

Bathwick Progression in History



A Year Six child will leave Bathwick feeling inspired by History and with a clear understanding of how it has shaped the world we live in. Children will be able to talk with clarity and give detailed accounts of major events within the eras that they have studied. They will be able to compare and contrast different periods in history and have knowledge of where some of these may belong on a timeline. A Year Six leaver will be inspired to ask questions and follow lines of enquiry using skills that they can apply in different contexts. They will have learnt to understand the diversity of societies in the past compared to the present, empowering them to cope with the challenges of their time.

CHRONOLOGY

National Curriculum aim: Know and understand the history of these islands as a coherent, **chronological narrative**, from the earliest times to the present day

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> •sequence events in their life •Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages <p>Y1 Term 1: How has transport changed over time?</p> <p>Builds on EYFS:</p> <p>Intent: Children produce timeline of inventions and comparisons between then and now.</p> <p>Future learning: Y1 Term 6: What was it like to live in Bath 80 years ago? The children will develop their sequencing skills and looking at</p>	<ul style="list-style-type: none"> • Sequence artefacts closer together in time • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives <p>Y2 Term 6: How have seaside holidays changed since Victorian times?</p> <p>Builds On EYFS: Elements from topics including schools and shops from the past.</p> <p>Builds on Y1: Victorian Period introduced as Florence Nightingale was one of the most famous Victorians.</p> <p>Intent: Compare and contrast similarities and differences in different time periods and developing sequencing skills</p> <p>Future learning: Y3 Term 1: How did Mary Anning help us to know Dinosaurs existed?</p>	<ul style="list-style-type: none"> • Place the time studied on a time- line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts <p>Y3 Term 1: How did Mary Anning help us to know Dinosaurs existed?</p> <p>Builds On Y2: Prior Knowledge of Victorian seaside lay the foundation for a key study of Mary Anning.</p> <p>Intent: Children place studied periods on a timeline, sequence events and compare and track changes over time. The span of time covered becomes much larger and children are introduced to the terms BC and AD.</p> <p>Future learning: Y4 Romans Provides the chronological KS2</p>	<ul style="list-style-type: none"> • Place events from period studied on a time- line • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD <p>Y4 Term 1: Who were the Romans and what was the Roman Empire's impact upon Britain?</p> <p>Builds on Y3: Chronologically, this period follows on from Prehistoric Britain.</p> <p>Intent: Developing chronological understanding of the history of Britain.</p> <p>Future learning: Y4 Term 3 – The Anglo-Saxons and Vikings.</p> <p>Y4 Term 3: Why did the Anglo-Saxons invade and want to settle in Britain?</p> <p>-Builds on Y3 and Term 1: Chronologically, this period follows on from Prehistoric Britain and Roman Britain.</p>	<ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past <p>Y5 Term Who were the Vikings?</p> <p>Builds on Y3 and Y4: Chronologically, this period follows on from Prehistoric Britain and Roman Britain.</p> <p>Intent: Developing the chronological understanding of the history of Britain.</p>	<ul style="list-style-type: none"> • Place current study on time- line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line <p>Y6 Who were the Mayans and what were their major achievements?</p> <p>Builds on Y3 and Y5: Learning about ancient civilisations – Ancient Greece and Ancient Egypt.</p> <p>Intent: Enables children to use their chronological knowledge to compare ancient civilisations. Children are able to place studied periods on a timeline in relation to other studies. Events are sequenced correctly following individual research.</p>

<p>artefacts/people from different periods in time</p> <p>Y1 Term 3: How did Florence Nightingale, Mary Seacole and Edith Cavell change nursing today?</p> <p>Builds On EYFS: Elements from topics including people who help us, Our families</p> <p>Intent: Compare and contrast similarities and differences in different time periods and developing sequencing skills.</p> <p>Future learning: Y2 Term 6: How have seaside holidays changed since Victorian times?</p> <p>Y1 Term 6: What was it like to live in Bath 80 years ago?</p> <p>Builds On EYFS: Elements from topics including Our families</p> <p>Intent: Developing understanding of chronology through Sequencing images and explaining similarities and differences between Bath now and then</p> <p>Future learning: -Y4 Term 4: What was life like in Georgian Bath? -Y6 Term 1: What was it really like to be an</p>	<p>The Victorian time period provides background and contextual knowledge for the study of Mary Anning.</p> <p>Y2 Term 3: Why do we remember famous explorers?</p> <p>Builds on Y1: work on significant individuals Florence Nightingale, Mary Seacole and Edith Cavell.</p> <p>Intent: Sequencing significant events from the lives of famous explorers and comparing aspects of life in different periods.</p> <p>Future learning: Using chronology to make comparisons across and between different time periods in KS2.</p>	<p>foundations for learning about British History</p> <p>Y3 Term 3: Would you rather live in the Stone Age or the Bronze age?</p> <p>Builds on KS1: Children now expand their chronological knowledge by moving on to look at BC times. Chronologically, this period follows on from Prehistoric Britain</p> <p>Intent: Children place studied periods on a timeline, sequence events and compare and track changes over time. The span of time covered becomes much larger and children are introduced to the terms BC and AD.</p> <p>Future learning: Y4 Term 1 – The Romans. Provides the chronological KS2 foundations for learning about British history.</p> <p>Y3 Term 3: What have the Ancient Greeks given us today?</p> <p>Builds on: Y3 Term 1 Mary Anning and Prehistoric Britain. Placing of concurrent civilisations on a timeline.</p> <p>Intent: Understanding different civilisations existed at the same time and making comparisons between them. Placing of concurrent civilisations on a timeline. Look at world history timeline.</p>	<p>- Intent: Developing the chronological understanding of the history of Britain.</p> <p>Future learning: Y5 Term 6: Who were the Vikings?</p>			
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evacuee in the Second World War?
Y6 Term 6:Rebuilding Britain.

Future learning: Y5: Term 3:
What can we find out about the Ancient Egyptians from what has survived?

BRITISH HISTORY

National Curriculum aim: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>KS1 Curriculum content Pupils should be taught about: *Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. *Events beyond living memory that are significant nationally or globally. *The lives of significant people in the past who have contributed to national and international achievements.</p> <p>Y1 Term 3: How did Florence Nightingale, Mary Seacole and Edith Cavell change nursing today?</p>	<p>KS1 Curriculum content Pupils should be taught about:</p> <p>*Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. *Events beyond living memory that are significant nationally or globally. *The lives of significant people in the past who have contributed to national and international achievements.</p> <p>Y2 Term 2: Was London better before or after the Great fire?</p>	<p>KS2 Curriculum content Pupils should be taught about:</p> <p>*Changes in Britain from the Stone Age to the Iron Age. *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Y3 Term 1: How did Mary Anning help us to know Dinosaurs existed?</p> <p>Y3 Term 3: Would you rather live in the Stone Age or the Bronze age?</p>	<p>KS2 Curriculum content Pupils should be taught about:</p> <p>*The Roman Empire and its impact on Britain. *Britain's settlement by Anglo-Saxons and Scots. *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Y4 Term 1: Who were the Romans and what was the Roman Empire's impact upon Britain?</p> <p>Y4 Term 3: Why did the Anglo-Saxons invade and want to settle in Britain?</p>	<p>KS2 Curriculum content Pupils should be taught about:</p> <p>*The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Y5 Term 6: Who were the Vikings?</p>	<p>KS2 Curriculum content Pupils should be taught about:</p> <p>*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Y6 Term 1: What was it really like to be an evacuee in the Second World War?</p>

ANCIENT AND WORLD HISTORY

National Curriculum aim: know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires, characteristic features of past non-European societies; achievements and follies of mankind. .

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>KS1 Curriculum content Pupils should be taught about:</p> <ul style="list-style-type: none"> •Children begin to realise that history extends beyond their own locality and nation. •Children learn how events can be significant locally, nationally and internationally. <p>Y1 Term 3: How did Florence Nightingale, Mary Seacole and Edith Cavell change nursing today?</p>	<p>KS1 Curriculum content Pupils should be taught about:</p> <ul style="list-style-type: none"> •Children begin to realise that history extends beyond their own locality and nation. •Children learn how events can be significant locally, nationally and internationally. <p>Y2 Term 3: Why do we remember famous explorers?</p>	<p>KS2 Curriculum content Pupils should be taught about:</p> <ul style="list-style-type: none"> •Ancient Greece – a study of Greek life and achievements and their influence on the western world. •Children are introduced to the term ‘ancient civilisation’. •Children learn that concurrent civilisations existed around the world and made significant achievements. •Children begin to make comparisons between ancient civilisations, with support. <p>Y3 Term 3: What have the Ancient Greeks given us today?</p> <p>Y3 Term 1: How did Mary Anning help us to know Dinosaurs existed?</p>	<p>KS2 Curriculum content Pupils should be taught about:</p> <ul style="list-style-type: none"> •Ancient Rome and culture (art, architecture or literature) on later periods in British history, including the present day •Children understand the meaning of ‘ancient civilisation’. •Children know that concurrent civilisations existed around the world and made significant achievements. *Children can make comparisons between ancient civilisations. • Children begin to understand how empires are able to expand and be dissolved. <p>Y4 Term 1:Who were the Romans and what was the Roman Empire’s impact upon Britain?</p>	<p>KS2 Curriculum content Pupils should be taught about:</p> <ul style="list-style-type: none"> •The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt (civilisation chosen from a list of possibilities.) •A non-European society that provides contrasts with British history. •Children understand reasons for the expansion and dissolution of empires. •Children understand when ancient civilisations existed in relation to periods and civilisations studied. •Children can use existing knowledge to compare and contrast ancient civilisations using a range of concepts including empire, conflict, beliefs, legacy and achievements <p>Y5: Term 3: What can we find out about the Ancient Egyptians from what has survived?</p>	<p>KS2 Curriculum content Pupils should be taught about:</p> <ul style="list-style-type: none"> •A non-European society that provides contrasts with British history- Mayan civilization c. AD 900 ((civilisation chosen from a list of possibilities.) •Children understand reasons for the expansion and dissolution of empires. •Children understand when ancient civilisations existed in relation to periods and civilisations studied. •Children can use existing knowledge to compare and contrast ancient civilisations using a range of concepts including empire, conflict, beliefs, legacy and achievements. <p>Y6 Who were the Mayans and what were their major achievements?</p>

LOCALITY

National Curriculum aim: gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>KS1 Curriculum content Pupils should be taught about:</p> <ul style="list-style-type: none"> •Significant historical events, people and places in their own locality. <p>Y1 Term 6: What was it like to live in Bath 80 years ago?</p>	<p>KS1 Curriculum content Pupils should be taught about:</p> <ul style="list-style-type: none"> •Significant historical events, people and places in their own locality. <p>Y2 Term 6: How have seaside holidays changed since Victorian times? Clevedon Case study.</p>	<p>KS2 Curriculum content Pupils should be taught about:</p> <ul style="list-style-type: none"> •A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <p>Y3 Term 1: How did Mary Anning help us to know Dinosaurs existed?</p>	<p>KS2 Curriculum content Pupils should be taught about:</p> <ul style="list-style-type: none"> •A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. •A local history study. <p>Y4 Term 4: What was life like in Georgian Bath?</p>	<p>KS2 Curriculum content Pupils should be taught about:</p> <ul style="list-style-type: none"> •A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. •A local history study. <p>Y5 Term 1: Who was William Herschel and what discovery did he make in Bath?</p>	<p>KS2 Curriculum content Pupils should be taught about:</p> <ul style="list-style-type: none"> •A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. •A local history study <p>Y6 Term 1: What was it really like to be an evacuee in the Second World War?</p> <p>Y6 Term 6: Re-building Britain- How did life change?</p>

**National Curriculum aim: discern how and why contrasting arguments and interpretations of the past have been constructed.
(CONTINUE WITH AND BUILD UPON SKILLS DEVELOPED IN PREVIOUS YEAR GROUPS.)**

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> •Use stories, memories and speak about the past. •Look at their own families and immediate surroundings. 	<ul style="list-style-type: none"> •Use stories to encourage children to distinguish between fact and fiction. • Compare adults talking about the past – how reliable are their memories? • Use representations of the past (photographs, books, written accounts) to make interpretations 	<ul style="list-style-type: none"> •Compare two versions of a past event. • Compare images or photographs of people or events in the past. • Begin to discuss the usefulness of photographs / accounts / stories. 	<ul style="list-style-type: none"> * Identify and begin to give reasons for different ways in which the past is represented. * Distinguish between different sources – compare different versions of the same event. *Look at representations of the period (e.g. cartoons, posters). 	<ul style="list-style-type: none"> •Explore the idea that there are different accounts of history. •Begin to evaluate the usefulness of different sources. • Look at a range of evidence from the period and discuss its reliability 	<ul style="list-style-type: none"> •Compare accounts of events from different sources – are they fact or fiction? Can they be relied upon as being accurate? • Offer some reasons for different versions of events and accounts of history. 	<ul style="list-style-type: none"> •Link sources and work out how conclusions were arrived at. •Consider ways of checking the accuracy and reliability of interpretations. Fact, fiction or opinion? • Be aware that different evidence will lead to different conclusions and evidence can be interpreted differently. • Evaluate evidence to choose the most reliable/useful forms. *Understand that some information from the past is propaganda, opinion or misinformation and that this affects interpretations of history

HISTORICAL CONCEPTS

National Curriculum aim: gain and deploy a historically grounded understanding of abstract terms and understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Cause and Consequence

The concept of **cause and consequence** is used in history to identify chains of events and developments, both in the short term and in the long term. Cause and consequence aims to identify, examine and analyse the reasons why events have occurred and the resulting consequences or outcomes. In essence, cause and consequence is the 'why' and 'what' of history.

Continuity and Change

Historians recognise that over time some things stay the same, while others change. This concept is referred to as '**continuity and change**'. Examples of continuity and change can be seen across every civilisation and any given period of time. Historians refer to aspects of the past that have remained the same over time as continuities. Aspects of the past that do not stay the same are referred to as changes.

Similarity and Difference

Studying **similarity and difference** allows pupils to draw comparisons across people, periods, events, perspectives, motivations and actions.

Significance

The concept of significance relates to the importance assigned to aspects of the past. This includes people, events, developments, discoveries, movements and historical sites. History is filled with so many important events, significant people and interesting places that we could not study all of them. Instead, we must make a judgement about which of these to study. In order to determine if a person, event, development, discovery, movement or site is historically significant, historians often ask the following questions:

- How important was this to the people who lived at that time?
 - How many people were affected?
 - To what degree were people's lives affected?
- How widespread and long-lasting were the effects?
 - Can the effects still be felt today?

Evidence

Evidence is the information gathered from historical sources. The concept of evidence is an essential part of historical enquiry. Evidence can come from many different sources, for example, interviews and accounts from people who lived at the time, letters, diaries, films, maps, newspapers, buildings, paintings, photographs, song lyrics, clothing, photographs, posters and cartoons.

Evidence can be gathered from two types of sources:

- PRIMARY SOURCES: Objects / items / sources created or written at the time being investigated.
- SECONDARY SOURCES: Accounts about the past that were created after the time being investigated. Historians use a range of sources in order to gain a more complete picture of the past