



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

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

The National Curriculum for History aims to ensure all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed





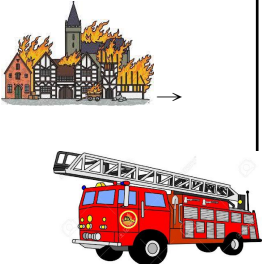


# St John's Progression Document

Our school drivers are: SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities

Subject: History



Threshold concepts:

	<b>Power</b> <i>Who was in charge?</i>		<b>Settlement</b> <i>Where did people live?</i>
	<b>Belief</b> <i>What did people think?</i>		<b>Society</b> <i>Were people treated the same?</i>
	<b>Cause and Change</b> <i>What happened and how did things change?</i>		<b>Legacy</b> <i>What have we learnt from the past?</i>
	<b>Culture</b> <i>How did people live?</i>		<b>Evidence and artefacts</b> <i>How do we know about the past?</i>

<p>How learning starts in the early years:</p>	<p>'Understanding the World' encompasses a range of early historical skills and knowledge in Early Years. Children are encouraged to talk about past and present events in their own lives and in the lives of family members. Practitioners share historical stories, objects and pictures to prompt discussion using past, present and future tense. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others.</p> <p>Practitioners encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' Use of language relating to time is used in daily routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'.</p>					
	Key Stage One		Key Stage Two			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Breath Of Study (NC Ref)</b></p> <p>Schemes to support planning: <a href="#">History Pathways</a></p>	<p><b>Context: Memory Box</b> common words and phrases relating to passing of time.</p> <p><b>Context: Dinosaurs and Mary Anning</b> Life of a significant individual, common words and phrases relating to passing of time. Understand</p>	<p>Know where the people and events they study fit within a chronological framework</p> <p><b>Context: First World War</b> nationally significant events commemorated in anniversaries</p>	<p><b>Context: Ancient Egyptians: the achievements of the earliest civilizations</b> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared, depth study</p>	<p><b>Context: Ancient Greece - Achievements and legacy around the world.</b> Achievements and their influence on the western world.</p> <p><b>Context: Ancient Rome - Who were the Ancient Romans? What legacy did the Romans leave behind in Britain?</b></p>	<p><b>Context: Anglo Saxons/Vikings</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Britain's settlement by Anglo-Saxons and Scots</p> <p><b>Context: Monarchy</b> A study of an aspect or theme in British history</p>	<p><b>Context: The Georgians</b> A study of an aspect of history or site dating from a period beyond 1066 that is significant in the locality</p> <p><b>Context: WWII</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge</p>



	<p>how we find out about the past</p> <p><b>Context:</b> Communication over time. lives of significant individuals who have contributed to national and international achievements: William Caxton and Tim Berners-Lee.</p>	<p><b>Context:</b> Victorians and their impact on the local area Victorian Coal mining and the legacy of the Victorians : significant events, people and places in own locality. Significant individuals: Brunel, Nightingale, Seacole, Queen Victoria</p> <p><b>Context:</b> The Great Fire Of London events beyond living memory that are significant nationally, using sources to understand key events.</p>	<p><b>Context:</b> Stone Age to Iron Age: Changes in Britain from the Stone Age to the Iron Age Changes in Britain from the Stone Age to the Iron Age Place events, artefacts and historical figures on a timeline including dates. Use dates and terms to describe events.</p>	<p>the Roman Empire and its impact on Britain the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.</p>	<p>that extends pupils' chronological knowledge beyond 1066 the changing power of monarchs using case studies such as Elizabeth I and Elizabeth II or Anne and Victoria.</p> <p><b>Context: Mayan Civilisation</b> A depth study of a Non- European country - that provides contrasts with British history</p>	<p>beyond 1066</p> <p>Use dates and terms accurately in describing events.</p> <p><b>Context: Local History</b> Local history study, a study over time tracing how several aspects of national history are reflected in the locality</p>
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<p><b>Knowledge and Understanding</b></p>	<p>Place events and artefacts in order on a timeline. Label with past, present, older and newer.</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</p>	<p>Know about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Significant historical events, people and places in their own locality including Brunel ,</p> <p>events beyond living memory that are significant nationally or globally [ events commemorated through festivals or anniversaries]</p> <p>Know and understand the history of these islands as a coherent, chronological</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</p> <p>Knowledge of Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture,</p>	<p>Roman Empire and its impact on Britain including: Julius Caesar's attempted invasion in 55-54 BC</p> <p>the Roman Empire by AD 42 and the power of its army</p> <p>successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance, for example, Boudica</p> <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>Roman withdrawal from Britain in c. AD</p>	<p>The changing power of monarchs using case studies such as Anne, Elizabeth 1, Victoria, Elizabeth 2</p> <p>Describe the main changes in a period of history. (using terms such as social, political, religious, technological and cultural.)</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>	<p>A significant turning point in British history, World War 2 and its impact on civilian populations in European countries -</p> <p>Use dates and terms accurately in describing events.</p> <p>Understand the concept of change and continuity over time, representing them with evidence on a timeline.</p> <p>Understand historical concepts such as Cause and Change, Cause and Change, similarity, difference and significance, and use</p>
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Subject: History



		<p>narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>		<p>410 and the fall of the western Roman Empire          Scots invasions from Ireland to north Britain (now Scotland)</p>	<p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life          Anglo-Saxon art and culture          Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>Viking raids and invasion          resistance by Alfred the Great and Athelstan, first king of England          further Viking invasions and Danegeld          Anglo-Saxon laws and justice          Edward the Confessor</p>	<p>them to make connections, draw contrasts, analyse trends,</p> <p>Understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.          Georgian trade, social conditions, beliefs., leisure, crime, culture, and how they impacted the local area.</p>
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					and his death in 1066	
<b>Investigating and interpreting evidence</b>	Observe or handle evidence to ask questions and find answers about the past. Use toys and fossils as artefacts to draw conclusions about the past	Use primary and secondary sources to offer suggestions on the main causes and consequences of events- Fire of London	Suggest causes and consequences of some of the main events and changes in history	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history- investigate sources about Boudicca and evaluate their reliability	Use sources of evidence to deduce information about the past.  Select suitable sources of evidence, giving reasons for choices- Select and justify a choice of sources to best explain the Mayan civilisation and culture	Use sources of evidence to deduce information about the past, maps. Diaries, newsreels, fiction and nonfiction accounts  Select suitable sources of evidence, giving reasons for choices - investigate economic and social impact of trade in Georgian Britain and its impact on life at home.
<b>Key Vocabulary</b>	A long time ago, centuries, when my parents were young, years, history, prehistory represent , recent, year decade, century,	A long time ago, recently, years, decades, centuries, era Victorians, Stuarts, centuries, BCE/ CE BCE/AD Nation,monarchy	History and prehistory, Neolithic, Paleolithic, Mesolithic, tribe, achievements, trade, hunter gatherer, nomadic, permanent homes, settlement,	Cause and Change empire', 'civilisation', 'parliament' 'peasantry invasion/ raid, settlement, kingdom, resistance, culture legacy	Monarch/ Monarchy Changing power absolute, constitutional, democracy, primogeniture, parliament, republic, monarchy, hereditary	Invasion, empire, resistance, democracy, fascism, dictatorship, civilian population, propaganda  Cause and Change, Cause and Change,



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	<p>extinct, generation, fossil</p> <p>Evidence, artefact, legacy</p>	<p>monarchy, Kingdom, witness, eyewitness, source , cause consequence, artefact, commemoration significant, influenced, timeline, chronology, engineer, achievement, transport, architecture. legacy, conditions, empire, industrial revolution</p>	<p>fort, permanent home, source, evidence, archaeologist, tribe, community, primary source ,secondary source source, technology, artefact , belief</p> <p>kingdom, pharaoh, divine kingship, afterlife Polytheistic absolute ruler, civilisation, trade, empire, legacy, organised religion</p>	<p>conquest conversion, slave, senate,</p> <p>Primary source/ secondary source, reliability</p> <p>BCE/AD expansion and dissolution of empire</p> <p>philosophy, drama democracy, theatre</p>	<p>social, political, religious, technological and cultural.</p> <p>expansion and dissolution of empire hypothesis reliability ancient Civilisation, trade legacy, gods, sacred</p>	<p>similarity, difference and significance social changes Cause, consequence</p> <p>expansion and dissolution of empire, slavery, trade,</p>
Assessment/POP Task	Topics end with a POP (proof of progress) task or recall quizzes which are set out as part of the curriculum topic. This is an opportunity for pupils to independently show their learning within a topic					



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	<p>What do fossils tell us about the past?</p> <p>Timeline of their family and toys they played with</p>	<p>Which of the Victorians we have studied left the greatest legacy and why?</p> <p>Why do we remember World War 1?</p> <p>Why did the fire of London spread so quickly? How and why did life change after the fire?</p>	<p>When was it better to live, in the Stone Age, Bronze or Iron Age, and why? Which age was the most significant?</p> <p>What can the contents of the tomb of Tutankhamun tell us about Egyptian beliefs?</p>	<p>Why are the accounts of Boudicca's actions different? What did she achieve and what do you believe?</p> <p>What was the most important legacy of Ancient Greece and why?</p>	<p>Write to explain whether the Vikings were raiders or settlers in Britain. Explain changes over time.</p> <p>How has the power of the monarchy changed over time? What was the most significant change?</p> <p>Maya are a Stone Age society – how similar and how different are they to Stone Age Britain</p>	<p>How did the Georgians change Bath and Bristol? What is their legacy today in our area?</p> <p>What was it like to be an evacuee/ child in WW2 Britain? How do we know, what sources help us to know?</p>
Communicating historically-bringing history to writing	<p>Identify some different ways in which the past has been represented, use pictures and artefacts to draw conclusions</p>	<p>Communicating historically, how did the fire spread so quickly? Who was to blame? How did it change London?</p>	<p>Use evidence to ask questions and find answers to questions about the past - what do the sources tell us about Ancient</p>	<p>Communication-reports of Boudicca's revolt from Celtic and Roman perspectives</p> <p>Letter from a slave/</p>	<p>Tour guide for an Ancient Mayan historical site making appropriate use of dates and terms</p>	<p>Communicating historically- when was the most dangerous time to live in Britain? Was the Blitz more or less dangerous?</p>

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	Write about the changes that have happened since they were born	<p>Communicating- letter, diary entry and news report after the fire</p> <p>Communicating historically- report from a Victorian mine</p> <p>Communicating historically- diary of a school teacher</p> <p>Communicating historically- who was the most influential Victorian and why?</p> <p>Communicating historically - Why do we remember World War 1?</p>	<p>Egyptian civilisation showed their beliefs?</p> <p>Communication- compare Iron Age and Ancient Egyptian civilisations</p> <p>Communication: - Letter from a pharaoh about the building of the pyramids</p> <p>Explanation of the burial process</p> <p>Report from the discovery of Tutankhamun's tomb</p>	<p>Viking peasant - a day in the life</p> <p>Report to Caesar on the invasion and settlement</p> <p>Advertisement for the Aqua Sulis</p> <p>Report on a Viking raid from 2 perspectives</p> <p>Communication: Letters and reports from Ancient Greek games/ schools and battle between Athens and Sparta</p> <p>Biography- Alexander the Great</p>	<p>News report on signing Magna Carta</p> <p>Explanation of the impact of Magna Carta</p> <p>Letter to Henry V111 persuading him to break with Rome</p> <p>Interview with Eliz 1</p> <p>Explanation of the changing power of monarchy over time</p> <p>Biography of kings and queens</p>	<p>Letters from evacuees, news reports and diaries from Blitz</p> <p>Advertisement/ holiday brochure for Georgian Bath</p> <p>Letters from Georgian Bath, servant diaries</p> <p>Letter to persuade parliament to end the slave trade</p> <p>Communicating historically - what was life like for rich and poor in Georgian Bath and Bristol?</p>
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				Persuasive writing which is the most important legacy of the Ancient Greeks?		
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