History Curriculum Progression
Peasedown St John School

" A people without a knowledge of its past history, origin and culture, is like a tree without roots."
Marcus Garvey

At Peasedown St John, our curriculum intent for History is important to us as a school, as it ensures children are able to achieve the best learning outcomes possible. It reflects the purposes and aims taken from the national curriculum, inspiring our pupils to develop their knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past. Teaching will equip pupils 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.

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. The subject topics are mapped out to ensure coverage and to identify, logically and systematically, a clear progression in learning linked to these Big Ideas. Our Big Ideas in history ensure that children learn and understand both substantive, factual, knowledge and disciplinary knowledge, the skills of 'being a historian'.



History Curriculum Progression
Peasedown St John School

National Curriculum Breadth of Study in History

	EYFS		*KS1*		*KS2*			
	N	***R***	***Year 1***	***Year 2***	***Year 3***	***Year 4***	***Year 5***	***Year 6***
Skills / Disciplines	**How learning builds from the Early Years :** The key concepts for history are introduced in the Early Years Foundation Stage. See our EYFS progression documents: PSJ- People and Communities		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.		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.			
Knowledge			Pupils are taught about: 1. Changes within living memory.(Y1) 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] (Y2) 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. (Y1 & Y2) 4. Significant historical events, people and places in their own locality (Y1)		Pupils are taught about: 1. Changes in Britain from the Stone Age to the Iron Age (Y3) 2. The Roman Empire and its impact on Britain. (Y4) 3. Britain's settlement by Anglo-Saxons and Scots (Y6) 4. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y6) 5. A local history study – a study over time tracing how several aspects of national history are reflected in the locality (Y6 - Georgians) 6. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Y5 - Migration & Y5 - WWII) 7. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study (Y3 - Egypt) 8. Ancient Greece – a study of Greek life and achievements and their influence on the western world (Y4) 9. A non-European society that provides contrast with British history civilization. (Y5 - Maya)			

History Curriculum Progression
Peasedown St John School

Our Overview of History Teaching (How we have organised the N.C. Breadth of Study)

	TERM 1 8 weeks 7.9.26- 23.10.26								TERM 2 7 weeks 2.11.25 - 18.12.26							TERM 3 6 weeks 4.1.27 - 12.2.26						TERM 4 5 weeks 22.2.27 - 25.3.25					TERM 5 6 weeks 12.4.27 - 28.5.27						TERM 6 7 weeks 7.6.27 - 23.7.27						
	September				October				November				Dec			January				Feb		March					April				May			June						
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	6	7
EYFS	See Nursery and Reception Curriculum Maps and the progression Document PSJ- The World and PSJ- People and Communities																																							
Year 1	Memory Boxes								Mining and Local History							The United Kingdom (to incl weather)															Mary Anning / Big Dig						Hong Kong and the Local Area						
Year 2	Significant Victorians (Brunel & Mary Seacole)															Street Detectives						The Great Fire of London										Continents and Oceans											
Year 3	Ancient Egypt															Where in the World						Our European Neighbours										Stone Age to Iron Age						Rivers					
Year 4	Romans								Mediterranean/Bath							Antarctica						The USA										Ancient Greeks											
Year 5	WWII								Migration							Global Trade						Misty Mountains										Ancient Maya						Tropical Rainforests					
Year 6	Georgian Bath & Bristol															Vikings and Anglo Saxons																Volcanoes and Earthquakes						Fieldwork					

Between the 2024/25 and 2025/26 years, changes to some History units across upper Key Stage 2 have been made to enable children to make deeper connections within their learning across different curriculum subjects and consolidate their knowledge. Year 5 and 6 will follow the overview below so that children in these cohorts study all relevant aspects of the National Curriculum for history.

2024/25	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	Ancient Maya	Global Trade	Anglo Saxons & Scots	Anglo Saxons & Vikings	Mountains	Rainforests
Year 6	Georgians	Kenya	Volcanoes & Earthquakes			

2025/26	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	WWII	Migration	Global Trade	Mountains	Ancient Maya	Rainforests
Year 6	Georgians		Volcanoes & Earthquakes	Vikings and Anglo Saxons		Fieldwork

2026/27	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	WWII	Migration	Global Trade	Mountains	Ancient Maya	Rainforests
Year 6	Georgians	TBC	Vikings and Anglo Saxons		Volcanoes & Earthquakes	Fieldwork

History Curriculum Progression
Peasedown St John School

Links to whole school curriculum drivers

We have adapted the purposes and aims of the National Curriculum to ensure that it reflects the context of our school and the community it serves, aiming to improve children's awareness of Fundamental British Values (FBV), Spiritual, Moral, Social and Cultural development by leading children to understand why people act as they do, and to appreciate and respect those who lived in the different, foreign country of the past. The teaching of History will help pupils to understand and respect our common humanity and diversity, and can provide the conceptual means to make sense of their lives. Therefore, when children are exposed to these aspects of the whole curriculum, it will motivate and encourage them, enabling them to improve their cultural capital and to become respectful and knowledgeable citizens.

The way that we have designed the curriculum engages pupils to read a wider breadth of fiction and non-fiction texts. We prioritise reading at PSJ by exploring different types of genres and texts to help children discover new information, both visually and through the written word. This enables us to put topics within subjects into a meaningful context, whilst building upon previous learning. As well as this, it helps children to recall important information and embed learnt knowledge from the short-term memory into the long-term memory. Through reading, we aim to expose children with differing needs to high-quality texts, with the aim of developing a wider range of vocabulary across all curriculum subjects, thereby building their cultural capital. In History we aim to promote reading and vocabulary by:

- the questioning and interpretation of texts of various kinds, including objects and images (primary and secondary)
- connecting children with the people, society and situation that produced a particular document, engaging them imaginatively in exploring its wider meaning
- the reading of historical documents as a technical exercise in comprehension and deconstruction, and understanding the meaning, situation and significance

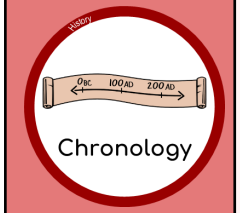
	EYFS		***KS1***		***LKS2***		***UKS2***	
	N	***R***	***Year 1***	***Year 2***	***Year 3***	***Year 4***	***Year 5***	***Year 6***
Community links - local and global, diversity and commonality			Invite family members and their toys to share their histories Make link to the dragonfly fossil that was found locally (now in Bristol museum) and that is why we see images and business names linked to the dragonfly English Heritage	Bristol - Clifton Suspension Bridge Great Western Railway - Midsomer Norton Railway	Stone Henge Long barrow near Wellow	Local history - Shoscombe/Wellow Roman Villa - local history society could visit- Kings Weston Roman Villa (Blaise Museum) The Newt in Somerset - Recreated Roman Villa	Local WWII history: Evacuation to PSJ; Bath, Bristol and Midsomer Norton during The Blitz	The Geogrians: the comparison between Bath and Bristol Georgian life in Bath

History Curriculum Progression
Peasedown St John School

Visits, opportunities and experiences			Lyme Regis - Mary Anning Museum	Victoria Art Gallery - what can paintings tell us about the Victorians? Art workshop. Walk around Sydney Gardens to see the Victorian heritage with local historian Michael Gorely.	Stone Henge River walk and visit the long barrow Bristol Museum - Egypt	The Roman Baths	WWII Experience Day Mexicolore	Number 1 Royal Crescent and walking tour by local history expert
High quality books - fiction and non-fiction			The Fossil Girl by Cathrine Brighten The Fossil Hunter by Kate Winter Stone Girl, Bone Girl by Laurance Anholt The Toymaker by Martin Waddell	The Great Fire of London by Emma Adams (The Write Stuff writing unit) Brunel The Great Engineer by Sally Hewitt The Extraordinary Life of Mary Seacole	Egyptian Cinderella Stone Age	"Journal of Iliona A Young Slave" Richard Platt (GR) "Icarus was ridiculous" Pamela Butchart (GR) plus Greek myths as additional texts. (One of our writing units will be a newspaper report about an event in a Greek myth).	Billy's Blitz Tales of WWII The Boy at the Back of the Class The Explorer What was it like to be an Ancient Maya? Linked LiteracyShed+ texts	The Highway Man (setting not date of writing!) Gorgeous Geogains (Horrible Histories)

History Curriculum Progression
Peasedown St John School

Summary of key knowledge, skills and vocabulary that we teach through our Big Ideas

	EYFS		KS1		LKS2		UKS2	
	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 **Where does this event appear on a timeline? What events occur before and after?**	Remember and talk about significant events in their own experience Recognise and describe special times or events for family or friends	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	**Memory Boxes** • Time has order: some things happened before, some are happening now, and some will happen later • Words like past, present, and future help us talk about time • Our lives follow a timeline: baby, child, grown-up • We can sort objects and events from older to newer • Timelines help us see how things have changed over time **Mining and Local History** • Coal mining started hundreds of years ago and ended in 1973 • Our school was built after the mines had opened • The Radstock Museum was created to remember the miners • Children used to work before school was common • We can use old maps and photos to see what came first **The Big Dig** • Dinosaurs lived a very long time ago during the Mesozoic Era, which came before humans • Earth formed over 4 billion years ago; dinosaurs appeared	**Great Fire of London** • The fire started on Sunday 2nd September 1666• By 7am, over 300 houses had already burned down. • On Monday, people grabbed their belongings and tried to escape or help fight the fire. • On Tuesday, the fire got worse and St Paul's Cathedral was destroyed. • On Wednesday, the wind slowed and the fire began to die down. • By Thursday evening, the fire was finally put out. • The fire lasted five days and happened just one year after the Great Plague, which had killed one fifth of Londoners. • It took 40 years to rebuild St Paul's Cathedral. **Isambard Kingdom Brunel** • Brunel was born in 1806 and died in 1859, during the reign of Queen Victoria • His career spanned the height of the Industrial Revolution, a time of rapid change in Britain • He began designing the Clifton Suspension Bridge in the 1830s; it was completed in 1864, five years after his death	**Stone Age to Iron Age** • Prehistoric Britain began when the first humans arrived in the British Isles. • The Stone Age lasted from about 2.5 million years ago to 3000 BCE. • It had three parts: Palaeolithic (Old Stone Age), Mesolithic (Middle Stone Age), and Neolithic (New Stone Age). • The Bronze Age came next, from 3000 BCE to 1200 BCE. Around 3000 BCE settlers from Europe arrived, bringing their skills and customs with them, marking the start of this new era. • The Iron Age in Britain lasted from 800 BCE to 43 CE. • Prehistoric Britain ended when the Romans invaded. • Other countries went through these ages at different times. **Ancient Egypt** • Ancient Egypt began around 3500 BCE and lasted for about 3000 years. • Around 3100 BCE, Egyptians invented hieroglyphics to record ideas and sounds. • The first stone pyramid was built around 2700 BCE.	**Ancient Greece** • The Minoan civilisation was the earliest in Ancient Greece, thriving on Crete from around 3000–1450 BCE. • The Mycenaean civilisation followed, known for its palaces and links to the Trojan War (c. 1600–1100 BCE). • After the collapse of the Mycenaeans, Greece entered the Dark Ages (c. 1100–800 BCE), with fewer records and simpler life. • The Archaic period (c. 800–500 BCE) saw the rise of city-states and the development of writing and trade. • The Classical period (5th–4th century BCE) was when democracy, philosophy, and art flourished. • The Persian Wars happened around 490–479 BCE, followed by the Peloponnesian War (431–404 BCE). • Alexander the Great conquered much of the known world around 336–323 BCE, spreading Greek culture. • After Alexander's death, Greece was divided and weakened, eventually conquered by Rome in 146 BCE. **Romans in Britain** • Roman Britain happened after the	**WWII** • 1939: Adolf Hitler, leader of Nazi Germany, ordered the invasion of Poland. Britain and France declared war to protect Poland. • 1940: At Dunkirk, British and French troops were trapped by German forces. Over 330,000 soldiers were rescued by boats, including fishing boats and ferries. • 1940: In the Battle of Britain, German planes bombed cities like London and Coventry. British pilots in the Royal Air Force defended the skies and stopped Germany from invading. • 1941: Japan attacked American ships at Pearl Harbor in Hawaii. The United States joined the war against Germany, Italy and Japan. • 1942 to 1943: Germany tried to capture the Russian city of Stalingrad. Soviet forces fought back and won, which began Germany's retreat. • 1944: On D-Day, Allied soldiers from Britain, America and Canada landed in Normandy, France. They began freeing Europe from Nazi control.	**Georgian Bath and Bristol** The Georgian era lasted from 1714 to 1830 under Kings George I to IV. The Royal Crescent in Bath was built in 1767 to 1775. Bristol's Floating Harbour opened in 1809. The slave trade was abolished in Britain in 1807, helped by campaigners like Olaudah Equiano. **Anglo Saxons and The Scots** • After the Romans left Britain in 410 CE, the island became open to new settlers. • Around 430 CE, the first Christian church was built in Whithorn, showing early signs of religious change. • By 450 CE, Saxons from northern Europe had begun settling in Kent, forming small farming communities. • Over time, these groups grew into powerful kingdoms. • By 613 CE, Northumbrian kings controlled much of England. • In 757 CE, Offa became king of Mercia and was seen as ruler of all England south of the Humber. He built Offa's Dyke to mark the border with Wales.

History Curriculum Progression
Peasedown St John School

			around 230 million years ago • Humans came much later—only about 200,000 years ago • Mary Anning lived in the past, over 200 years ago, in the early 1800s	• The bridge project shows how Brunel's influence continued even after his lifetime. His work happened during a time when lots of new machines and inventions were changing Britain • His work overlaps with other significant Victorians including Mary Seacole and Georgians including Mary Anning • He lived before both WWI and WWII **Mary Seacole** • Mary Seacole was born in Jamaica in 1805, before Queen Victoria became queen • Queen Victoria ruled for a long time and died in 1901, ending the Victorian era • Mary helped people during cholera outbreaks in Jamaica (1850) and Panama (1851) • The Crimean War began in 1854, and Mary travelled there in 1855 to help sick soldiers • She returned to London in 1856 and wrote her autobiography in 1857 • During the Victorian era, many new inventions were made, like trains and the telephone • By 1880, all children had to go to school instead of working in factories or mines	• The Pyramids of Giza were built around 2600 BCE and took many years to complete. • Tutankhamun became pharaoh around 1400 BCE when he was still a child. • Egypt was ruled by Pharaohs until 30 BCE, when the Romans made it a province.	Iron Age, when Celtic tribes lived in Britain with no towns or written records. • It came long after Ancient Egypt, which began around 3000 BC—Roman Britain started over 2500 years later. • In 55 BC, Roman General Julius Caesar led the first raid on Britain with two legions. He wanted Britain to become part of the Roman Empire. • In 54 BC, Caesar returned with five legions and 2000 cavalrymen, but still didn't conquer Britain. • In 43 AD, nearly 100 years later, Emperor Claudius launched a full invasion. It took the Romans 30 years to fully control Britain. • In 60 AD, Queen Boudicca led a huge rebellion against the Romans, attacking towns like Colchester, London, and St Albans. • In 122 AD, Emperor Hadrian built a wall across Britain to mark the Roman border and protect from northern tribes. • In 410 AD, Roman soldiers left Britain to defend Rome from attacks, ending Roman rule in Britain.	• 1945: The United States dropped atomic bombs on Hiroshima and Nagasaki. Japan surrendered soon after. • 8 May 1945: VE Day (Victory in Europe Day) marked the official end of the war in Europe. People celebrated with street parties and parades. **Migration** Migration has shaped the UK for centuries, beginning with the Norman Conquest in 1066, when French-speaking Normans settled and transformed English society. Over time, waves of migrants arrived: Flemish weavers in the 1300s, Huguenots fleeing persecution in the 1600s, and Irish migrants during the 1800s famine. In the 20th century, migration increased after both World Wars, with people arriving from across the British Empire. The Windrush generation came from the Caribbean in 1948, followed by South Asian and African migrants in the 1950s–70s. More recently, EU migration and refugee movements have continued to shape Britain's population. **Ancient Maya** • The Maya civilization lasted thousands of years and is split into three	• In 789 CE, the first Viking raid was recorded in Dorset, followed by a brutal attack on Lindisfarne in 793 CE, which marked the beginning of the Viking Age. **Anglo Saxons and the Vikings** • In 789 CE, the first recorded Viking raid happened in Dorset, marking the beginning of Viking contact with England. • In 793 CE, Vikings attacked the monastery at Lindisfarne, shocking Christian communities and starting a period of fear and defence. • Over the next century, Viking raids became more frequent, with attacks on towns, monasteries, and villages across England. • In 886 CE, King Alfred and Viking leader Guthrum signed a treaty dividing England into Saxon and Viking zones—this was called the Danelaw. • Alfred built burhs and trained his army to defend against future attacks, showing how Saxons adapted to Viking threats. • In 927 CE, Athelstan united the English kingdoms, becoming the first king of all England and reducing Viking control. • Viking influence continued, and some Norsemen became Normans, who later invaded England in

History Curriculum Progression
Peasedown St John School

							main periods: Preclassic (2000 BC–250 AD), Classic (250–900 AD), and Postclassic (900–1500 AD). • In the Preclassic period, farming began and cities like El Mirador and Tikal were built. • The Classic period was the Maya's golden age, with powerful cities, pyramids, and writing. • The Postclassic period saw northern cities like Chichen Itza thrive before the Spanish arrived. • Maya calendars were based on astronomy and helped plan farming, festivals, and rituals. • They used two calendars: the 260-day Tzolkin for religion and the 365-day Haab for seasons. • The Maya watched the sun, moon, and stars to mark time and predict events. • Their cities were abandoned around 900 AD, and rediscovered centuries later by explorers.	1066 at the Battle of Hastings.
Power  	Shows interest in different occupations and ways of life indoors and outdoors	Talk about the lives of the people around them and their roles in society	**Memory Boxes** • Some toys were made to celebrate kings, queens, and big events • Powerful people like monarchs are remembered through special toys • Royal events like the Queen's Jubilee or	**Great Fire of London** • After the fire, people argued over who should pay to rebuild homes: tenants or landlords. • A special Fire Court was set up to help solve these problems fairly. • The King helped by setting up temporary	**Stone Age to Iron Age** • In the Bronze Age, powerful chiefs led clans and held ceremonies. • In the Iron Age, tribes were led by warrior kings. • Iron weapons made battles more dangerous.	**Ancient Greece** • Athens developed democracy, where citizens could vote on laws and decisions. • Cleisthenes introduced reforms that gave more people a say in government. • Only free men born in Athens could vote.	**WWII** • The Allied powers included Britain, France, the Soviet Union and the United States. • The Axis powers included Germany, Italy and Japan. • Germany used tanks, submarines	**Georgian Bath and Bristol** Kings ruled Britain. Four King Georges in a row ruled; George I came from the House of Hanover as there was no suitable heir in Britain. Local power was held by wealthy landowners and merchants.

History Curriculum Progression
Peasedown St John School

In this Big Idea, we examine the strength of these events and changes to power.			King's Coronation are important moments • Toys like soldiers or coronation dolls show who had power in the past • We can match toys to the events they celebrate to learn about history **The Big Dig** • Powerful people in Mary's time were mostly rich men • They didn't let women like Mary join important science groups • Mary's ideas were ignored at first, even though she was right • Georges Cuvier, a famous scientist, didn't believe her discovery until later • Children learn that sometimes people aren't treated fairly, and we can talk about how that feels **Mining and Local History** ● Mine owners made the rules and earned money ● Workers had to follow orders and work in dangerous places ● Children were paid very little and had no choice ● Laws were made to stop children and women working in mines ● Safety rules were not strong until much later	markets and a national fundraising scheme to support homeless Londoners. • The King was worried about his people and tried to help them recover. • He encouraged new laws to improve building safety. • The fire showed that ordinary people had power: they helped fight the fire and rebuild the city. **Isambard Kingdom Brunel** • In Victorian times, kings, queens, rich landowners, and businessmen had most of the power • Brunel worked with powerful people who helped pay for his big ideas • He won the chance to design the Clifton Suspension Bridge because people believed in his skills • Most people in charge were men, and many Victorians thought men should make decisions while women stayed at home • Brunel's clever ideas gave him power to change how people travelled and lived • The bridge became a symbol of strength and success for Britain **Mary Seacole** ● Queen Victoria was the ruler during the Victorian era and had lots of influence ● Rich factory owners had power over workers and made	• Hill forts were built to protect people from attacks. • Leadership changed from small groups to stronger rulers with more control. **Ancient Egupt** Egyptian society was a pyramid structure, with pharaohs at the top. Pharaohs were absolute rulers with unquestioned powers. The Ancient Egyptians had a government that was ruled by the Pharaoh. The Pharaoh was the supreme leader not only of the government, but also of the religion. However, the Pharaoh had a hierarchy of rulers and leaders below him who ran different aspects of the government. Pharaohs were leaders of the army, made the laws and was the chief priest. Below the king were viziers, ministers, scribes, mayors, priests, doctors, farmers, peasants and slaves. Most people worked the land.	Women, slaves, and foreigners were excluded. • Sparta was ruled by two kings and focused on military strength, not democracy. • Some city-states were ruled by tyrants, who took power by force but sometimes made popular changes. • The Peloponnesian War was a long conflict between Athens and Sparta over power and influence. • Athens had a strong navy, while Sparta had a powerful army; both used different tactics. • Sparta eventually won the war with help from Persia, weakening Athens and ending its empire. **Romans in Britain** • The Roman army was strong because it was well-trained, well-equipped, and highly organised into units called legions. • The Celtic warriors fought in a chaotic style with little armour or discipline, which made them less effective in battle. • Roman Britain was ruled by a general who commanded the army and enforced Roman laws. • Town councils made up of wealthy aristocrats helped govern cities, collect taxes, and settle disputes. • Romans allowed local leaders to stay	and fast aircraft like the Messerschmitt. ● Britain used Spitfires, radar and codebreaking teams at Bletchley Park. ● Both sides used conscription. Men aged 18 to 41 had to join the armed forces. ● Women joined the Auxiliary Territorial Service and the Women's Land Army. ● Winston Churchill was Britain's Prime Minister. Franklin D. Roosevelt led the United States. ● Adolf Hitler led Nazi Germany and made decisions that caused the war. **Migration** Power has played a major role in migration, especially through the British Empire and government policies. The Empire encouraged movement between colonies and Britain, often for work or military service. After World War II, the British government invited Commonwealth citizens to help rebuild the country. However, migrants didn't always have equal rights—some faced racism, unfair laws, or were denied housing and jobs. Campaigns for justice, like those following the Windrush scandal, show how power can both enable and restrict migration.	Bath's elite controlled access to clubs and Assembly Rooms. Beau Nash had social power by deciding who could attend events. Britain was expanding its empire, gaining land and wealth from colonies around the world. The empire gave Britain global power but also led to exploitation and slavery. Olaudah Equiano challenged powerful people by writing about slavery and speaking in public. Reformers like Hannah More and Equiano worked to change unfair systems. **Anglo Saxons and The Scots** • After the Romans left, Britain was split into lots of small kingdoms, each with its own ruler • These kingdoms included places like Wessex, Mercia, Northumbria, Kent and East Anglia • There wasn't one King of England at first; each kingdom had its own king • Somerset was part of the kingdom of Wessex, ruled by powerful Anglo-Saxon kings like Alfred the Great • Over time, some kings became more powerful and started to rule over more than one area • By the 700s, kings like Offa of Mercia were seen as rulers of

History Curriculum Progression
Peasedown St John School

				children work long hours • Mary was refused help when she asked to go to Crimea, possibly because of her race or healing style • She used her own money from her gold-mining business to travel and help soldiers • Florence Nightingale had power in the hospitals and chose who could work there • Mary was not accepted by the army or hospital leaders but helped anyway • After the war, Mary had little money and asked for help in newspapers		in power if they followed Roman laws and paid taxes—this helped keep control. • The rebellion led by Boudicca showed how some tribes resisted Roman power, but the Roman army defeated her forces.	**Ancient Maya** • Maya cities were ruled by kings who were believed to be chosen by the gods. • Each city had its own government, army, and noble family in charge. • Priests held great power by reading the stars and leading religious ceremonies. • Nobles worked in government and were educated; they helped make decisions and lead trade. • Merchants sold goods and travelled between cities using jungle trade routes. • Commoners were mostly farmers and workers who supported the city's needs. • Laws were fair and applied to most people: judges listened to evidence before deciding punishments. • Punishments included becoming a servant or having your hair cut short to show guilt.	most of southern England • Later, King Alfred of Wessex helped defend England from Viking attacks and became very famous • Eventually, the strongest kings began calling themselves "King of the English" • In 1066, William the Conqueror became king after the Battle of Hastings, and England had one ruler from then on **Anglo Saxons and the Vikings** • Anglo-Saxon and Viking kings ruled with absolute authority, making laws, leading armies and controlling land and people. • King Alfred the Great defended Wessex against Viking attacks and signed a treaty with Viking leader Guthrum in 886 CE, dividing England into Saxon and Viking zones (Danelaw). • Athelstan, Alfred's grandson, became the first king to unite all English kingdoms in 927 CE, reducing Viking control and strengthening Saxon rule. • The Vikings formed the Great Heathen Army in 865 CE, led by Ivar the Boneless and others, to take revenge for the death of their father Ragnar Lodbrok and conquer Anglo-Saxon lands. • One major battle was the Battle of York in 866 CE, where Vikings defeated

History Curriculum Progression
Peasedown St John School

								Northumbrian forces and took control of the city, installing a puppet king. • Another key conflict was the Battle of Ashdown in 871 CE, where Alfred defeated Viking forces in Wessex, helping secure his reputation as a strong leader. • Power often shifted through battles, treaties, and leadership changes, with both sides using strategy, alliances and religion to strengthen their rule. • These struggles for control helped shape the future of England, leading to a more unified kingdom and influencing how later monarchs ruled.
Settlement  ***In this Big Idea, we examine where these events/people occur in the world, discuss migration and changes to location over time.***	Shows interest in different occupations and ways of life indoors and outdoors	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	**Memory Boxes** • Peasedown St John has changed a lot in the last 150 years • Long ago, it was a small mining village with fewer houses and roads • Coal mines helped the village grow, and now it's a busy place to live • Maps, photos, and school records show how buildings and people changed • We can ask questions to find out why places grow and change **The Big Dig** • Mary lived in Lyme Regis, a town by the sea where many fossils are found • The Jurassic Coast is famous for its cliffs and fossil beds	**Great Fire of London** • In 1666, London had around 400,000 people and it was the largest city in England. • It was crowded, especially near the fire's starting point, because of wooden houses built close together. • London was important for government, trade, and business, with the River Thames used for shipping goods. • Rich merchants lived near the river, while the aristocracy lived outside the city. • The city had grown beyond its old walls and was seen as messy and unsafe: a fire waiting to happen.	**Stone Age to Iron Age** • Early Stone Age people moved around to find food and lived in temporary shelters. • In the Neolithic period, people began farming and built permanent homes. • Stoney Littleton Long Barrow, near Wellow, is a Neolithic burial site showing early settled life. • Skara Brae is a famous Neolithic village in Scotland, but in Somerset, people also built stone homes and farmed the land. • Bronze Age settlers brought metalworking skills and lived in small communities. • Stanton Drew Stone Circles, near Bristol,	**Ancient Greece** • The Minoans built advanced settlements on Crete, including the famous palace at Knossos, which had running water, storage rooms, and colourful frescoes. • Later, Ancient Greece was made up of city-states (poleis) like Athens, Sparta, Corinth, and Delphi. • Each city-state had its own government, army, and laws, and often competed with others. • Greece's mountainous landscape made travel difficult, so cities developed independently. • Most settlements were near the coast or rivers for trade,	**WWII** • Children were evacuated from cities to protect them from bombing raids. • Many children from Kent were sent to Peasedown St John and nearby villages. • Evacuees lived with host families and joined local schools. Teachers had to teach larger groups and sometimes share classrooms. • Bath and Bristol were bombed during the Blitz. Homes, shops and churches were damaged. • Families moved to safer areas or rebuilt their homes after the war. • Some evacuees stayed in the countryside permanently.	**Georgian Bath and Bristol** The industrial revolution led people to move from the country to towns and cities. In Bath, formerly a 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 built. 1726 Ralph Allen bought the stone quarries at Combe Down, and built an ingenious railway to carry the huge blocks down the Bath for the building of houses and streets.

History Curriculum Progression
Peasedown St John School

			• Children can visit the Mary Anning Museum in her old house • They can go on a fossil hunt to see where she worked • Maps help children find Lyme Regis and understand how the coast helped Mary find fossils **Mining and Local History** ● Peasedown grew quickly when mining became popular ● Miners and their families lived in small cottages near the pits ● Radstock had railways and canals to move coal to Bath and London ● Villages now have more houses, schools, and shops than before ● New estates in Peasedown were built in the 1990s and 2000s	• People lived in tall, timber-framed houses, often with overhanging upper floors. • Many homes had open fires and candles, which made fires more likely. • The city was noisy and smelly, with animals, carts, and people everywhere. • London was a place of opportunity, attracting workers, traders, and craftsmen. **Isambard Kingdom Brunel** • Brunel's railways helped towns and cities grow by improving transport links • The Clifton Suspension Bridge made it easier to travel across the Avon Gorge, connecting Clifton with the rest of Bristol • His work supported the expansion of Bristol as a major Victorian city • Improved access encouraged movement, trade, and tourism in the region • Engineering projects like the bridge helped shape where people lived and worked **Mary Seacole** ● During the Victorian era, many people moved from the countryside to cities for work ● Cities like London and Bristol became crowded and busy ● Mary travelled between Jamaica,	show where people gathered for ceremonies and lived nearby. • Iron Age people lived in hill forts like Cadbury Castle, Ham Hill, and Dowsborough, which had strong walls and ditches for protection. • These settlements were often built on high ground to keep watch and stay safe from attacks. **Ancient Egypt** ● Egypt grew along the River Nile, which flooded each year and helped crops grow. ● Towns and cities were built near the river, including Thebes, Memphis, and Tanis. ● These cities became busy ports for trading with other countries. ● People lived in mud-brick houses, often with flat roofs and small courtyards. ● Most Egyptians were farmers, growing wheat, barley, and vegetables. ● Cities had craftsmen, traders, and shopkeepers who made and sold goods.	farming, and fresh water. • Greeks built colonies around the Mediterranean to help with farming and trade. • Important buildings included temples, agoras (marketplaces), and theatres. • The Acropolis in Athens was a sacred hill with temples like the Parthenon. • Homes were simple, often built around a courtyard, with separate areas for men and women. **Romans in Britain** • Before the Romans, Britain was made up of Celtic tribes living in small villages with roundhouses and no towns. • The Romans built towns and cities to help govern Britain. These included Londinium (London), Colchester, Bath (Aquae Sulis), and St Albans. • Roman towns had straight roads, aqueducts to carry water, public baths, and amphitheatres for entertainment. • Wealthy Celts who accepted Roman rule built villas with luxuries like mosaics and hypocaust heating systems. • Most people still lived in the countryside and worked as farmers, growing crops and raising animals. • Place names ending in -chester, -caster, or -cester come from	● Maps and photos show how towns changed during and after the war. ● New housing was built after the war to replace bombed buildings. **Migration** People have migrated to the UK for many reasons: safety, work, family, and opportunity. Migrants often settled in port cities like London, Liverpool, and Bristol, or in industrial towns where jobs were available. Some communities formed tight-knit neighbourhoods, bringing their languages, foods, and traditions. Over time, these settlements contributed to the UK's multicultural identity. Migration also led to the growth of new religious buildings, shops, and cultural festivals in British towns and cities. **Ancient Maya** ● The Maya built hundreds of cities across Central America, each ruled by its own noble family. ● Cities had pyramids, palaces, temples, ball courts, and homes made from stone and wood. ● Roads called sacbeob were raised above the jungle floor so people could travel in any weather.	As cities (like Bristol) grew, trade expanded and consumerism and popular culture blossomed. **Anglo Saxons and The Scots** • Anglo-Saxons came from areas of northern Europe prone to flooding, seeking better farmland • They built rural settlements with wooden homes and thatched roofs, often avoiding Roman towns • Villages were small and self-sufficient, with families living under one roof • Communities included farmers, craftsmen, and warriors • Trade between settlements was limited early on but grew over time • Pottery, tools, and simple jewellery have been found from early Saxon sites • Christianity influenced settlement design, with churches becoming central features • Settlements often gave rise to place names still used today, like those ending in "-ham" or "-ton" **Anglo Saxons and the Vikings** ● Anglo-Saxons arrived after the Romans left Britain, mostly settling in rural areas rather than Roman towns.

History Curriculum Progression
Peasedown St John School

				Panama, England, and Crimea to help people • In Crimea, soldiers lived in camps close together, which made disease spread quickly • Mary set up the British Hotel near the battlefield to care for sick and injured soldiers • After the war, she lived in a small house in London • Maps from before and after the Industrial Revolution show how cities grew		the Latin word castrum, meaning fort: a clue to Roman origins.	• Farming was adapted to the land: raised fields in swamps, terraces in mountains, and slash-and-burn in forests. • Trade routes were cleared through jungles and swamps so cities could exchange goods. • Cities like Tikal and Chichen Itza were large and powerful, with thousands of people. • Each city had its own army and government, but shared similar traditions and beliefs. • The Maya used tools made from stone, wood, and shell to build and farm..	• They built wooden homes in small villages and farmed land that was often flooded in their original homelands. • Vikings first came to raid but later settled in fertile areas, especially in the north and east of England (Danelaw). • York (Jorvik) became the Viking capital in England, with evidence of trade, crafts, and farming. • Alfred the Great built burhs (fortified towns with walls and defences) to protect Saxon land from Viking attacks. • Viking settlements often grew near rivers and coasts, helping them trade with other countries. • Archaeological finds show Viking homes, tools, and even games like chess, proving they lived settled lives. • Over time, Saxon and Viking settlements blended, especially in the Danelaw, where both cultures lived side by side.
Society  ***In this Big Idea, we examine how society was***	Shows interest in the lives of people who are familiar to them Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	Talk about the lives of the people around them and their roles in society Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories,	**Memory Boxes** • Toys have changed in how they look, move, and are made • Old toys were made from wood and metal, often by hand • New toys can be made from plastic as well as the other materials and built in factories • Toys show what life was like for children in the past	**Great Fire of London** • Houses were made of wood, built close together, and water was hard to reach. • There was no fire brigade, so people used leather buckets, fire hooks, and fire squirts to fight the fire. • The fire destroyed 13,000 houses, 90 churches, and 80% of the city.	**Stone Age to Iron Age** • Early humans hunted animals and gathered plants to eat. • They used animal skins for clothes and built shelters. • Neolithic people made clothes from flax and grew food. • Bronze Age people made jewellery and held religious ceremonies.	**Ancient Greece** • Greek society was divided into citizens, women, slaves, and foreigners. • Only free-born men could be citizens and take part in politics or own land. • Women were expected to stay at home, raise children, and manage the household.	**WWII** • Women in Bath worked in factories, offices and farms while men were away fighting. • They became mechanics, drivers and nurses. Some joined the armed forces. • Children helped by collecting scrap metal and growing vegetables.	**Georgian Bath and Bristol** This was a period of extreme luxury alongside extreme poverty. The poor were 'helped' through workhouses. The death rate amongst workhouse children in London was over 90%. Private charities offered further forms of assistance.

History Curriculum Progression
Peasedown St John School

structured at this time.		non–fiction texts and – when appropriate – maps.	• We can learn about everyday life by looking at old and new toys **The Big Dig** • Mary lived in a small seaside town called Lyme Regis in Dorset • She was poor and sold fossils to help her family • In the 1800s, girls were not allowed to do the same things as boys • Mary was very clever, but people didn't treat her fairly because she was a woman • Scientists came to learn from her, but she wasn't allowed to join their groups. **Mining and Local History** ● Families worked together. Adults and children had jobs ● Children pulled coal carts and helped with airflow underground ● People lived close to the mines and helped each other ● Villages had shops, schools, and places to meet ● Some surnames from mining families are still in our school today	• Only 6 people are known to have died, but thousands were left homeless. • People escaped using boats on the Thames, carrying their belongings. • Both poor slums and wealthy areas were affected. • People lived in close communities, often sharing homes with extended family. • There were no proper drains or toilets, so waste was thrown into the streets. • Children worked from a young age, helping in shops or learning trades. • After the fire, many people had to live in tents or temporary shelters. • The fire made people realise the need for better housing and public services. **Isambard Kingdom Brunel** • Brunel's railways made travel faster and more affordable for ordinary people • The Clifton Suspension Bridge became a local landmark and a source of pride for Bristol's residents • His work created thousands of jobs in construction and engineering • Improved transport helped people feel more connected and supported local businesses • The bridge encouraged tourism and helped shape Bristol's identity	• Iron Age people enjoyed feasts, music and poetry. • Celtic culture spread across Britain and still influences us today. **Ancient Egypt** ● Pharaohs were at the top of society and were seen as god–like rulers. ● Below them were viziers, who helped run the country and gave advice. ● Priests, scribes and mayors had important jobs in religion and government. ● Doctors, craftsmen and traders lived in cities and helped the economy. ● Most people were farmers who worked the land and paid taxes in crops. ● At the bottom were peasants and slaves, who did hard labour and had few rights.	• Slavery was common—slaves worked in homes, farms, mines, and workshops. • Athenian boys were educated in reading, writing, music, and physical training. • Spartan boys trained to be soldiers from age 7; girls were also trained to be strong mothers. • Girls in Athens were taught domestic skills at home and had fewer rights than boys. • Rich families had slaves and large homes; poorer families worked hard and lived simply. **Romans in Britain** • Upper–class Celts who accepted Roman rule lived in villas, enjoyed mosaics, and used hypocausts for heating. • Roman education was mostly for boys. They learned reading, writing, arithmetic, history, and public speaking. • Poor Celts lived in simple huts, ate basic food like porridge, and had little access to Roman luxuries. • Slavery was common in Roman Britain. Slaves worked in homes, farms, and public buildings. • Public baths were important for hygiene and socialising. People went to relax, meet others, and get clean. • Amphitheatres hosted gladiator fights and other	● Families followed blackout rules and used air raid shelters during bombings. ● Schools welcomed evacuees and had to adjust lessons and space. ● People grew food in gardens and parks as part of the Dig for Victory campaign. ● Many lost homes or family members in air raids. ● After the war, women had more job opportunities and society began to change. **Migration** Migration has changed British society by introducing new cultures, beliefs, and skills. Jewish migrants brought tailoring expertise, Caribbean migrants enriched music and food, and South Asian communities contributed to medicine and business. At times, migrants faced discrimination and hardship, but many also found support and built strong communities. Migration has made the UK more diverse, with many people now identifying with multiple heritages. **Ancient Maya** ● Maya society had clear classes: king, priests, nobles, middle class, commoners, and slaves.	There was no proper police force and savage punishments for those who were caught, including the death penalty. The aristocracy and upper middle classes inherited their wealth and looked down on those in professions. 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. The Industrial Revolution meant it was now possible to make a fortune from manufacturing and trading goods. The wealthy enjoyed long seasons of travel and leisure and a growing middle class enjoyed leisure activities. Spa towns such as Bath became extremely popular and a place to be seen. Bath became a marriage market as a result. The owners of sugar plantations in the West Indies, tobacco and cotton farms in America wanted workers. British merchants made huge profits carrying slaves 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

History Curriculum Progression
Peasedown St John School

				Mary Seacole • Most people in Victorian times were poor and lived in crowded homes • Children worked in mines and factories until laws changed to send them to school • Mary helped her mother run a boarding house when she was 12 years old • She used herbs and good hygiene to help people feel better • Mary was kind and helped people even when she wasn't paid • Some people were treated unfairly because of their skin colour • Mary's friends with darker skin faced racism, even though she did not		shows. These were popular events where people gathered for entertainment.	• Most people were farmers who grew maize, beans, and squash using clever farming methods. • Women ground maize using stone tools and made tortillas for their families. • People carried goods using tumplines: a strap around the forehead to support heavy loads. • Music, dance, and storytelling were part of daily life and religious ceremonies. • Children learned skills from their families and helped with farming and crafts. • Art and architecture were important. Maya people made pottery, statues, and beautiful fabrics. • Each city had its own traditions, but all Maya people shared beliefs, language, and customs.	eventually abolished in 1807. **Anglo Saxons and The Scots** • Most Anglo-Saxons were ceorls: free peasants who worked the land and lived in simple huts • Thanes were noble warriors who helped kings rule and led local courts • Society was hierarchical, with kings at the top and slaves at the bottom • Communities were close-knit, with shared responsibilities and seasonal work • Clothing was practical: men wore tunics, women wore long dresses, often made from wool or linen • Beer and mead were common drinks, safer than water due to brewing • Diets included bread, cheese, eggs, and vegetables grown locally • Laws were enforced through local courts called moots, with trial by jury and compensation systems like weregild **Anglo Saxons and the Vikings** • Anglo-Saxon society was structured with kings at the top, followed by thanes, ceorls (free peasants) and slaves. • Viking society had a similar structure: kings, jarls (nobles), karls (freemen) and thralls (slaves).

History Curriculum Progression
Peasedown St John School

								• Most people in both societies were farmers, growing crops and keeping animals to survive. • Children learned skills from their families, such as farming, weaving and tool-making. • Anglo-Saxon laws were detailed and included trials by jury and compensation payments called weregild. • Viking laws were also strong, and their society valued fairness and loyalty. Some Viking assemblies (called "things") let people speak and vote. • Slavery existed in both cultures, with thralls and slaves doing hard labour and having few rights. • Society was shaped by loyalty to leaders, family ties, and the need to work together in villages and towns.
Beliefs  ***In this Big Idea, we examine what belief systems these people had. What deities did they believe in and why?***	Enjoys joining in with family customs and routines.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	**Memory Boxes** • Toys often show what people believed or cared about • Some toys were made for special events or celebrations • People made toys to remember things that mattered to them • Beliefs can be seen in how toys were decorated or used • We can learn about what people thought was important by looking at toys **The Big Dig**	**Great Fire of London** • A man named Robert Hubert confessed to starting the fire and was hanged, but later it was found he was not even in London when it started. • Some blamed Catholics or the Dutch, thinking it was revenge. • Others believed it was an act of God, showing His power. • Some thought it was just a terrible accident. • People believed in signs and omens: a	**Stone Age to Iron Age** • Stone Age people believed the Sun and Moon had special powers. • They may have held ceremonies at Stonehenge. • Neolithic people built tombs and stone circles for religious reasons. • Bronze Age people buried their dead with special objects. • People in Iron Age Britain believed in powerful spirits. They met to worship the spirits in sacred	**Ancient Greece** • The Greeks believed in many gods (polytheism), each with different powers and personalities. • Major gods included Zeus (sky), Poseidon (sea), Athena (wisdom), and Apollo (sun/music). • Each city had a patron god: Athens was named after Athena. • People built temples and made offerings to gain the gods' favour. • Oracles, like the one at Delphi, were	**WWII** • People prayed for peace and safety in churches and at home. • Churches in Bath and Midsomer Norton held special services and helped families. • Soldiers and civilians found comfort in faith during difficult times. • Many believed they were fighting for freedom and justice. • Posters and speeches encouraged hope and unity.	**Georgian Bath and Bristol** People believed Bath's waters had healing powers. These ideas came from ancient and medical sources. Religion was important. Many attended Anglican churches. Enlightenment ideas encouraged science, learning and reason. Being charitable was an important value for many Georgians. Hannah More promoted Christian

History Curriculum Progression
Peasedown St John School

			• In Mary's time, many people believed the world was made just as it is now • Her fossils challenged those beliefs and made people think differently • Some thought the creatures she found were monsters or from faraway lands • Mary's work helped people understand that animals lived long before humans • Children explore how beliefs can affect how people treat others and understand the world **Mining and Local History** ● In the past, most mining families in Peasedown went to St John's Church to pray and ask for help ● The church helped people during hard times, like when mines closed or families had little money ● There were also chapels in Peasedown, like the Methodist Chapel on Bath Road and the Baptist Chapel on Eckweek Road ● Today, people still go to church, but they also get help from doctors, schools, food banks, and community groups ● Peasedown now has different faiths and beliefs, and people help each other in many ways	comet had been seen in the sky earlier that year and a chicken had laid an egg with a cross on it, so they were expecting something to happen. • Many people were superstitious, and some believed in witches or magic. • Religion was very important and churches were central to communities. • The fire made people think about God's role in their lives and how to live better. **Isambard Kingdom Brunel** • Victorians believed that science and technology could improve life. They admired inventors and engineers who built new machines, railways, and bridges • Many Victorians thought success came from working hard and never giving up. Brunel showed this belief by continuing his work even when projects were difficult or failed • Victorians believed Britain should lead the world in trade and travel. Brunel helped this by building ships and railways that connected places across the globe • Unlike some cautious Victorians, Brunel believed in trying new things even if they seemed impossible. His daring designs helped him build record-breaking bridges and tunnels • Brunel wanted his inventions to help	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 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: 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. • Druids were priests who led ceremonies and made offerings. **Ancient Egypt** ● 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.	believed to give messages from the gods. • Myths explained natural events and taught lessons e.g. Poseidon caused earthquakes. • Heroes like Hercules, Theseus, and Odysseus were celebrated in stories and festivals. • Religion was part of daily life, with household shrines and public celebrations. **Romans in Britain** • The Romans believed in many gods and goddesses (polytheism), including ones they borrowed from the Greeks, like Bacchus and Dionysus. • When the Romans invaded, they banned Druids, who were Celtic priests, to weaken Celtic religion. • Romans believed their gods ruled heaven, Earth, and the underworld, and they built temples to worship them. • Christianity began to spread across the Roman Empire and was legalised in 312 CE by Emperor Constantine. • By 322 CE, Christianity became the official religion of the Roman Empire, replacing many old gods. • In Britain, some people continued to worship Celtic gods alongside Roman ones, showing a mix of beliefs.	● Communities supported each other through kindness and courage. ● Some believed the war would lead to a better future. ● Faith and belief helped people stay strong during hardship. **Migration** Beliefs have influenced migration in many ways. Some migrants came to the UK seeking religious freedom, such as the Huguenots and Jewish refugees. Others brought new faiths and customs that enriched British life, including Islam, Hinduism and Caribbean Christianity. British beliefs about fairness and equality have also shaped how migrants were welcomed—or excluded. Over time, changing beliefs about race, identity and human rights have influenced laws and attitudes toward migration. **Ancient Maya** ● The Maya were polytheistic and believed in many gods linked to nature, like the sun, moon, rain and maize. ● Important gods included Itzamna (creator), K'inich Ahau (sun), Chaacs (storm) and Kukulkan (feathered serpent). ● Priests interpreted the stars and led	education for poor children in Bristol. Olaudah Equiano used Christian beliefs to argue against slavery. **Anglo Saxons and The Scots** • Early Anglo-Saxons were pagans who worshipped multiple gods linked to nature and daily life • Temples and sacred groves were used for rituals and festivals • Christianity spread from the 7th century, brought by missionaries and supported by kings • Churches were built and bishops gained influence in politics and education • Pagan beliefs didn't disappear immediately. Many customs blended with Christian practices • Burial practices changed, with Christian graves marked differently from pagan ones • Religious leaders helped record laws and history, increasing literacy • Religion shaped moral values, lawmaking, and community life **Anglo Saxons and the Vikings** ● Anglo-Saxons became Christians after missionaries arrived from Rome, building churches and monasteries that became centres of learning and worship. ● Monasteries were important in daily life but also became

History Curriculum Progression
Peasedown St John School

				people travel more easily and safely. His work made it quicker to move between cities and countries • Brunel didn't always follow the rules. He believed problems could be solved with creativity and courage, which helped him succeed where others might have stopped **Mary Seacole** • Most people in Victorian Britain were Christian and went to church • People believed in helping others. Many charities were started to help the poor • Mary's healing came from Jamaican traditions, using herbs and natural remedies • She believed in keeping things clean to stop illness, even before modern medicine • Some people didn't trust her healing because it was different from British nursing • Florence Nightingale said Mary was kind and clever, but didn't act like a nurse • People in cities and war camps didn't know how to stay clean, which caused disease	• Egyptians believed in many gods, each with a special job or power. • Ra was the sun god. He gave light and helped crops grow. • Osiris was the god of the afterlife. He judged people when they died. • Isis was the goddess of magic and healing. She protected families. • Anubis was the god of mummification. He helped prepare bodies for burial. • Horus was the sky god. He had a falcon head and protected the pharaoh.		rituals, music and sacrifices to please the gods. • Human and animal sacrifices were made to honour gods and bring good fortune. • The Maya believed in an afterlife with 13 levels of heaven and 9 levels of the underworld. • People who died in war or childbirth went to the top levels; others went to Xibalba, the shadowy underworld. • Temples were built to align with the sun and stars, marking special times for ceremonies. • Ancestors were buried under homes to protect the living and keep family spirits close.	targets during Viking raids, especially early on when Vikings followed pagan religions. • Vikings originally believed in many gods, including Odin (god of war and wisdom), Thor (god of thunder), and Freyja (goddess of love and battle). • They believed that brave warriors who died in battle could be chosen by Odin to go to Valhalla—a magical hall where they would fight, feast, and prepare for the final battle of the world, called Ragnarök. • Valkyries were mythical warrior maidens who flew over battlefields and selected the most heroic fighters to join Odin in Valhalla. • In Valhalla, warriors would battle each day and be healed by night, then enjoy endless feasts with magical food and drink. • As Vikings settled in England, many converted to Christianity, especially after peace treaties and intermarriage with Anglo-Saxons. • Viking coins, graves, and artefacts show signs of Christian symbols, proving how their beliefs changed and blended with Anglo-Saxon religion over time.
Significance	Remembers and talks about significant events in their own experience	Know some similarities and	**Memory Boxes**	**Great Fire of London**	**Stone Age to Iron Age**	**Ancient Greece**	**WWII**	**Georgian Bath and Bristol**

History Curriculum Progression
Peasedown St John School

 ***In this Big Idea, we examine how and why historians place importance on these events or people.*** ***Why is it important we study them?*** ***What is the 'legacy' of this period in history?***		differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling.	• Some things help us remember the past, like photos and diaries • Only people can share stories using writing and pictures • Tree rings and fossils record time but don't tell stories • Time words like "long ago" and "recently" help us talk about history • We remember important events by keeping records **The Big Dig** • Mary Anning made important fossil discoveries that helped scientists understand ancient animals • Her work helped change what people believed about the history of life on Earth • Mary's fossils are still in museums today and help us learn about dinosaurs • She was one of the first people to find a full Ichthyosaur and Plesiosaur skeleton • Mary's work is remembered now, even though she wasn't recognised at the time **Mining and Local History** • Mining helped build our villages and gave people jobs • Coal powered trains, ships and machines in Victorian times • Radstock was one of the busiest mining towns in Somerset	• The fire changed how cities were built. Wooden houses were replaced with stone and brick. • Streets were made wider to stop fires spreading. • St Paul's Cathedral was rebuilt and still stands today as a symbol of London's recovery. • These changes helped make London safer and influenced how other cities were planned. • The fire led to the creation of London's first fire insurance companies. • It inspired the idea of a fire brigade, which was later developed in the 18th century. • The rebuilding of London helped it become a modern city with better planning. • The fire is remembered today with monuments, like The Monument near Pudding Lane. • Learning about the fire helps us understand how disasters can lead to positive change. **Isambard Kingdom Brunel** • Brunel is remembered as one of Britain's greatest engineers • The Clifton Suspension Bridge is one of his most iconic and lasting achievements • His work helped transform Britain's transport systems and infrastructure • The bridge is still in use today and	• Prehistoric people changed the way humans lived, from hunting and gathering to farming and building homes. • Their discoveries, like farming, metalworking and building stone monuments, still affect how we live today. • Places like Stanton Drew, Stoney Littleton Long Barrow, and Cadbury Castle are still visited and studied because they help us understand our past. • Traditions from prehistoric festivals, like Samhain, influenced modern celebrations like Halloween. • The Celtic language and culture from the Iron Age still survive in parts of Britain, including place names and music. • Studying prehistoric Britain helps us understand how people adapted, invented, and shaped the land we live on today. **Ancient Egypt** • They made paper and invented some of the earliest forms of writing. • Their ideas about religion (one of the first to believe in the afterlife), government, and medicine were very advanced. • The 365-day calendar they made is still used today.	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. 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. • Ancient Greece gave us democracy, which still influences governments today. • The Olympic Games began in Greece and are still held every four years. • Greek architecture, like columns and temples, inspired buildings around the world. • Greek myths and stories continue to be retold in books, films, and games. • Greek theatre introduced plays, actors, and open-air performances. • Greek ideas in science, maths, and	• Midsomer Norton, Radstock, Bath and Bristol were affected by air raids. • Local people built shelters and followed strict wartime rules. • Rationing changed how families ate and shopped. • VE Day was celebrated with flags, music and dancing in the streets. • The war led to new laws and better housing, healthcare and education. • Bomb damage meant towns had to rebuild with improved designs. • The government promised to support families and workers after the war. • WWII shaped the modern world and is remembered every year. **Migration** Migration is significant because it has shaped the UK's identity, economy and culture. Migrants have contributed to every part of British life—from healthcare and transport to music and sport. Events like the arrival of the Windrush ship or the opening of the first mosque in Britain mark turning points in history. Migration stories help us understand resilience, diversity and change. Studying migration shows how ordinary people can have extraordinary impact.	Bath became a fashionable spa town. It attracted the rich for health and leisure. Bristol was a major trading port, especially in sugar, tobacco and enslaved people. Georgian architecture still shapes both cities today. For example, Queen Square in Bristol. Key figures include John Wood the Elder, a Bath architect, Beau Nash, Bath's Master of Ceremonies, Hannah More, a Bristol reformer and Olaudah Equiano, a formerly enslaved man who campaigned to end slavery. The Georgian period saw the popularisation of many foods we love today: tea, coffee, chocolate, ice cream, biscuits and cakes, jellies, sparkling champagne. 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. **Anglo Saxons and The Scots** • The English language has roots in Old English spoken by Anglo-Saxons • Many everyday words and place names come from Saxon origins

History Curriculum Progression
Peasedown St John School

			• Peasedown grew because of the coal industry • We remember miners at the museum and through village history	admired around the world • Brunel's legacy lives on in the structures he designed and the changes he inspired **Mary Seacole** • Mary Seacole is remembered for helping soldiers during the Crimean War • She was one of the first black women to write a book about her life in Britain • She showed bravery by travelling alone and helping others during war • Mary used her own money to help when others said no • She received medals for her work and kindness • Her story helps us learn about racism, healing and helping others • Mary is now taught in schools as a significant person from history	• They used irrigation in farming which was an important development. They were very successful farmers. • Their buildings and tombs show amazing skill and planning. • We still study Egypt to learn about early human life and ideas.	philosophy shaped modern thinking. • The Peloponnesian War showed how competition for power can lead to destruction, even among allies. **Romans in Britain** • The Romans introduced straight, well-built roads, many of which became modern motorways and main roads still used today. • They brought the Latin language, which influenced many English words and helped shape how we read and write. • The calendar we use today was created by Julius Caesar, including months named after Roman gods and rulers – like July. • The Romans began the census, counting people to help govern the empire—this is still done in Britain every 10 years. • After the Romans left in 410 AD, many towns crumbled, and people returned to rural life, but Roman ideas and structures remained. • Roman place names like -chester, -caster, and -cester (from castrum, meaning fort) gave rise to many modern UK cities such as Manchester, Doncaster, and Gloucester, showing how Roman settlements shaped Britain's geography. The word 'chester' comes from the Latin	**Ancient Maya** • The Maya were expert builders, astronomers, and mathematicians, far ahead of their time. • They created huge pyramids, accurate calendars and a complex writing system. • Their buildings were designed so sunlight hit special places during ceremonies. • Today, over 7 million Maya people still live in Central America and southern Mexico. • Some Maya traditions, like calendars and farming tools, are still used today. • Museums around the world hold Maya artefacts and share their history. • Maya discoveries help scientists understand astronomy, architecture, and ancient cultures. • Their legacy continues through language, art and the study of their amazing civilization.	• Days of the week are named after Saxon gods (e.g., Wednesday from Woden) • County boundaries and court locations often match Saxon-era divisions • The Saxon legal system influenced modern British law, including trial by jury • Christianity's spread laid foundations for churches and schools across Britain • Sutton Hoo and other archaeological finds reveal rich cultural heritage • The period helps explore British identity, migration, and cultural blending **Anglo Saxons and the Vikings** • The Viking invasions changed England's language, with many place names in the north and east coming from Old Norse. • The Danelaw (the name given to both the area of north-east England settled by Vikings and also the laws and legal system used there, hence Dane-law) showed how two cultures could live side by side, sharing land, laws, and trade. • Viking coins, tools, and buildings show they were not just raiders but skilled traders and settlers. • The Vikings may have been the first Europeans to reach America around 1000 CE, showing their adventurous spirit.

History Curriculum Progression
Peasedown St John School

						word 'castrum' which means 'a fort'.		• The Tynwald parliament on the Isle of Man, started by Vikings, is the oldest in the world and shows their ideas about leadership. • Athelstan's unification of England helped create a stronger country that could resist future invasions. • Viking and Anglo-Saxon ideas about law, farming, and leadership influenced medieval England. • Their legacy is still seen today in place names, traditions, and even some words in the English language.
Evidence and Interpretation  ***In this Big Idea, we examine how historians use evidence to answer questions and how they construct their findings. Consider, why might one historian differ from another?***	Shows interest in the lives of people who are familiar to them.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	**Memory Boxes** • Old objects, photos, and maps give us clues about the past • Historians use different sources to learn about what happened • We can guess what mystery items were used for by looking closely • Not all clues tell the same story, so we need to think carefully • People use evidence to build stories about long ago **The Big Dig** • Fossils are clues from the past that show what animals and plants used to live • Scientists called palaeontologists	**Great Fire of London** • We know about the fire from diaries, like Samuel Pepys', who saw the fire and wrote about it. • Pepys buried his cheese and wine in his garden to protect them from the fire! • Other people wrote letters and reports, giving different opinions about what happened. • Paintings and objects like leather buckets help us understand what happened. • These clues help historians learn about the past and tell the story of the fire. • Some sources may be exaggerated or inaccurate, so historians compare them carefully.	**Stone Age to Iron Age** 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: 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	**Ancient Greece** • We learn about Ancient Greece from pottery, temples, coins, and writings. • Greek vases show scenes of daily life, myths, and battles. • Ruins like the Parthenon help us understand Greek architecture and religion. • Ancient texts by writers like Herodotus and Thucydides describe wars and politics. • Inscriptions and carvings show laws, dedications, and names of leaders. • Historians interpret evidence differently. Some myths may be based on real events. • Artefacts found in tombs and homes show what people ate, wore, and used.	**WWII** hotographs from the Bath Blitz, such as images of bombed buildings and emergency services in action, are visual evidence that help us understand the destruction caused by German air raids in April 1942. Letters written by evacuees from Bath and nearby towns like Radstock and Peasedown St John show personal experiences of being sent away from home, and help us interpret how children felt during the war. Ration books used by families in Somerset are physical evidence of how food and supplies were controlled during the war, and they help us	**Georgian Bath and Bristol** Use paintings such as Gainsborough portraits, buildings like Bath's Assembly Rooms and maps including 18th-century street plans. Georgian houses show wealth. Look for symmetry, sash windows and columns. Diaries, newspapers and Equiano's autobiography reveal what people thought and did. Evidence can be biased. Rich people's lives are recorded more than poor people's. No1 Royal Crescent is an example of a Georgian home and fashions.

History Curriculum Progression
Peasedown St John School

			study fossils to learn about ancient life • There are body fossils (bones, teeth, shells) and trace fossils (footprints, burrows, poo) • Mary Anning found fossils and used them to tell stories about creatures from long ago • Exploring fossils and photos allows us to ask questions and make guesses like historians **Mining and Local History** • We can visit the Radstock Museum to see mining artefacts • Old maps show where mines, railways and cottages used to be • In Peasedown, the old bakery on Bath Road is now a private house • Some buildings like chapels and shops are now homes or cafés • We can walk around Peasedown to spot old and new buildings	**Isambard Kingdom Brunel** • We know about Brunel through photographs, letters, plans, and diaries • His original designs for the Clifton Suspension Bridge show his vision and creativity • The final bridge was slightly altered after his death, leading to different interpretations • Historians study his work to understand his impact and legacy • Museums and documentaries help us explore how Brunel is remembered today **Mary Seacole** • We know about Mary's life because she wrote a book about her adventures • Her autobiography was the first written by a black woman in Britain • We can look at old photos, maps, and drawings to learn about Victorian life • Images show children working in factories and later going to school • Documents show how Mary was refused help but still made a difference • Letters and medals show that some people did support her work • Comparing pictures from then and now helps us understand how life has changed	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! 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 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 BCE, grew up in the mountains of mainland Europe then travelled to England as an adult. Stonehenge is one of the world's most famous monuments. It stands on Salisbury Plain, in Wiltshire, and its giant stones can be	**Romans in Britain** • We learn about Roman Britain from artefacts, ruins, writings, and paintings found across Europe. • Hadrian's Wall still stands today and shows how the Romans defended their territory. • Roman baths in places like Bath reveal how people lived and socialised. • The Shoscombe/Wellow Villa excavation helps us understand how wealthy Romans lived in our local area. • Museums display Roman coins, tools, pottery, and mosaics, giving clues about daily life. • Roman evidence helps historians understand how the empire worked and how it changed Britain.	understand how daily life changed. Maps showing bomb damage in Bath before and after the Blitz allow us to compare how the city was affected and rebuilt, helping us interpret the long-term impact of the war on housing and infrastructure. Different sources sometimes give different versions of events, so historians must compare evidence carefully to decide what is most accurate. For example, one person's memory of VE Day celebrations in Midsomer Norton might differ from another's, but both help us build a fuller picture of what happened. **Migration** We learn about migration through letters, diaries, photographs, newspapers and oral histories. These sources show both the challenges and successes migrants faced. For example, Windrush passengers wrote about their hopes and struggles, while newspapers sometimes showed bias or fear. Historians interpret these sources to understand how migration shaped Britain. It's important to ask who created a source, why and what it might leave out. **Ancient Maya**	**Anglo Saxons and The Scots** • Place names ending in "-ham," "-ton," or "-bury" show Saxon settlement patterns • Anglo-Saxon burials varied depending on beliefs, status and time period: early burials were often pagan, later ones Christian. Pagan burials sometimes included cremation, or placing the body in a grave with personal items. Christian burials were simpler, with bodies laid east–west and fewer grave goods, reflecting belief in resurrection • Rich burials included weapons, jewellery, combs and even musical instruments, showing the person's status and lifestyle • The Sutton Hoo burial in Suffolk is one of the most famous: it included a full-sized ship, a helmet, gold coins, and decorated armour • In Somerset, finds like brooches, pottery, and tools show everyday life and craftsmanship in local Saxon communities • Written sources like the Anglo-Saxon Chronicle provide historical records • Historians now challenge the idea of violent invasions, suggesting peaceful migration in some areas

History Curriculum Progression
Peasedown St John School

					seen from miles around. Stonehenge took many hundreds of years to build. Work began in the late Neolithic Age, around 3000 BCE. Over the next thousand years, people made many changes to the monument. The last changes were made in the early Bronze Age, around 1500 BCE. We may never know exactly why Stonehenge was built, but people probably gathered there for religious ceremonies. **Ancient Egypt** • We know about Egypt from hieroglyphics carved on walls and monuments. • The Rosetta Stone (found in the 1800s) helped people learn how to read hieroglyphics. • Tutankhamun's tomb was found in 1922 by Howard Carter, an English archaeologist. • The tomb had over 5000 objects, including gold masks, beds, and toys. These objects showed how Egyptians lived, what they believed and what they valued.		• Archaeologists study Maya artefacts like codices (books), glyphs (writing) and tools to learn about their lives. • Maya glyphs were symbols used for writing words, sounds, and numbers: read in pairs, top to bottom. • Codices were books made from bark and lime, folded like accordions and filled with history and astronomy. • Tools like the metate and mano were used to grind maize into flour for tortillas. • Observatories helped Maya priests track stars and planets to plan ceremonies and farming. • Art included pottery, statues, musical instruments, and woven fabrics that showed daily life and beliefs. • Most codices were destroyed by Spanish missionaries; only four survive today. • Explorers like John Lloyd Stephens and Frederick Catherwood helped rediscover Maya cities in the 1800s	**Anglo Saxons and the Vikings** • Archaeologists have found Viking coins with Christian symbols, showing how their beliefs changed over time as they settled and converted. • Chess pieces found in Scotland from 831 CE reveal that Vikings enjoyed games and had cultural links beyond Britain. • The lost Viking city beneath modern-day York (Jorvik) uncovered homes, tools, and trade goods, proving they lived settled, organised lives. • Viking graves often included grave goods like swords, jewellery, and food, showing they believed in an afterlife where these items were needed. • Wealthy Vikings were sometimes buried in ship graves, such as the famous Oseberg burial, symbolising a journey to the next world. • Cremation was also used, with ashes placed in urns under burial mounds. Smoke was believed to carry the soul to the afterlife. • Some Viking warriors were buried with animals or sacrificed servants, reflecting beliefs about status and service in the next life. • These discoveries help historians understand how Viking and Anglo-Saxon cultures blended, and how

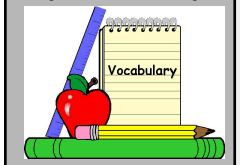
History Curriculum Progression
Peasedown St John School

								beliefs, customs, and daily life evolved through peaceful contact and conflict.
Causes and Change  ***In this Big Idea, we examine how historians have built arguments and come to conclusions about the changes, causes, consequences of events including conflict.***	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	**Memory Boxes** • Places, people, and things change over time for different reasons • Peasedown grew because of coal mining and new houses • Toys changed because new materials and machines were invented • Changes happen because people need new things or ways of living • We can spot changes by comparing old and new objects **The Big Dig** • Mary's discoveries helped change what people believed about the world • Before her work, people thought fossils were just strange rocks or monsters • Her fossils helped scientists understand extinction and evolution • Over time, people began to accept her ideas and respect her work • Children learn that ideas and beliefs can change when we find new evidence **Mining and Local History** • Machines like the man engine helped miners go deep underground safely	**Great Fire of London** As a result of the Fire of London, changes were made to planning of London's streets. Also a huge refugee and homelessness crisis developed. Houses were made out of brick and stone and streets were wider to stop fire spreading as quickly. London became a cleaner, safer city in the long term because of the fire. There was a national fundraising scheme set up to help them. **Isambard Kingdom Brunel** • Brunel's inventions changed how people travelled and traded across Britain • His railways and steamships made the country more connected and efficient • The Clifton Suspension Bridge solved the problem of crossing the Avon Gorge safely • His work encouraged growth in Bristol and influenced future engineering projects • Brunel helped Britain become a global leader in transport and technology **Mary Seacole** • The Industrial Revolution caused	**Stone Age to Iron Age** The Stone age to Iron Age period was one of immense change, driven by advancements in technology and in particular, weaponry and tools. Change in climate meant that people left Africa to settle around the globe. During the Stone Age, they stopped being nomadic and built permanent settlements. • People stopped being nomads when they learned to farm. • Farming led to permanent homes and bigger communities. • Bronze tools and weapons changed how people lived and traded. • Iron tools made farming easier and helped settlements grow. • Climate change caused people to move and settle in new places. • Travel and trade brought new ideas and skills to Britain. **Ancient Egypt** • The Nile's floods helped farming and made Egypt grow strong. • Egyptians learned to mix tin and copper to make bronze tools and weapons.	**Ancient Greece** • City-states like Athens and Sparta grew powerful through trade, war, and leadership. • The Persian Wars united Greek cities against a common enemy, but rivalry returned afterward. • The Peloponnesian War began because Sparta feared Athens was becoming too powerful. • The war caused destruction, disease, and loss of life. Athens never fully recovered. • After the war, Greece was weakened, making it easier for Alexander the Great to take over. • Greek ideas changed over time—early kings were replaced by tyrants, then democracies. • Art, architecture, and theatre became more detailed and creative during the Classical period. • Greek culture continued to evolve even after Greece was conquered by Rome. **Romans in Britain** • The Romans invaded Britain to gain resources like tin, gold, cattle, and land to make their empire richer. • Emperor Claudius wanted to prove himself as a strong leader by	**WWII** • Rationing began in 1940 to make sure everyone had enough food and supplies. • Families used ration books and coupons to buy items like butter, meat and sugar. • People grew their own food and shared it with neighbours. • Clothes, petrol and soap were also rationed. • Bombing raids caused people to move and rebuild homes. • Women took on new jobs and responsibilities. • After the war, Britain introduced the NHS and built new schools and homes. • The war showed the need for fairness and support for all citizens. **Migration** Migration is caused by many factors: war, poverty, persecution and opportunity. The Norman invasion caused long-term changes to language and law. Industrialisation in the 1800s attracted Irish and European workers, while World War II led to refugee arrivals and post-war rebuilding. Each wave of migration brought changes: new foods, music, languages and	**Georgian Bath and Bristol** Bath grew because people believed its waters could heal illness. Bristol's wealth came from trade, including the slave trade until 1807. Beau Nash helped turn Bath into a fashionable destination by organising events and setting rules for polite society. Olaudah Equiano's writing and speeches helped change public opinion and led to the end of the slave trade. Georgian ideas about health, fashion and class changed how cities looked and worked. **Anglo Saxons and The Scots** • Anglo-Saxons migrated to Britain mainly for farmland and better living conditions • Roman withdrawal left Britain vulnerable and open to new settlers • Early settlements were small and rural, but grew into powerful kingdoms • By the 6th century, seven main kingdoms existed: Northumbria, Mercia, Wessex, Essex, Sussex, Kent and East Anglia

History Curriculum Progression
Peasedown St John School

			• The Davy lamp stopped explosions from dangerous gases (Davy was from Bristol) • Wooden props held up tunnels to stop cave-ins • Canaries were used to warn about poisonous gas • Villages now have parks, schools and new houses instead of mines	people to move to cities for work • Crowded cities and camps led to diseases like cholera • Mary helped during cholera outbreaks in Jamaica and Panama • She saw how poor hygiene made people sick and used clean methods to help • Laws changed so children went to school instead of working • New inventions like trains and stamps changed how people lived and worked • Mary's actions helped change how people thought about healing and kindness	• They traded with places like Britain, China, and Asia to get tin. • As trade grew, cities became richer and more powerful. • Egypt changed when the Greeks took control in 332 BCE. • Later, the Romans ruled Egypt and made it part of their empire.	expanding the empire. • Roman rule changed Britain by introducing laws, towns, roads, and Roman customs. • Boudicca's rebellion was caused by heavy taxes, land seizures, and Roman cruelty toward her tribe. • After the Romans left, Britain fell into chaos with tribes and invaders fighting for control. • Many Roman towns were abandoned, and people returned to rural life, but Roman influence remained. <u>Boudicca</u>: 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. 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. When the Roman army heard about this, they turned back from their campaign in Wales to face Boudicca. Even	ideas. Migration also changed attitudes, sometimes leading to greater acceptance and other times sparking debate. <u>Ancient Maya</u> • Maya cities were suddenly abandoned around 900 AD; historians still aren't sure why. • Possible reasons include war between cities, over-farming, drought or changes in climate. • Some believe changes in the stars or sun may have influenced Maya decisions and beliefs. • Even though cities collapsed, Maya people continued living in the region and kept many traditions. • The Spanish arrived in the 1500s and conquered many Maya cities, changing their way of life. • Maya farming methods changed over time to suit different environments. • Religion also changed and some gods became more important depending on the calendar. • The Maya adapted to challenges but eventually many cities could no longer survive.	• Christianity changed laws, education, and social values • Trade and craftsmanship increased over time, improving living standards • Power shifted from tribal leaders to kings with centralised rule • Historians now believe some Britons and Saxons lived together peacefully, rather than through invasion <u>Anglo Saxons and the Vikings</u> • Vikings came to Britain looking for better farmland, wealth and new places to live. • At first, they raided coastal towns and monasteries, taking treasure and goods. • Over time, they began settling in England, especially in areas with good land and trade routes. • Anglo-Saxon kings responded by building defences, training armies, and making laws to protect their people. • Treaties like the one between Alfred and Guthrum helped create peace and allowed both groups to live together. • Viking culture changed as they settled: many became farmers, traders and Christians. • Anglo-Saxon society also changed, learning new ideas from Viking neighbours. • These changes helped shape England's future,

History Curriculum Progression
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						though the Romans were outnumbered by Boudicca's 200,000 warriors, they were better trained and had better armour. Both sides clashed in a fierce battle, but the Romans won.		blending two cultures into one stronger society.
Key Vocabulary  ***Terminology that supports our knowledge and understanding***			**Memory Boxes** Past Present Future Recent Year Decade Century Timeline **The Big Dig** Fossil Prehistory Millions Before man Evidence **Mining and Local History** Local Mining Resource Coal Industry	**Great Fire of London** Flammable London Pudding Lane Bakery Samuel Pepys Diary Capital Rebuild Homeless The Plague Material Firebreak **Significant Victorians: Isambard Kingdom Brunel** Significant Engineer Industrial Revolution Steam Engine Suspension Bridge Victorian **Mary Seacole** Nurse Jamaica Travel Hospital Medicine Crimea British Army Patients Herbal Remedy Hygiene	**Stone Age to Iron Age** Archaeology Nomadic Hunter-Gatherer Stone Age Bronze Age Iron Age Barrow Bronze Iron Smelting Flint Palaeolithic Neolithic Prehistoric Settlement Hillfort **Ancient Egypt** Absolute rule Civilisation Archaeologist Afterlife Akhet Canopic jars Dynasty Empire Irrigation Pharaohs Polytheistic Pyramid	**Ancient Greece** Democracy Ancient Modern Civilisation Citizens Archaeology Myths and legends Temple Athens Sparta Philosophy Olympics Polytheism **Romans in Britain** Legion Rebellion Londinium Latin Hypocaust Amphitheatre Aqueduct Deity Villa Emperor Invasion Settlement Legacy Artefact	**WWII** Evacuation Rationing Blitz Blackout Air raid Anderson shelter Gas mask Propaganda Allies Axis Nazi Winston Churchill Home front **Migration** Migration Immigration Emigration Refugee Asylum Windrush Empire Culture Community Norman Flemish Huguenot Famine **Maya Civilization** Ahau or Ahaw Astronomy Calendar Chichen Itza Glyphs Itzamma Kukucan Maize Pok-a-tok Pyramids Sacrifice	**Georgian Bath and Bristol** Aristocracy Industrial Revolution Empire Colony Merchant Trade Workhouse Slave Triangle Slavery Abolish Ethics **Anglo Saxons and Scots** Invasion Migration Raids Paganism Christianity Conversion Language Picts **Anglo Saxons and Vikings** Invasion Migration Raids Paganism Christianity Conversion Monastery Danelaw Treaty Longship

History Curriculum Progression
Peasedown St John School

Disadvantaged and SEND Pupils

We recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement, in order to close the gap. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of our children. We establish and maintain a culture of high expectations that expects children with SEND and those who are disadvantaged to be included in all the opportunities available to other children so they can achieve well. We ensure that children with any additional needs are supported through regular assessment and feedback, differentiated planning, scaffolding, target setting, pre-teaching, overlearning, recall activities, targeted interventions, 1:1 support and regular reviews of progress.

Greater Depth within History

It is important in History that we create opportunities for all children to demonstrate high ability. In turn we can then identify those who can, or have the potential to, work at a deeper level within the subject. This will enable us to challenge and extend their learning further through purposeful planning, ensuring that the skills of these gifted and talented children are nurtured and developed.

A Greater Depth learner in History will be able to set both new and previously acquired information in a chronological framework, making confident use of conventions which describe historical periods and the passing of time. They will show a keen awareness of the characteristics of different historical periods and the diversity of experience within each one by making suggestions which reflect independent thought concerning the connections, causes and consequences of historical events, situations and changes. A Greater Depth learner will show a lively curiosity with regard to historical problems and debates, selecting and using historical information to illuminate a narrative, supporting an argument or challenging an interpretation.

Assessment for and of learning

We recognise that the purpose of assessment is to identify where there is under or over provision for learners so that any problem can be addressed promptly. Therefore teachers have a clear understanding of the expectations for their year group and the relevant milestone; know what good learning looks like on a daily basis and over time; and know that it is their understanding of **how** a pupil completes a task or activity enables the pupil to clearly demonstrate **what** they have learned and their **depth** of learning.

Teachers complete ongoing informal assessments on children's learning that help them to identify gaps in learning which can be addressed promptly. These may be in the form of careful questioning, recall quizzes, mind maps or other assessment for learning tasks, or through assessment of the child's exercise book..

End of phase expectations in the skills of 'Being a Historian'

Children are assessed for the knowledge that they have learnt and the skills they have developed and honed. We expect every child to reach the 'advancing' stage of development according to their milestone. A few children will reach deeper levels of understanding and some children will only attain a basic level of understanding.

EYFS

Statutory ELG: Past and Present
- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

History Curriculum Progression
Peasedown St John School

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Statutory ELG: People, Culture and Communities
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Milestone 1 (Year 1 - Year 2)

Learning Objective	Key Indicator	Basic	Advancing	Deep	When pupils have the opportunity to achieve this learning
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.**	**Y1: Memory Boxes, The Big Dig, Local History** **Y2: Brunel & The Victorians**
	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.**	**Y1: Memory Boxes, The Big Dig, Local History** **Y2: Fire of London**
	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.**	**Y1: Memory Boxes, Local History** **Y2: Fire of London**
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**	**Y1; Memory Boxes** **Y2: Fire of London**
	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.**	**Y1: The Big Dig** **Y2: Brunel & The Victorians**

History Curriculum Progression
Peasedown St John School

	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.**	**Y1: The Big Dig, Local History** **Y2: Fire of London**
To understand chronology	Place events and artefacts in order on a timeline	**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**	**Y1: Memory Boxes, The Big Dig, Local History** **Y2: Fire of London, Brunel & The Victorians**
	Label timelines 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.**	**Y1: Memory Boxes, The Big Dig** **Y2: Brunel & The Victorians**
	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.**	**Y1: Memory Boxes, Local History**
	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.**	**Y1: Memory Boxes, The Big Dig** **Y2: Fire of London, Brunel & The Victorians**
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.**	**Y1: Memory Boxes, Mining** **Y2: Fire of London, Brunel & The Victorians**

Milestone 2 (Year 3 - Year 4)

Learning Objective	Key Indicator	Basic	Advancing	Deep	When pupils have the opportunity to achieve this learning

History Curriculum Progression
Peasedown St John School

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.**	**Y3: Stone Age to Iron Age, Ancient Egypt** **Y4: Ancient Greeks, Romans**
	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.**	**Y3: Ancient Egypt** **Y4: Ancient Greeks, Romans**
	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.**	**Y3: Stone Age to Iron Age** **Y4: Ancient Greeks, Romans**
	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.**	**Y4: Ancient Greeks, Romans**
	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**	**Y3: Stone Age to Iron Age, Ancient Egypt** **Y4: Ancient Greeks, Romans**
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.**	**Y4: Romans**
	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.**	**Y3: Stone Age to Iron Age** **Y4: Romans**
	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.**	**Y3: Stone Age to Iron Age, Ancient Egypt** **Y4: Ancient Greeks, Romans**

History Curriculum Progression
Peasedown St John School

	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.**	**Y3: Ancient Egypt** **Y4: Ancient Greeks, Romans**
	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.**	**Y3: Stone Age to Iron Age, Ancient Egypt** **Y4: Ancient Greeks, Romans**
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.**	**Y3: Stone Age to Iron Age, Ancient Egypt** **Y4: Ancient Greeks, Romans**
	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.**	**Y3: Stone Age to Iron Age, Ancient Egypt** **Y4: Ancient Greeks, Romans**
	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.**	**Y3: Stone Age to Iron Age, Ancient Egypt** **Y4: Ancient Greeks, Romans**
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.**	**Y3: Stone Age to Iron Age, Ancient Egypt** **Y4: Ancient Greeks, Romans**

Milestone 3 (Year 5 - Year 6)

Learning Objective	Key Indicator	Basic	Advancing	Deep	When pupils have the opportunity to achieve this learning
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**	**Evidence is collected, sifted and investigated to provide well reasoned arguments for events in the past.**	**Y5: Mayans** **Y6: Georgian Bath and Bristol**

History Curriculum Progression
Peasedown St John School

			scrutiny.		
	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.**	**Y6: Georgian Bath and Bristol**
	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.**	**Y6: Georgian Bath and Bristol**
	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.**	**Y5: Mayans** **Y6: Georgian Bath and Bristol**
	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.**	**Y6: Georgian Bath and Bristol**
	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.**	**Y5: Mayans** **Y6: Georgian Bath and Bristol**
	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.**	**Y6: Georgian Bath and Bristol**
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.**	**Y6: Georgian Bath and Bristol**
	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.**	**Y6: Georgian Bath and Bristol**

History Curriculum Progression
Peasedown St John School

	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.**	**Y5: Mayans**
	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.**	**Y5: Mayans** **Y6: Georgian Bath and Bristol**
	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.**	**Y5: Mayans** **Y6: Georgian Bath and Bristol**
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.**	**Y5: Mayans** **Y6: Georgian Bath and Bristol**
	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.**	**Y6: Georgian Bath and Bristol**
	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.**	**Y6: Georgian Bath and Bristol**
	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.**	**Y5: Mayans** **Y6: Georgian Bath and Bristol**
To communicate historically	Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity,	**Some appropriate historical language is used.**	**Generally, appropriate historical language is used.**	**Historical language is fluent and used in widespread situations.**	**Y5: Mayans** **Y6: Georgian Bath and Bristol**

History Curriculum Progression
Peasedown St John School

	change, century, decade and legacy.				