities collected funds for the poor and several private institutions sprang up, including the founding hospital and the Marine Society. John Wesley preached a new Christian belief that centred around an equality of power and supporting those less fortunate.</p> <p>Some viewed theft as heroic and highwaymen were mobbed by admirers at court. Some considered Africans to be heathens, bereft of Christianity, and accepted the slave trade as enabling contact with Christianity. However, many including William Wilberforce campaigned successfully for the abolition of slavery.</p> <p><u>A: 3&4 - The British Monarchy</u> There is a strong link between 'the church' and the monarchy which can be tracked through the</p>

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			<p>polytheistic and believed that all the gods came from Gaia (the Earth) and Uranos (the sky). They thought they were like adult humans. Like the Romans, the Greeks believed that different gods were responsible for different things. It was important to please the gods; happy gods helped you, but unhappy gods punished you.</p> <p>The Greeks thought the gods lived high above Mount Olympus, in a palace in the clouds. From here, they kept an eye on life below. From time to time, they would interfere in what was going on. They could send storms if they were angry and decide who was victorious in wars.</p> <p>The Greeks built temples to their gods and goddesses. Some temples were small, while others were very grand and beautiful with amazing decorations. Every city in Greece had a 'patron' god or goddess. People believed patron gods protected them from harm. When people needed help from the gods, they went to the temple to pray. To please the gods, people brought gifts of money, flowers, food and drink. They offered these gifts as sacrifices.</p> <p>The Greeks believed that the dead went to the Underworld. This was an underground kingdom ruled by the god Hades. Three judges decided where the dead person should spend eternity. If they'd been really good, they were sent to live happily forever in the Elysian Fields. If they had been ok, they were sent to the Asphodel Meadows. But if they had been really bad, they ended up in Tartarus. This was a really horrible pit where their soul was tortured for all eternity.</p> <p><u>B1: The Stone Age to Iron Age</u> People in Iron Age Britain believed in powerful spirits. They met to worship the spirits in sacred places, like the shores of a lake or a clearing in a wood. Priests known as druids led religious ceremonies. They sacrificed animals and sometimes humans too! The druids gave precious offerings, such as swords and cups, to the spirits. They buried the offerings in the</p>	<p>monarchs with a notable study of Henry VIII who established The Church of England followed by continued protestant and catholic unrest under the rule of Queen Mary and Queen Elizabeth I. There was a belief that the monarch was given divine rights from God to rule.</p> <p>Our new king Charles will be crowned 'Defender of Faiths' rather than 'Defender of THE Faith' showing how beliefs in our nation have changed in modern times.</p> <p><u>B:1 - The Mayan civilisation</u> 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.</p> <p>The Maya believed in many gods, each representing a different part of life. These gods had to be pleased so Maya communities made regular offerings to them, in the form of animal (and sometimes human) sacrifices.</p> <p>The dozens of deities (gods) controlled every part of the world. They were closely tied to the calendar and astronomy and their importance changed according to the movement of the stars, moon and sun. This could only be interpreted by the priest. Itzamna was the creator god. K'inich Ahau was the sun god. The Night Jaguar represented the sun on its journey to the underworld. The four Chaacs were storm gods, controlling thunder, lightning and the rains. There was a moon goddess, and a maize god. Kukulcan was a huge serpent covered in feathers who controlled rain.</p> <p>Priests acted between the human and the supernatural, also known as the 'chilan'. The priesthood became a closed group who performed the rituals, music, dance and sacrifices. Priests recorded their rituals in hieroglyphic books which</p>
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			<p>ground or threw them into rivers, lakes and bogs. When the Romans first arrived in Britain they wrote about the religion of the ancient Britons. They described four of their main festivals:</p> <ul style="list-style-type: none">- Imbolc was held in February to welcome the birth of the first lambs.- Beltane was celebrated in May, when the cattle were moved to their summer fields.- Lughnasadh was held in August to celebrate the ripening of the crops.- Samhain took place in November and marked the end of the year. <p>Some people think that Stonehenge was used to study the movements of the Sun and Moon. Other people think it was a place of healing.</p> <p>The ancient Britons believed that the Sun and Moon had a special power over their lives. It is very likely that they held special ceremonies at Stonehenge on Midsummer's Day (the longest day of the year) and on Midwinter's Day (the shortest day of the year).</p> <p>Many experts believe that Stonehenge was used for funerals. They suggest that people carried the dead along the River Avon, and then walked up to Stonehenge in a grand procession. The most important funeral ceremony of the year was probably held on Midwinter's Night at Stonehenge. This may have been because it is the longest night of the year.</p> <p><u>B: 3&4 - The Ancient Egyptians</u></p> <p>Ancient Egyptian religion was a system of polytheistic beliefs. They were one of the first civilisations to believe in life after death and the body was as important as the spirit. The pyramids were tombs and monuments to death and the afterlife. Those of high stature in society were mummified in a long and complex process. Animals considered sacred were also mummified. Tombs contained everything the dead would need in the afterlife. Pyramids typically took about 10,000 workers and 20 years to build. Egyptians built many stone temples where they believed gods and goddesses lived, every morning</p>	<p>included astronomical cycles, calendars and history. People believed that the kings were chosen to rule by gods (divine right to rule).</p> <p>The Maya believed the Earth had the form of a giant turtle that floated on an endless ocean and that the sky was held up by four mighty gods called Bacabs. The sky was made up of 13 levels in the heavens. Those who were sacrificed or who died in battle went to one of the top levels. Ancient Maya priest giving a thumbs up in the underworld. Those who died of natural causes went to Xibalba, the shadowy underworld, which had nine levels. Each level was associated with a colour and a direction; north was white, east was red, south was yellow, and west was black. The mortal (living) world was in between.</p> <p>Ancestor worship was important and similar to the Ancient Egyptians, at around the same time (1500 BC). Maya households buried their dead underneath the floors so they could protect the living.</p> <p><u>B:3 - The Bath Blitz and World War II</u></p> <p>Hilter's belief in the superiority of the Aryan race and wish for an empire was one reason he invaded Poland. Hitler and the Nazis' extremist beliefs as mentioned in the POWER section.</p> <p>An understanding of the impact of Propaganda on people's beliefs and how you can manipulate people using propaganda.</p> <p><u>B:5&6 - The Anglo Saxons and The Vikings</u></p>
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			<p>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>Legacy</p> 		<p><u>A:1 - Wellow's Railway</u> The station building was converted into a house by the artist Peter Blake and his then wife Jann Haworth in the mid-1970s. The signal box at the northern end of the down platform has also been converted for residential use. The station's canopy is still visible from nearby green space where the rail track ran south of the station. The house sports a weather vane with a steam engine. You can walk along the old railway line to Bath in one direction and Rastock, then Midsomer Norton in the other.</p> <p><u>A:3 - British Queens</u> <u>Queen Elizabeth I</u> There was lots of fighting in England between Catholics and Protestant because they each thought their version of Christianity was the most important. Queen Elizabeth I established the Church of England which united Catholics and Protestants. She also created one common prayer book. <u>Queen Victoria</u> 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. <u>Queen Elizabeth II</u> Queen Elizabeth II is the longest reigning British monarch. Queen Elizabeth II's impact on poverty around the world has created a legacy that will last for centuries. She has served as patron for more than 600 charities, including the British Red Cross, Cancer Research U.K., Blind Veterans U.K. and Save the Children U.K. She directs the public's attention to important causes and helps them to raise more money than they could otherwise. She does this partly by making appearances at events put on by these charities.</p> <p><u>A:5 - Transport through the Ages</u></p>	<p><u>A:1 - The Romans</u> After the Romans left, the country fell into chaos. Native tribes and foreign invaders battled each other for power. Many of the Roman towns in Britain crumbled away as people went back to living in the countryside. But even after they were gone, the Romans left their mark all over the country. They gave us new towns, plants, animals, a new religion and ways of reading and counting. Even the word 'Britain' came from the Romans.</p> <p><u>Roman Roads</u> Britain had no proper roads before the Romans - there were just muddy tracks. The Romans knew that the shortest distance from one place to another is a straight line. So they made all their roads as straight as possible to get around quickly. They built their roads on foundations of clay, chalk and gravel. They laid bigger flat stones on top. Roman roads bulged in the middle and had ditches either side, to help the rainwater drain off. Some Roman roads have been converted into motorways and main roads we use today. You can still find a few places where the original Roman road is still visible, too.</p> <p><u>Language</u> The language we used today was developed from the Romans. The Romans spoke and wrote in Latin and many of our words are based on Latin words.</p> <p><u>The Calendar</u> The calendar we use today was started by Julius Caesar, a Roman ruler. It is based on the movement of the earth around the sun, and so is called the 'solar calendar.' The solar calendar has 365 days a year, and 366 days every leap year, or every fourth year. The names of our months are taken from the names of Roman gods and rulers. The month 'July,' in fact, is named after Julius Caesar himself.</p>	<p><u>A:1 - The Georgians in Bath and Bristol</u> Modern mass-production has its roots in the Georgian industrial revolution, which paved the way for factories, and the bulk transportation of goods. The accompanying agricultural revolution led to bigger, bulkier animals, better varieties of grain, and higher outputs.</p> <p>Terraced houses, symmetrical frontages, basement kitchens and special dining rooms are Georgian designs.</p> <p>The Georgian period saw the popularisation of many foods we love today: tea, coffee, chocolate, ice cream, biscuits and cakes, jellies, sparkling champagne.</p> <p>Cities like Bristol still come to terms with the legacy of the slave trade. Bath still has a thriving tourist industry as a result of its Georgian architecture and cultural interest.</p> <p><u>A: 3&4 - The British Monarchy</u> The Magna Carta is considered one of the first steps taken in England towards establishing parliamentary democracy. There are strong influences from the Magna Carta in the American Bill of Rights, written in 1791. To this day there is a 1297 copy in the National Archives in Washington DC. Even more recently, the basic principles of the Magna Carta are seen very clearly in the Universal Declaration of Human Rights, penned in 1948 just after the Second World War.</p> <p><u>B:1 - The Mayan civilisation</u> 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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		<p>Due to developments and advancements in technology, scientists and engineers are constantly looking for ways to improve transport and the travel experience.</p> <p>The magnetic levitation (maglev) train is used in Japan and floats above the track, it works using magnets. These trains are extremely fast and they can reach speeds greater than 300 miles per hour!</p> <p>Cars are being developed to drive themselves without requiring a human driver. Self-driving cars are currently too expensive for ordinary people to own and they are also not legal in many countries due to having to prove they are safe on the road.</p> <p>A supersonic car called 'The Bloodhound' is being developed. It is the fastest car in the world and can travel faster than the speed of sound at 1000 miles per hour.</p> <p>Scientists and entrepreneurs are developing ways to make space travel an affordable holiday option. Virgin Galactic sells tickets for a short trip into space for £130,000! Passengers won't go high enough to go into orbit, but they will spend about six minutes in space. The whole trip will take two and a half hours from take-off to landing.</p> <p><u>B:1 - Memory Boxes</u> As humans discovered ever more precise ways of keeping track of time, we've also developed more accurate ways of keeping records and recording history. We can write, take photos and make videos.</p> <p>But "tracking the past" isn't the same as having a "memory" of the past. A tree ring might record the date of a major fire, but the tree wouldn't respond if you asked, "Do you remember the great fire of 1730?" Only humans can share their knowledge of the past because only humans have a communication system powerful enough to share what they know and learn.</p>	<p><u>The Census</u> The Roman Empire was huge and included millions of people living over a large area. They kept track of all these people by counting them. The Roman Empire began the practice of taking a census, or a 'count,' of all the people within its boundaries every so often. Today, many countries like ours take a census every 10 years.</p> <p><u>Towns and Cities</u> The Romans built towns around England to help them govern it better and keep organised, which the Celts didn't really have before. The largest one was London, which they called Londinium; by the end of the first century London had become one of the great cities of the Roman empire. Other large towns were Colchester, St. Albans and Aquae Sulis (now Bath).</p> <p>If a place-name has 'chester', 'caster' or 'cester' in it, it's almost certainly Roman (for example, Gloucester, Doncaster and Manchester). The word 'chester' comes from the Latin word 'castrum' which means 'a fort'.</p> <p><u>A: 3&4 - The Ancient Greeks</u> As Alexander expanded the Greek empire, he took Greek ideas with him. When he died in 323 BC, the Romans took over. They admired the Greeks' way of life and took Greek ideas to even more countries - including England.</p> <p>Ancient Greece is important historically because many things in culture today, especially in modern Europe, have been influenced by the ideas of the ancient Greek civilisation. Over 3000 years later we are still using Ancient Greek ideas in maths, science and art. Our alphabet is based on the Greek one and in the dictionary you'll find hundreds of words that come from the Greek language.</p> <p><u>Democracy</u> The Greeks' development of democracy is still our main form of government today. Unlike in ancient Greece, in modern forms of democracy women get to</p>	<p>Today there are over seven million Maya people, most of whom live in Central America and southern Mexico. There are 250 museums around the world with Maya items in their collections.</p> <p><u>B:3 - The Bath Blitz and World War II</u></p> <p>World War II proved to be the deadliest international conflict in history, taking the lives of 60 to 80 million people, including 6 million Jews who died at the hands of the Nazis during the Holocaust. Civilians made up an estimated 50-55 million deaths from the war, while the military comprised 21 to 25 million of those lost during the war. Millions more were injured, and still more lost their homes and property.</p> <p>The perception of the role of a woman within society began to shift.</p> <p><u>B:5&6 - The Anglo Saxons and The Vikings</u></p>
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		<p>Children need to begin to understand that the past has influenced to some extent the present.</p> <p>children need to understand why we want to learn about and remember the past.</p> <p><u>B:3 - Mining in Radstock in the Victorian Era</u> When the last mine in the Somerset Coalfield closed in 1973 local people wanted to recognise the work of the Somerset miners and their contribution to Britain's heritage. The result of this foresight is an extensive collection of artefacts from Somerset's coal mining history. The Museum, with its collections and purpose built displays, is now housed in the restored Radstock Old Market Hall.</p> <p><u>B:5 - The Great Fire of London</u></p>	<p>vote too. Juries of 12 people also decide if someone is guilty of a crime, but we don't use ostracons anymore!</p> <p>Sports The Greeks loved sport as much as we do. They enjoyed the discus, javelin, long jump, boxing and horse racing. Athletes prayed to Nike, the goddess of victory - she's still a big name in sport today! Greek men and boys trained in a gymnasium. We also go to the gym, although today women and girls are welcome too. The Greeks loved to watch races in a big, open-air 'stadion', very like a modern sports stadium. Every four years the Greeks held a special sporting festival at Olympia - the Olympic Games. These inspired the modern Olympics which began in 1896. Some of the events were very similar. Like the Greeks, we also hold the Olympics every four years.</p> <p>Philosophers Athenians in the Ekklesia practised reasoned debate and argument called philosophy, and great philosophers reflected on explanations of truth and justice. Their reflections, as well as scientific discoveries, still influence academics today.</p> <p>Ancient Greek thinkers made big discoveries.</p> <ul style="list-style-type: none">- Pythagoras found ways to measure and describe shapes that we still use in maths today.- Aristotle studied plants, animals and rocks. He devised experiments to find out about the world we live in. Modern scientists do the same kind of thing.- Herodotus wrote a history of the Greeks. He based this on eyewitness reports, something today's historians also try to do. Socrates and Plato were philosophers. They asked, "What is a good life?" and "How do we think?" Philosophers in our time also try to answer these questions.- Ancient Greek stories are still told today. We love films about superheroes and monsters.	
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			<p>Our TV soaps are full of stories about long-lost children returning to find their parents - just as ancient Greek plays were.</p> <p><u>B1: The Stone Age to Iron Age</u> Celtic language and culture is still present in Britain today.</p> <p>The Stone Age saw people change from hunting and gathering to farming and settling. Most societies in our world today still live in settled villages, towns and cities.</p> <p><u>B: 3&4 - The Ancient Egyptians</u> Irrigation: the ancient Egyptians were the first farmers to produce surplus crops, due to their system to irrigate using the River Nile. Calendar: they developed the 365 day calendar. Religion: they had one of the first religions with a belief in the afterlife. Writing: they made paper and invented some of the earliest forms of writing.</p>	
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Assessment and expectations in the skills and disciplines of History

Teachers will refer to the Milestones below to assess children's learning in History over the year. Teachers will complete an ARE grid. Children must be secure in their recall of core knowledge if they are to be able to use these skills in an advanced or deep way.

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 of 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.

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Milestone EYFS (Reception)

Understanding the World:

By the end of the EYFS, children will

- recognise some environments that are different from the one in which they live
- compare and contrast characters from stories, including figures from the past
- comment on images of familiar situations in the past
- talk about members of their immediate family and their community and name
- describe people who are familiar to them.

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.
	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.

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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.

Milestone 2 (Year 3 - Year 4)

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.

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	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.
	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 timeline using dates.	There is generally a good knowledge of the chronological order of the past and with structured activity the past can be placed in order on a timeline.	The chronological order of the past is understood and it is represented on a timeline accurately.	Chronology is understood, including overlapping events in different parts of the world.
	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.

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	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.
	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.

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	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, attitudes and experiences of men, women and children.	When reminded, the characteristic features of the past, from a range of perspectives, are described.	Generally, the characteristic features of the past, from a range of perspectives, are described.	Many of the characteristic features of the past are detailed from a carefully selected range of perspectives.
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.

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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.
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