

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"> To talk about how they have changed since they were a baby and their life story. To talk about similarities and differences between things in the past and now. To speak about events in the past, present and future in their own life and experience. To use language such as <i>before, next, after that</i> to order and sequence events in the day. <p>EYFS: These will be covered in EYFS curriculum Understanding the world.</p>	<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? <u>Builds on:</u> EYFS-Children have used language of past and present in their own lives and the lives of others. <u>Intent:</u> Children produce timeline of inventions and comparisons between then and now. <u>Future learning:</u> Y1 Term 6: What was it like to live in Bath 80 years ago? The children will develop their sequencing skills and looking at artefacts/people from different periods in time</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 2: Was London better before or after the Great fire? <u>Builds on:</u> EYFS and Y1- Learning begins to move beyond what is more local to the children with an introduction to a significant British event. <u>Intent:</u> Children learn about how and why we mark a significant date in British history. <u>Future learning:</u> Provides learning about periods which follow The Stuart period, such as the Georgian period in Y4.</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? <u>Builds On:</u> Y2 Prior Knowledge of Victorian seaside’s lay the foundation for a key study of Mary Anning. <u>Intent:</u> 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. <u>Future learning:</u> Y4 Romans Provides the chronological KS2 foundations for learning about British History</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? <u>Builds on:</u> Y3 - Chronologically, this period follows on from Prehistoric Britain. <u>Intent:</u> Developing chronological understanding of the history of Britain. <u>Future learning:</u> Y4 Term 3 – The Anglo-Saxons and Y5 Term 6-Vikings.</p> <p>Y4 Term 3: Why did the Anglo-Saxons invade and want to settle in Britain? <u>Builds on:</u> Y3 Term 1- Chronologically, this period</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 1: Who was William Herschel and what discovery did he make in Bath? <u>Builds on:</u> Y4- Learning about Georgian period which is when WH made his discovery. <u>Intent:</u> Children continue to learn about key events and sequence events studied in a chronological order. <u>Future learning:</u> Y6 Term1: How were children affected by the second world war. Learning about events in Bath at a later date.</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 timeline <p>Y6 Term 1: How were children affected by the Second World War? <u>Builds on:</u> KS1 & KS2: Learning about Children in Bath 80 years ago- rationing, Bath Blitz. Chronologically this period follows on from previous learning in KS2. <u>Intent:</u> Children draw upon their chronological knowledge to track how life has changed over time.</p> <p>Y6 Term 3: Who were the Mayans and what were their major achievements? <u>Builds on:</u> Y3 and Y5- Learning about ancient</p>

	<p>Y1 Term 3: How did Florence Nightingale, Mary Seacole and Edith Cavell change nursing today?</p> <p><u>Builds on:</u> EYFS- Elements from topics including people who help us, Our families.</p> <p><u>Intent:</u> Compare and contrast similarities and differences in different time periods and developing sequencing skills.</p> <p><u>Future learning:</u> 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><u>Builds on:</u> EYFS-Elements from topics including Our families</p> <p><u>Intent:</u> Developing understanding of chronology through Sequencing images and explaining similarities and differences between Bath now and then</p> <p><u>Future learning:</u> Y4 Term 4: What was life like in Georgian Bath? -Y6 Term 1: How were children affected in the second world war? Y6 Term 6: Rebuilding Britain.</p>	<p>Y2 Term 3: Why do we remember famous explorers?</p> <p><u>Builds on:</u> Y1-work on significant individuals Florence Nightingale, Mary Seacole and Edith Cavell.</p> <p><u>Intent:</u> Sequencing significant events from the lives of famous explorers and comparing aspects of life in different periods.</p> <p><u>Future learning:</u> Using chronology to make comparisons across and between different time periods in KS2.</p> <p>Y2 Term 6: How have seaside holidays changed since Victorian times?</p> <p><u>Builds on:</u> EYFS-Elements from topics including schools and shops from the past.</p> <p><u>Builds on:</u> Y1-Victorian Period introduced as Florence Nightingale was one of the most famous Victorians.</p> <p><u>Intent:</u> Compare and contrast similarities and differences in different time periods and developing sequencing skills</p> <p><u>Future learning:</u> Y3 Term 1: How did Mary Anning help us to know Dinosaurs existed? The Victorian time period provides background and contextual knowledge for the study of Mary Anning.</p>	<p>Y3 Term 3: Would you rather live in the Stone Age or the Bronze age?</p> <p><u>Builds on:</u> KS1: Children now expand their chronological knowledge by moving on to look at BC times.</p> <p>Chronologically, this period follows on from Prehistoric Britain</p> <p><u>Intent:</u> 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><u>Future learning:</u> 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><u>Builds on:</u> Y3 Term 1 Mary Anning and Prehistoric Britain. Placing of concurrent civilisations on a timeline.</p> <p><u>Intent:</u> 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><u>Future learning:</u> Y5: Term 3: What can we find out about the Ancient Egyptians from what has survived?</p>	<p>follows on from Prehistoric Britain and Roman Britain.</p> <p><u>Intent:</u> Developing the chronological understanding of the history of Britain.</p> <p><u>Future learning:</u> Y5 Term 6: Who were the Vikings?</p> <p>Y4 Term 4: What was life like in Georgian Bath?</p> <p><u>Builds on:</u> Y1 learning about Bath in the past. The Georgian Chronologically follows on from Great Fire Of London in Y2.</p> <p><u>Intent:</u> Children draw upon their chronological knowledge to track how life has changed over time.</p> <p><u>Future learning:</u> Lays the foundation for learning about events in Bath in a chorological order Y5- William Herschel and Y6- Bath Blitz.</p>	<p>Y5 Term 3: What can we find out about the Ancient Egyptians from what has survived?</p> <p><u>Builds on:</u> Y3 Unit 1 – Prehistoric Britain. Placing of concurrent civilisations on a timeline.</p> <p><u>Intent:</u> 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><u>Future learning:</u> Y6 Term 3 – Who were The Mayans and what were their achievements.</p> <p>Y5 Term 6: Who were the Vikings?</p> <p><u>Builds on:</u> Y3 and Y4- Chronologically, this period follows on from Prehistoric Britain and Roman Britain.</p> <p><u>Intent:</u> Developing the chronological understanding of the history of Britain.</p> <p><u>Future learning:</u> Y6 Term 6: Re-building Britain- How did life change? This unit will cover learning from across KS1 and KS2 with a focus on how Britain has changed over time.</p>	<p>civilisations –Ancient Greece and Ancient Egypt.</p> <p><u>Intent:</u> 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>Y6 Term 6: Re-building Britain- How did life change?</p> <p><u>Builds on:</u> Y1 and Y6 Term1: The Home Front during WW2, The Battle of Britain and The Blitz.</p> <p><u>Intent:</u> Chronologically, this unit fits in with learning from Y1 and Y6 term 1. It enables children to place studied events and develop their WW2 timeline. Children date reforms using their own enquiry skills and compare how life had changed after the war and what its legacy was for Britain.</p>
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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.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To talk about their immediate family. To recognise and describe special times or events or family or friends. To be able to talk about the different roles and occupations in society and how they help us. To learn about a significant person and/or event. <p>Significant person/event study: Guy Fawkes Remembrance Day</p> <p>Topics have a focus on change within living memory, which provides children with the foundations for KS1 where learning reveals how studied themes impacted on changes in national life.</p>	<p>KS1 Curriculum content Pupils should be taught about:</p> <ul style="list-style-type: none"> 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>Y1 Term 3: How did Florence Nightingale, Mary Seacole and Edith Cavell change nursing today? Builds on: EYFS- Learning about a significant person in History/ Remembrance day and being introduced to War/soldiers. Intent: To learn about a significant British person who contributed to national and international achievement. Future learning: Y2 Term 6: How have seaside holidays changed since Victorian times. Florence was one of the most famous Victorians.</p> <p>Y1 Term 1: How has transport changed over time?</p>	<p>KS1 Curriculum content Pupils should be taught about:</p> <ul style="list-style-type: none"> 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>Y2 Term 2: Was London better before or after the Great fire? Builds on: EYFS and Y1- Learning begins to move beyond what is more local to the children with an introduction to a significant British event. Intent: Children learn about how and why we mark a significant date in British history. Future learning: Provides foundations for KS2 and learning about other significant events in Britain.</p> <p>Y2 Term 6: How have seaside holidays changed since Victorian times? Builds on: EYFS-Elements from topics including learning about their local</p>	<p>KS2 Curriculum content Pupils should be taught about:</p> <ul style="list-style-type: none"> 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>Y3 Term 1: How did Mary Anning help us to know Dinosaurs existed? Builds on: KS1-Children focussed on AD periods of British history and those within living memory. Intent: Children develop their chronological narrative of Britain through learning about the earliest times of British civilisation and are introduced to BC on a timeline. They learn about the beginnings of British history. Future learning: Y4 Term 1 Who were the Romans provides the chronological KS2 foundations for learning about British History.</p> <p>Y3 Term 3: Would you rather live in the Stone Age or the Bronze age? Builds on: KS1 and Y3 Term1 Intent: Children continue to learn about the earliest</p>	<p>KS2 Curriculum content Pupils should be taught about:</p> <ul style="list-style-type: none"> 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>Y4 Term 1: Who were the Romans and what was the Roman Empire's impact upon Britain? Builds on: Y3- Chronologically, this period follows on from Prehistoric Britain. Intent: Children continue to learn about the chronological narrative of Britain through learning what happened after the end of the prehistoric period. They learn about the lasting impact that the Romans had on Britain and explore the collapse of the Roman Empire and why the Roman rule of Britain came to an end. Future learning: Y4 Term 3 – The Anglo-Saxons and Y5 Term 6-Vikings.</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> <ul style="list-style-type: none"> 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>Y5 Term 6: Who were the Vikings? Builds on: Y4- Chronologically, this period follows on from Prehistoric Britain and Roman Britain. Intent: Children continue to learn about the chronological narrative of Britain. They learn about how and why Britain changed under Viking rule. Future learning: Y6 Term 6: Re-building Britain- How did life change? This will explore How life in Britain has changed over the years, looking back on all the time periods studied.</p> <p>Y5 Term 1: Who was William Herschel and what discovery did he make in Bath? Builds on: Lower KS2: Learning about a significant person in British History. Intent: Children learn about a significant individual who</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>Y6 Term 1: What was it really like to be an evacuee in the Second World War? Builds on: KS1 and KS2 learning: Life in Bath 80 years ago, Remembrance Day. Intent: Children continue to learn about the impact of conflict in WW2 on Britain. This topic enables children to continue developing their understanding of the British Empire and how one of the most significant events in British history impacted on a nation. Future learning: Y6 Term 6: Re-building Britain- How did life change? The impact of the Battle of Britain.</p> <p>Y6 Term 6: Re-building Britain- How did life change? Builds on- Earlier learning about WW2 in Y6. Intent: Children use their previous learning, from both KS1 and KS2, to investigate a theme in British history that extends their knowledge beyond 1066. They are able to refer to and apply their previous</p>

	<p><u>Builds on:</u> EYFS-Children learn about transport during their people who help us topic. They learn about transport from storybooks and everyday life.</p> <p><u>Intent:</u> Children learn about changes within living memory and the life of a significant British person (Stephenson) who had national and international achievements.</p> <p><u>Future learning:</u> Y1 Term 6: What was it like to live in Bath 80 years ago? The children will compare how Bath has changed over time including Transport.</p> <p>Y1 Term 6: What was it like to live in Bath 80 years ago?</p> <p><u>Builds on:</u> EYFS-Elements from topics and learning about immediate family and surroundings.</p> <p><u>Intent:</u> Developing understanding of changes within living memory and local and the impact a national event had on life in Bath.</p> <p><u>Future learning:</u> Y4 Term 4: What was life like in Georgian Bath? -Y6 Term 1: How were children affected in the second world war? Y6 Term 6: Rebuilding Britain</p>	<p>surroundings and talking about holidays.</p> <p>Y1- Victorian Period introduced as Florence Nightingale was one of the most famous Victorians.</p> <p><u>Intent:</u> To learn about events beyond living memory and develop comparing and contrasting skills through understanding what life was like in a different historical period that the children already have some knowledge of. They are able to develop the depth of their knowledge</p> <p><u>Future learning:</u> Y3 How did Mary Anning help us to know Dinosaurs existed? In KS2 the children will explore another significant person from the Victorian era.</p>	<p>times in Britain and plot them on a timeline.</p> <p><u>Future learning:</u> Y4 Term 1 Who were the Romans-earning moves on to AD.</p>	<p><u>Builds on:</u> Y3 and Y4- Chronologically, this period follows on from Prehistoric Britain and Roman Britain.</p> <p><u>Intent:</u> Developing the chronology and understanding of the history of Britain. Children learn about why Britain was a destination for invading and settling and the impact this had upon its history</p> <p><u>Future Learning:</u> Y5 Term 6- Vikings.</p> <p>Y4 Term 4: What was life like in Georgian Bath?</p> <p><u>Builds on:</u> KS1 How Bath has changed over time.</p> <p><u>Intent:</u> Children continue to learn about the chronological narrative of Britain. They learn about how and why Britain changed during Georgian times.</p> <p><u>Future Learning:</u> Y6 Term 6: Re-building Britain- How did life change?</p>	<p>in 1781 made a discovery which impacted British/World History.</p> <p><u>Future learning:</u> Y6 Term1: How were children affected by the Second World War? The children will continue to learn about British History chronologically and make comparisons with times in the past.</p>	<p>knowledge and learning to understand how and why life in Britain has changed.</p>
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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. .

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>EYFS - Understanding the World focuses on children's own history and the history of things which are familiar to them such as People who help us and story set in the past. Providing these links back to the child themselves and what is familiar to them allows for a deeper meaning, even when embarking on a topic that is not directly linked to them</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>Y1 Term 3: How did Florence Nightingale, Mary Seacole and Edith Cavell change nursing today? Builds on: EYFS where children learn about a significant person. Intent: Children learn that events can be significant locally, nationally and internationally when they learn about nurses who looked after soldiers during the Crimean war. Future learning: Provides foundations for KS2 learning where study moves beyond the significance of locality and into the wider world and ancient civilisations.</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? Builds on: Y1- Children now learn about a variety of explorers who made discoveries in the wider world. Intent: Children recognise how famous explorers have contributed to History through their discoveries around the world. Future learning: Provides foundations for KS2 learning where study moves beyond the significance of locality and into the wider world and ancient civilisations.</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? Builds on: KS1-Children learnt about events which introduced children to the concept of history extending beyond their locality and nation. Intent: Children investigate the achievements of the Ancient Greek civilisation and the study provides opportunities for comparisons between concurrent civilisations around the world. Future learning: Y4 Term1- Romans and_Y5 Term 3- Ancient Egyptians- Children develop their knowledge of</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? Builds on: Y3- Children have prior knowledge that ancient civilisations existed around the world and know that the ancient Greeks had many achievements. Intent: Children develop their understanding of ancient civilisations through learning about the Romans,</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? Builds on: Y3 and Y4 learning about Ancient Civilisations. Intent: Children continue to make comparisons between ancient civilisations,</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 Term 3 Who were the Mayans and what were their major achievements? Builds on: Y3, Y4 and Y5- Learning about ancient civilisations. Intent: Enables children to use their chronological knowledge to compare ancient civilisations. Having already learned about other ancient civilisations, the Ancient Maya provide a contrast with many of these</p>

			<p>concepts including empire, civilisation, legacy and achievements.</p>	<p>along with the concepts of empire, legacy and achievements. They begin to make some comparisons between ancient civilisations.</p> <p><u>Future learning:</u> Y5 Term 3- Ancient Egypt. Children develop their knowledge of concepts including empire, civilisation, legacy and achievements.</p>	<p>including beliefs and achievements.</p> <p><u>Future learning:</u> Y6 Term 3- The Mayans. This is a comparative topic so builds on previous learning and provides contrasts with already studied ancient civilisations</p>	<p>groups in terms of beliefs, architecture, and society</p>
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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.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To recognise and describe special times and events for family or friends. To be able to talk about the different roles and occupations in society and how they help us. To name and describe people who are familiar to them and their roles in society. <p>EYFS: Understanding the world and PSED cover the children's own History and the history of their Peers, including different cultures represented in the class.</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>Y1 Term 6: What was it like to live in Bath 80 years ago? <u>Builds on:</u> EYFS Remembrance Day and thanking soldiers locally/in our community who helped us in the war. <u>Intent:</u> Along with developing similarity and difference and continuity and change concepts, we focus on how the war affected Bath and the children's grandparents. <u>Future Learning:</u> KS2-the children will learn about Bath at different time periods throughout KS2</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 <u>Builds on:</u> EYFS/KS1 and children's own experience of holidays. Y1- How has transport changed over time? <u>Intent:</u> Children will learn about how Seaside holidays have changed since Victorian times. They will compare seascides then and now. As they live not far from Clevedon this will be used as a case study. <u>Future Learning:</u> Y3 Term 1- Mary Anning.</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? <u>Builds on:</u> Y2 Prior Knowledge of Victorian seaside's lay the foundation for a key study of Mary Anning. <u>Intent:</u> Children learn about Mary Anning who made a discovery in Lyme Regis Lots of the children have visited Lyme Regis on holiday so are familiar with the name and place. <u>Future Learning:</u> Y5 Term1- The children will learn about a significant individual who made a discovery in Bath -William Herschel.</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? <u>Builds on:</u> Y1 Children have learnt about life in Bath 80 years ago. <u>Intent:</u> The children will explore how life was different in Bath in Georgian times. <u>Future Learning:</u> Y5 Term1- Children will develop their understanding of Georgian Bath by studying a significant local person.</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? <u>Builds on:</u> Y4 Term 4 – Life in Georgian Bath. Children understand the Georgian period that William Herschel lived in. <u>Intent:</u> Children learn about a significant figure in History who made the discovery of Uranus at home in Bath- a world changing discovery <u>Future Learning:</u> Children continue to learn about their local area and how Bath has changed over time.</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? <u>Builds on:</u> Previous KS1 learning about Remembrance Day and Bath 80 years ago. <u>Intent:</u> <u>Future Learning:</u></p> <p>Y6 Term 6: Re-building Britain- How did life change? <u>Builds on:</u> KS1 Bath 80 years ago, Term 1 learning about the Bath Blitz. <u>Intent:</u> Having learned about the impact of the war on their locality, children now learn about how the war affected Bath in the post-war period (manufacturing and industry in the area, establishment of the NHS and changes to the education system).</p>

HISTORICAL ENQUIRY

National Curriculum aim: understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.

(CONTINUE WITH AND BUILD UPON SKILLS DEVELOPED IN PREVIOUS YEAR GROUPS.)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Encourage and prompt children to ask their own questions about the past. Children know about similarities and differences between themselves, others, families, communities and traditions. 	<ul style="list-style-type: none"> Encourage children to ask their own questions about the past. Find answers to simple questions about the past from sources of information (including photographs, artefacts, videos, images, interviews, books). Explore events, look at pictures and ask questions (e.g. Which things are old and which are new? What were people doing?). 	<ul style="list-style-type: none"> Work with sources – observe/handle sources (including written accounts, photographs, images, artefacts, videos) to answer questions about the past on the basis of simple observations. Encourage children to ask questions about artefacts and sources from the past (who, what, why, when, where?). Use of both primary and secondary sources. Identify different ways in which the past is represented. Children to group sources from different time periods studied and explain how they know. 	<ul style="list-style-type: none"> Use a range of sources to find out about a studied period (including photographs, diary accounts, archaeological evidence, artefacts, posters, spoken and written recounts). Introduce the terms ‘primary source’ and ‘secondary source’. Select and record information which is relevant to the study. Begin to use different methods to research (e.g. books, videos, spoken recounts, artefacts, the internet, photographs). 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event. Ask a variety of questions and find answers about the past. Use different methods and sources to complete research (including books, videos, the internet, photographs, pictures, written and spoken recounts, historic buildings, visits to sites as evidence about the past, artefacts). Use of primary and secondary sources. Support children in considering the validity/reliability of different sources of information. 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources. * Encourage children to discuss the validity/reliability of primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use different methods and sources to complete research with increasing confidence (including books, internet, videos, photographs, images, written and spoken recounts, artefacts). 	<ul style="list-style-type: none"> Recognise primary and secondary sources. * Use a range of evidence including documents, printed sources (including archive materials), the internet, databases (Census information for local study), pictures, photographs, artefacts and historic buildings to collect evidence about the past. Which sources of evidence are the most reliable/useful? Why? Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. Bring knowledge gathered from several sources together in a fluent account

INTERPRETATIONS OF HISTORY

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.)

EYFS	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. • Talk about the lives of people around them and their own life story. 	<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

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

