May Park Primary School History Progression Document

Purpose:

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

With each theme comes the opportunity to look at changes within the locality of the school, immediate community and the wider environment. Part of the History curriculum works closely alongside Geography (locality study) and Changes in local area:

Key Concepts: chronology, culture, power, legacy, exploration & settlement, conflict & invasion, beliefs, civilization

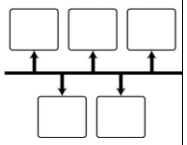
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge Concepts	Chronology	✓	✓	✓	✓	✓	✓	✓
	Culture and society		✓	✓	✓	✓	✓	✓
	Power		✓	✓	✓	✓	✓	✓
	Legacy		✓	✓	✓	✓	✓	✓
	Exploration & settlement		✓	✓	✓	✓	✓	✓
	Conflict & invasion			✓	✓	✓	✓	✓
	Beliefs				✓	✓	✓	✓
	Civilization				✓	✓	✓	
Disciplinary concepts	Continuity & change	✓	✓	✓	✓	✓	✓	✓
	Similarities & differences	✓	✓		✓	✓	✓	✓
	Significance			✓	✓			✓
	Cause & consequence		✓	✓		✓	✓	✓
	interpretation	✓	✓	✓	✓	✓	✓	✓

EYFS

The EYFS Framework 2026 states that **understanding the world** requires children to make sense of their physical world and their community. In the Early Years we will foster a child's understanding domain-specific language and begin their understanding of **key concepts** of **chronology, continuity & change and similarities** and differences.

	Nursery to Reception
Breadth of study	How have I changed since I was a baby? Why do we wear different clothes throughout the year? What are our favourite celebrations each year? Know and learn the language associated with time: then, before, now, next, soon. They will note changes since they were babies, order pictures from babies to old person in order to learn key vocabulary associated with the passage of time and know that time passes in sequential order. Know the significance of festivals and celebrations and of their own birthdays as markers of the passage of time. They will develop timelines of important and diverse cultural celebrations. They will start to recognise that photographs and objects can tell us about the past.

Yearly overview	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Fossil hunters	Transport then and now	Stone Age	The Romans and the Celts / Roman Britain	Benin	World War 2 and the Bristol Blitz
Term 3	Memory Box: Toys	Great Fire of London	Bronze Age and Iron Age	Saxons	Early Islamic Civilisation	Industrial Revolution
Term 5	Famous Queens	Fab Females- Rosa Parks, Emmeline Pankhurst, Florence Nightingale	Ancient Egypt	Vikings	History of Migration	Ancient Greeks/legacy
Breadth of Study National curriculum link	**Fossil Hunter** The lives of significant individuals in the past who have contributed to national and international achievements.- Mary Anning **Memory Box** Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Development of toys. **Famous Queens** The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	**Transport Over Time** 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. **Great Fire of London** 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. **Trailblazers** The lives of significant individuals in the past who have contributed to national and international achievements. From the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.	**Stone Age** Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. **Bronze Age and Iron Age** Bronze Age religion, technology and travel. Iron Age-hill forts, tribal kingdoms, farming, art and agriculture. **Ancient Egypt** The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the following: Ancient Sumer and Ancient Egypt.	**The Romans and the Celts** Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, for example, Boudicca (Celts), 'Romanisation' of Britain: and the impact of technology, culture. **Anglo Saxons and Scots** Settlements by Anglo Saxons and Scots Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England. Anglo-Saxon invasions, settlements and kingdoms: place names and village life. **Vikings** Settlements by Anglo Saxons and scots Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England. Anglo-Saxon invasions, settlements and kingdoms: place names and village life.	**Early Islamic Civilisation** Know the nature of the ancient civilisations, characteristic features of past non- European societies. Gain and deploy historically grounded understanding of abstract terms such as empire and civilisation. A non-European society that provides contrasts with British history.	**Britain at War and the Bristol Blitz** A significant turning point in British history, for example, the first railways or the Battle of Britain. A local history study- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. **History of Migration** Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century. **Ancient Greece** A study of Greek life and achievements and their influence on the western world. A study beyond 1066 The **legacy of Greek** culture (art, architecture or literature) on later periods in British history, including the present day.

Key Knowledge Concepts: chronology, cause and change, society, power, legacy, exploration & settlement, conflict & invasion, beliefs, culture and civilization						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Chronology 	**Fossil Hunters:** Extinction of dinosaurs- was 66 million years ago, evolution of first humans 200,000 years ago. Time is sequential; there are specific periods of time, including years, decades, centuries and generation. Mary Anning lived around 2 centuries ago, a century is a period of 100 years. This is known as the Victorian era. **Memory Box** **The 1950s and the 1960s:** grandparents were born. Board games, building blocks and puzzles were popular toys **The 1980s and 1990s:** parents were born.	**Transport through time (including Brunel)** **1806:** Brunel born in Portsmouth **1833:** becomes Chief Engineer of The Great Western Railway. **1836** : Begins work on Clifton Suspension Bridge in Bristol **1839**: built SS Great Britain - still on display in Bristol today **1903:** first flight by Wright brothers **Great Fire of London** **2 September 1666:** Fire broke out in a bakery on Pudding Lane **5 September**: fire stopped spreading **Trailblazers:** **1820:** Florence Nightingale born **1851:** Trained in nursing	**Ancient Egypt** **4,500-3,500** BCE: Stone Age (Neolithic) period begins **2950 BC–2575** BCE: Early Dynastic period in Egypt **2,500 BCE**: Bronze Age **700-500 BCE**: Iron Age begins **30 BCE**: Egypt becomes a province of the Roman Empire **43 AD**: Romans invade Britain **Stone Age, Bronze Age and Iron Age** **6,000 BCE**: Britain became an island, separated from Europe	**The Romans and the Celts** **43 AD** – Romans invade Britain **61 BCE** Iceni revolt led by Boudicca. **312 CE**- Constantine makes Christianity legal **410 CE** Last Romans leave Britain **449 CE** German Saxons settle in Kent **480 – 550 CE** Arrival of Anglo-Saxons **Anglo Saxons and the Vikings** **449 CE** German Saxons settle in Kent **789 CE** First recorded Viking attack	**Early Islamic Civilisation** **632CE** Muhammad died and Muslims struggled to agree who should be the next caliph. **752CE**: Caliph Al-Mansur starts to build Baghdad **830CE** The House of Wisdom built in Baghdad. **1258CE** The Siege of Baghdad, city destroyed.	**Britain at war** 1939- Britain declares war 1940- Blitz 1940-41 air raids on Bristol 1945- War ends **History of Migration** **1066-**Normans conquer England. First Jews arrive from Europe. **1290**- Jews are expelled from Britain. They are not permitted to return until 1656 **1572-** Huguenots arriving in Britain. **1845-52-** Irish potato famine leads to widespread migration of Irish families into the UK. **1905**- Alien Act passed **1948** SS Empire Windrush arrives from the Caribbean. This is seen as the start of modern-day mass migration to the UK **1964-** Bristol Bus Boycott **1968-** Race relations Act- makes discrimination in jobs and housing illegal

	Computers started arriving in homes **The 21st Century:** We were born. Many children have electronic games and phones. **Famous Queens** **1837-1901** Victorians era **1901**- House of Windsor present **1953-** Coronation of Queen Elizabeth 2 **2022-** Queen Elizabeth 2 dies	**1860:** Published "Notes on Nursing" **1910:** Died **1858:** Emmeline was born **1903:** Emmeline sets up the Women's Social and Political Union **1928:** All women over 21 allowed to vote **1928:** Emmeline died. **1955:** Rosa parks arrested in Montgomery, Alabama **1962:** Bus boycott in Bristol **1964**: Civil Rights Act became law **1965:** Race Relations Act passed in Britain	**4,500-3,500 BCE:** Neolithic (Late Stone Age)– **2,500 BCE**: Bronze Age **1,200-800 BCE**: Celtic culture and tribal kingdoms established **800-700** BC: Iron Age **00** Birth of Christ during the Iron Age in Western Europe **43 CE** – Romans invade Britain and the Iron Age ends	**886 CE** Treaty of Alfred and Guthrum was formalised (Danelaw) **927 CE** Athelstan unites English kingdoms **1066** Norman Conquest		**1991-** Civil War breaks out in Somalia **The Ancient Greeks and legacy** **776 BCE**: First Olympic Games **508 BCE**– Democracy begins in Athens, giving greater power to the people **500 - 338 BCE- Golden Age of Ancient Greece** **480 BCE**: Athenians defeated the Persian army at the Battle of Salamis **432 BCE** – The Parthenon, the most famous building in Athens, is completed **431–404 BCE**: The Peloponnesian War (Athens defeated by Sparta) **356 BCE** Alexander the Great defeats Persians at Issus and is given Egypt **146 BCE** Greeks defeated by the Romans at the Battle of Corinth **27 BCE**- Conquest of Greece by Roman Empire

Cause and consequence	**Fossil Hunter:** Because of Mary, Victorians learnt some dinosaurs were like and that they existed a long time before us. **Famous Queens:** Both Queen Victoria and Elizabeth 2 made the monarchy popular. They visited places and supported charities.	**Transport over time** Brunel was a talented **engineer,** who built the Great Western railway, and he constructed many bridges and tunnels. This changed how people travelled and did their work. The aeroplane has brought people closer together to live, work and trade and is a part of everyday life. **Great Fire of London** Many things caused the fire to spread rapidly. Firstly, it had been a long and dry summer. Also, houses at the time were mostly made of wood, and were built very close together. A strong wind helped to blow the fire across them. Also, the area was filled with **flammable** things like timber and oil. **Trailblazers:**		**Vikings:** The terrain of Scandinavia was not great for farming, so Vikings left their homeland in search of more fertile lands. After many successful raids in Britain, they began to settle. This led to colonisation of large parts of England marked the beginning of decades of struggle between the Vikings and Anglo-Saxons.		**Migration** People **migrate,** or move from a homeland to settle in another, for reasons known as' push and pull 'factors. This means things that make people move (push) and things that attract (pull) them to another country. Britain is a country which has been shaped by migration for many centuries. After World War Two, the UK had a shortage of **labour**. Mass **economic migration** of people coming to work began in earnest. Many of the earliest arrivals were from the Caribbean, South Asia, and Cyprus. The most famous arrival was of people from the Caribbean - mainly Jamaica and Trinidad - on the ship *Empire Windrush* in 1948.

		When Rosa Parks refused to give up her seat on the bus it started a huge protest and many people stopped using them. Similarly in the UK, Paul Stephenson organised a boycott of Bristol buses when they refused to employ black drivers. Florence Nightingale made nursing respected. By keeping hospitals clean, she stopped **infections** from spreading. This saved many lives. Emmeline Pankhurst was the leader of the women's suffrage movement in Britain. Women were eventually given the vote because of her campaigning and calls for **equality** after World War 1.				

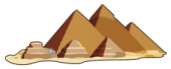
Society	Fossil hunters:	Transport through time	Stone Age	Romans and Celts	Islamic Civilisation	Ancient Greeks and Legacy:
	Due to being a woman, **Mary** could not join the London geological society. Her discoveries were not always shared because people thought women were not as clever as men in Victorian society. **Memory Box** In the past, children played with toys made of wood and metal. in the 20th century. After this, more toys were mainly made of plastic. Computer games became available in the 21st century. **Queens** **Victoria** had many children and made the ideal of a large family popular. She gave important jobs to her husband. She was not however a fan of women's rights,.	The Great Western Railway helped many people to travel without needing a horse and carriage. Many people travelled outside their own towns for the first time. Many more people worked in factories and lived in towns because of the industrial revolution. **Trailblazers** In the Edwardian era, girls would learn about looking after a home and embroidery. Women were not expected to have political opinions. Women mostly stayed at home or did very low paid jobs. In the 1960s. in the United States that black people had to live separately to white people. There were no	By the **Neolithic** period, stable settlements like those at Skara Brae were being made. Better tools and permanent settlements meant that large scale **construction** could take place. People lived in more permanent houses, which were congregated together in villages. **Agriculture** developed. Animals became **domesticated**. People began to have different **roles** such as leader, priest, fighter, farmer, hunter or slave. **Bronze Age** The Bronze Age saw the rise of states or kingdoms where larger groups of people joined together to live under the rule of a powerful leader. The Sumerians (the people of the	Roman society was hierarchical, meaning some people were considered to be much more important than others. **Slaves** were at the bottom of the social pyramid. They were the poorest people in society. They had no rights and had to work constantly. Next came **plebeians**. They were the ordinary working people of Rome. Although they were poor, they were allowed to vote. **Patricians** were the aristocracy of Rome. They were rich and came from noble families. **Senators** were important people who helped make the laws of Rome. The **emperor** was the most important man in the whole empire. He had absolute power over everyone and everything in the empire. **Anglo Saxons and the Scots**	The ruler of the Islamic empire was called the Caliph. The Caliph paid scholars to travel abroad and collect books and knowledge. People were expected to learn Arabic so that they could read the Qur'an. Bagdad had the world's first hospitals. The city had parks, markets mosques and bathhouses, as well as schools and hospitals. There were tea rooms where people met for business and pleasure. Boys in Bagdad went to school at the local mosque. Girls were expected to stay at home and do domestic work. Women did not hold powerful positions in general. Some people were bought and sold as slaves. People had a good diet, because the land was fertile.	Ancient Greece was not one single nation, but a group of hundreds of city-states. Some cities were small, some much larger, like Athens and Sparta. Often at war with each other, they developed different forms of government. The Athenians invented democracy, a system that allows citizens to vote on important matters. However, women, children and slaves were not allowed to vote. In the 6th century BCE, an Athenian called Cleisthenes helped to introduce a new political structure of democratic or 'rule by the people'. It was one of the earliest examples of democracy in history and is one of Ancient Greece's most lasting legacies. Nearly every nation in the world now includes some element of democracy in its government. Electing officials to represent us, voting on important decisions and helping to shape new laws are all ideas established almost 3000 years ago

	Elizabeth 2 was a working mother and wife. She changed the succession to the crown so that boys do not come in front of their older sisters in line to the throne. She was a well respected female leader.	segregation laws in the UK, but there was **discrimination.** This changed because of the Race Relations Act. In the Victorian era, women were expected to get married and have children. Florence Nightingale's parents did not want her to become a nurse. Women from richer families like Florence were not expected to work at all. Florence Nightingale improved the conditions for soldiers by training nurses and showing them how to prevent infections. She made nursing a profession.	Mesopotamian city of Sumer) were one of the first to use bronze. They are known for their development of farming methods like irrigation. **Iron Age** During the Iron Age, people lived in tribes, and they were often at war with each other. **Ancient Egypt** Egyptian society was a pyramid structure, with pharaohs at the top. Other jobs supported the pharaoh. Egyptians kept slaves who had no freedom.	Saxon Kings were aided by Thanes, who were nobles who took charge of villages. Most people worked for the Thane who in return protected them from invaders. Knights and Thanes were rewarded by the king with lands. Extensive laws helped Thanes to control villages, and each had a court system. Punishments included trial by ordeal and fines The Anglo Saxons value bravery and loyalty and their poets who told tales of bravery, like 'Beowulf 'were valued in society **Vikings:** Traditional Viking families had men working the land, with a wife taking care of the home and of the family valuables. Clothes and housing were not dissimilar from those in the rest of England. There was little furniture in the single-room homes and certainly no bathroom – most		**Britain at War** In Britain, all members of society were involved in the war effort. Women worked in jobs that used to be for me, like working the land or in factories. The whole population experienced rationing of food. Rationing began in 1940 and didn't end until 1954. Major towns and cities had to be rebuilt after the German bombing raids. The post-war years saw the introduction of a free National Health Service (the NHS) and the Welfare State. **Migration:** Following World War Two, Britain has become increasingly mixed culturally, both in its cities and smaller communities. However, some migrants settling in Britain have experienced **discrimination** and racism. employing only white drivers. Laws were eventually passed to make **discrimination** illegal.

				families used a cesspit for discarding waste.		
Power 			**Bronze Age:** A greater range of travel options (e.g. by chariot) and weapons (e.g. armour) allowed for raids and warfare of other settlements. In time, this led to empires being built. Many had an overriding king or emperor. Powerful empires grew in Egypt, Sumer and the Indus Valley. **Iron Age** During the **Iron Age**, the production of iron tools and objects became essential. Therefore **blacksmiths** were very important people in society. People used their surplus grain and food to **trade** and owning land made some people wealthy and powerful. Poorer	**The Romans and the Celts** Like many **empires**, the Romans were always looking for other regions to conquer. By expanding their territory, they were able to increase the money they received from **taxing** local people. They let tribal kings stay in charge, but took the land when those kings died. Trade made the Roman empire even more powerful because vast amounts of money were made importing and exporting goods. During the Roman period Britain's trade was directed across the Southern North Sea and Eastern Channel. Imports included: coin, pottery, olive oil, wine, olives, salt fish, & glass. Exports (more difficult to prove archeologically): metals (silver, gold, lead,	**Vikings** The same longships that made the Vikings such capable raiders also made them great traders. The Vikings' ability to defend themselves and their goods (including wool and fish) meant that they were able to maintain a trading empire that stretched across northern and western Europe. In Britain, the Viking and Anglo Saxon populations lived together although not without on-going battles, with Viking and Saxon kings claiming the throne over time. 1066 finally saw an end to these volatile times with the arrival of William, the Duke of Normandy and a direct descendant of Viking settlers in northern France. **Monarchy** Kings after the Norman invasion of 1066 were	**Ancient Greece and legacy** Sparta: a region on the Peloponnesian peninsula and the only state to have a professional army. It had a fixed and unchanging system of government: 2 kings took the role of general and priest; elected officials (ephors) and a council (gerousia) administered the state. Boys began military training at 7. Spartan women had an education and married later (around 18), owned property and ran the business affairs of the family whilst men fought. Greek mainland in the region known as Attica. State most associated with democracy. **Ekklesia** was the general assembly open to all male citizens over 18; the boule was the council of 500 that administered the decisions made by the ekklesia. The Acropolis of Athens is the best known acropolis in Greece – an acropolis is a settlement built on high ground. It was built during the rules of Pericles, a golden

			people had to work hard in the fields. **Ancient Egypt** Ancient Sumer hierarchy is explored and how the King and Priests are used to control the groups with lesser power. In Egypt, Pharaohs were seen as having absolute power and divine rulers no one questioned.	iron & copper), salt & agricultural products. **The Celts** People called the **Celts** travelled across Europe. They moved around to **trade** but many settled in Britain. The Celts were part of different tribes or clans that lived together. These communities shared a similar language, set of beliefs and **culture. Celts** were very were good farmers and made **surplus** grain that they could store, as well as rearing goats, pigs, sheep and cows . Britain was a violent place throughout the Iron Age. People lived in clans and **tribes,** which would attack one another. Coins began to be used around this time. Trade in the Iron Age was more far – reaching than had been achieved in the Bronze Age. **Anglo Saxons and Scots** Each group of Anglo-Saxon settlers had a leader or war-chief. A	absolute rulers. They believed in a Divine Right- that they represented God on earth. The Magna Carta which stated that all people including the king should obey the law and that everyone should have a fair trial. Although still very much in power, the Tudors recognised the need to involve Parliament in important decisions, thus helping to develop the system of government we understand today. Henry resented the power of the **Catholic** and established the Church of England. Charles I believed he ruled with the Divine Right of Kings. This ideology was opposed by those who believed there should be a limit to royal power and led to a **civil war.** Charles 3 is a constitutional monarch, who allows parliament to make laws and decisions.	age for Athens, as a monument to the city's power and greatness. On top was the Parthenon, a temple. **Britain at war** Hitler's aim was to rule Europe and eventually the world. He joined forces with the Japanese and Italian governments in a group called the **Axis.** On 7th May 1945 Germany surrenders to the Allies – the end of war in Europe. **Migration** After the Nazi invasion of Poland and during World War Two, 160,000 Polish refugees arrived in Britain and many Poles served in the Allied armed forces. After World War 2, the British **Empire** began to be disbanded and the government needed people to settle and help rebuild the country. The 1948 British Nationality Act said that all **Commonwealth** citizens could have British passports and work in the UK. Race relations laws were passed in the 1960s and

				strong and successful leader became 'cyning', the Anglo-Saxon word for 'king'. From time to time, the strongest king would claim to be **'bretwalda'**, which meant ruler of all Britain. In **927CE** the four kingdoms were united under the rule of one king, King Athelstan, and the Kingdom of England was created. Saxon kings faced repeated raids by Vikings **Vikings** The same longships that made the Vikings such capable raiders also made them great traders. The Vikings' ability to defend themselves and their goods (including wool and fish) meant that they were able to maintain a trading empire that stretched across northern and western Europe. In Britain, the Viking and Anglo Saxon populations lived together although not		1970s, preventing racial discrimination, for example in jobs and social housing.

				without on-going battles, with Viking and Saxon kings claiming the throne over time.		
Legacy  The long-lasting impact of particular events, actions, etc. that took place in the	**Fossil Hunters** Mary Anning was an English fossil collector, dealer, and palaeontologist who became known around the world for the discoveries she made in Jurassic marine fossil beds in the cliffs along the English Channel at Lyme Regis in the county of Dorset in Southwest England.	**Transport through time** Brunel changed **transport** in Britain. He designed the railway line between Bristol and London, and built a ship that only took 15 days to get from Liverpool to New York City. His legacy is in the railway and buildings in and	**Stone age,** Movement from nomadic lifestyles to settlements in groups and the development of agriculture. **Bronze age and Iron age** Farming became more common through the use of ploughs to grow	**The Romans and Celts** The Romans left lots behind which continued after they left. New towns (eg. place names- chester or caster.) More people lived in towns after the Romans left Britain, but most remained in the countryside. . Straight roads; aqueducts; central heating; food like	**Vikings** The Norse language, a basis for modern English. Place names- " by" and " thorpe". Last names ending in " son" **Monarchy** The Magna Carta is considered one of the first steps taken in England towards establishing	**Ancient Greeks and legacy** Nearly every nation in the world now includes some element of **democracy** in its government. Electing officials to represent us, voting on important decisions and helping to shape new laws are all ideas established almost 3000 years ago. We also have the Ancient Greeks (Aristotle, Socrates, Plato,Plato Pythagoras) to thank for some of the most significant

past, or of a person's life	**Communication** Both the printing press and the world wide web have changed how people communicate. Both have made sharing ideas quicker and easier. **Queens** Victoria was a very popular queen. She improved the relationship between the public and the monarchy. That was her legacy. She also leaves the Albert Hall and V and A museum. Many places around the world are named after her, such as the state of Victoria in Australia. Queen Elizabeth 2 was well known for her strong sense of duty. As a young woman she promised to do her job for her whole life.	around Bristol, like Temple Meads station. Powered flight is one of the most influential breakthrough events in history. Millions of people travel on passenger aircraft every day between cities across the world. **Great Fire** After the fire, houses were made from stone and brick -not wood and streets were widened. St Paul's Cathedral was completely rebuilt and is now one of London's most famous buildings. **Trailblazers:** Rosa Parks' brave decision, which she was arrested for, led to significant changes in the law. Paul Stephenson and other activists helped to bring in laws to prevent unfair treatment of people	crops resulting in more permanent settlements. The iron age introduced the blacksmith Job. **Ancient Egypt** The Ancient Egyptians also built dozens of large and small **obelisks** (pointed stone pillars) to commemorate the achievements of kings, queens and wealthy Egyptians or to worship the gods. Ancient Egyptians were very skilled builders, and there are more than 100 pyramids in Egypt. Egypt's magnificent stone buildings - her pyramids and temples - have inspired many artists, writers, poets and architects. Among the many inventions of the ancient Egyptians was the **ox-drawn**	apples, pears and peas; drains; the beginning of Christianity; the building of forts; public baths; Hadrian's Wall. Parts of the English language originating from Latin and Greek were a legacy of Roman rule. **Anglo Saxons and Scots** The spread of Christianity in Britain. The idea of an "English "nation. Poetry like " Beowolf." Ideas of law and order, punishment for crime. Social order with Kings at the top of society. **The Vikings** The Norse language, a basis for modern English. Place names- "by" and "thorpe". Last names ending in "son"	parliamentary democracy. More recently, the basic principles of the Magna Carta are seen very clearly in the Universal Declaration of Human Rights, penned in 1948 just after the Second World War. The Magna Carta and Civil War gave more power to the people and to parliament and eventual move to fully constitutional monarchy. **Islamic Civilisation** Islamic golden age led to advancements in knowledge still in use today. Our numeral system, algebra and the names of some stars were established by scholars in Baghdad. Scholars used astronomy for navigation, creating a calendar, and for religious practices like finding the direction of Mecca for prayer.	discoveries in mathematics, science and medicine. The influence of Ancient Greek **architecture** and design can be seen everywhere in modern life, particularly in the Western world. The best known feature, the Greek column, (a large cylindrical post) can be seen in many cities. The idea of festivals, shared sporting events, shared theatre and many concepts of beauty **Britain at War/ Bristol Blitz** The war caused the death of vast numbers of civilians as well as those fighting in the military and had a significant impact on the lives of people across the globe for decades. The United Nations (UN) is an international organisation that tries to resolve conflicts and create positive relationships between nations. Created by 51 countries, at the end of the war in 1945, the UN is now made up of 193 nations. With over 80,000 buildings lost or damaged, the city of

	Many **commonwealth** nations voted to keep her as their Queen, even though they did not have to.	because of their race and skin colour. Emmeline Pankhurst dedicated her life to getting all women the vote. Ten years after the first change, the ' Equal Franchise Act' gave all women over 21 years old the right to vote.	**plough** and improvements in **irrigation.** Egyptians also invented the calendar.		Islamic medicine developed important medical treatments, including a way to surgically treat eye cataracts. They studied anatomy and discovered more about how to treat heart disease.	Bristol took a long time to recover and rebuild. The city centre used to be next to the river, at Castle Park. The main shopping area was moved to Broadmead after the war. The 'Old Dutch House' was never rebuilt. Luckily, not all of the medieval city centre was destroyed, and new building has made Bristol an interesting blend of old and new.
Exploration & settlement 		Transport The first flight of an engine-powered aeroplane took place in **1903.** Two brothers, Wilbur and Orville Wright, flew their powered aircraft for 12 seconds. The Wright brothers built on the discoveries of many others and the aeroplane has continued to develop ever since. The aeroplane has brought people closer together to live, work and trade and is a part of everyday life for millions of people across the world.	Stone Age Our ancestors were always searching for good sources of food, avoiding predators and trying to cope with the weather conditions of different seasons. As a consequence, they were constantly on the move. In the early Stone Age, humans would have slept in basic temporary shelters, often in the open air, or in caves. There is evidence that by **c.50,000 BCE** more permanent huts were being built from	The Romans and the Celts Having a reliable and capable army was important when building an empire, but it was trade (exchanging, buying and selling goods) that made the Roman Empire powerful and prosperous. Trade routes were essential and the competition to control them was fierce, sometimes leading to major conflicts. The Romans were only able to defeat the Carthaginians by building a huge fleet of ships.	The Vikings The Vikings were excellent sailors, traders and explorers who travelled as far as North America in search of lands to colonise and trade with. The famous Viking explorer Leif Eriksson was the first European to set foot in North America, 500 years before Columbus. Scandinavian countries were rich in timber, iron and fur and the Vikings sold these materials across western Europe. Islamic Civilisation:	Migration One of the largest migrations took place after the **Norman Invasion** in 1066. The Normans changed place names and people's names as well as changes to laws. Thousands of Normans moved from France. With them, came a number of Jewish people. There have been lots of other migrations through history. Huguenots arrived from France in the 1570s. They had a huge **economic** impact on Britain. They revitalised the silk weaving trade, kick-started various manufacturing industries, such as cutlery making in Sheffield, and invested heavily in growing

			wood and rock. By the Neolithic period, stable settlements like those at Skara Brae. This ancient settlement dates back to about **3000 BCE** and was made up of several one-room dwellings with a communal room for cooking and working. These small houses were notable for their stone furniture, a drainage system and even indoor toilets! **Iron weapons** made fighting between tribes more common. A consequence of this was the need to build much safer, fortified settlements. Tribes built well defended hill forts that there often as large as small towns. The buildings inside, called roundhouses, were made of mud and wood with thatched roofs.	Anglo Saxons and Scots Traditionally the Anglo-Saxon period has been thought of as a series of **invasions.** However, more recently historians have doubted this simple view and seen their arrival as **settlement** and then support of the indigenous Celts. However, large numbers of tribes fought for control of the land they had settled. This led to the concept of kingdoms and a larger kingdom of England. After **invasions** by the Vikings, King Alfred won a famous battle at Edington in 878. His **resistance** earnt him the name "Alfred the Great "	The city of Baghdad grew around the River Tigris. The river granted easy access to traders and travellers to and from the Persian Sea. It also made the land very fertile and good for farming. The city was built right in the middle of the trade route known as the **Silk Road.** This was a trading network linking China to the East. Silk was brought from China to Baghdad where it was transported and prepared. There was huge demand from silk in Europe. Traders also sold other expensive goods from the East like spices and precious stones. The city was known as 'The Round City.' It had a moat and gates which connected to roads. It was built as two giant semicircles with a mosque at the centre. It housed the caliph's palace, government and military buildings. Residential areas for common people was outside the city walls. Also in the centre was the ' House of Wisdom', a huge library which attracted	businesses like the Bank of England. Thousands of families left Ireland in the 19th century because of rising rents and prices. The **Great Famine** in the 1840s - a result of the potato disease that killed the crop most Irish people depended on to survive - caused a million to leave Ireland, with many going to Britain and the USA.

			Roundhouses were used as homes, gathering places and markets. Villagers who lived and farmed in areas outside the forts could also take shelter there if they were being attacked. Bronze age Bronze Age people began to travel great distances to trade with other settlements. As people **traded**, they also settled in new places, bringing their customs and beliefs with them. The Beaker people, from central Europe, brought Bronze Age technology to Britain. The Bronze Age saw the rise of states or kingdoms where larger groups of people joined together to live under the rule of a powerful leader. Iron age		scholars from around the world.	

			As farming became more productive, the population rose more quickly. Iron **weapons** like swords and spears made fighting between **tribes** more common. A consequence of this was the need to build much safer, **fortified** settlement, on high ground. A group of people called the **Celts** travelled across Europe. They moved around to **trade** but many settled in Britain. The Celts were part of different tribes or clans that lived together. These communities shared a similar language, set of beliefs and **culture.**			
Conflict & invasion 			**Iron Age** The Iron Age brought new farming **technology** but also new weapons like swords and spears. As a consequence, fighting between tribes became more	**Romans and Celts** In 43 CE the Romans landed an army in Kent, on the south coast of England, hoping to extend their vast empire even further. The Roman army was very powerful and despite resistance	**Vikings** The longship was an essential part of the Vikings' ability to travel and explore. Longships were also perfect for raiding. They had banks of oars at	**Ancient Greeks and Legacy:** Ancient Greece was made up of separate **city-states** who often fought with each other. The **Peloponnesian War,** for example, was between Athens and Sparta. The Peloponnesian Wars lasted 30 years from 431BC

			common. Farmers and villagers were often attacked, and their crops and animals stolen. **Hill forts** became a place of shelter during times of threat.	from many British tribes, came to control most of England and Wales by about 100 CE. One of the most famous rebellions of this time was led by Celt Queen Boudicca, the leader of the Iceni tribe. She led a huge army against the Romans in the cities of Colchester, London and St Albans. Her army was finally defeated by a skilful and well-trained group of 1,200 Roman soldiers who defeated almost 80,000 men. The Anglo Saxons Early Anglo-Saxon Britain was made up of many different tribes, with their own leaders, chiefs and kings. These separate kingdoms were frequently in conflict with each other, and by the beginning of the seventh century, there were seven major Anglo-Saxon kingdoms including Northumbria, Mercia, East Anglia, Wessex and Kent. Sometimes a king would	either side and often had sails. As the name suggests, the longship was long, but it was also symmetrical. This design allowed the sailors to reverse direction rather than turning around. This ability to change direction quickly was very useful in battle. Longships could sail right up to the coast, or even travel up rivers, and quickly escape. Another significant feature of the longship was its size, with many craft able to hold a large group of warriors and whatever treasure and resources they took from a raid.	but lead to the weakening of both states. Following the end of the war it was Thebes who became the dominant state until Macedonia under Philip and Alexander took over. Britain at War German forces advanced through Europe. They controlled most of Europe but Britain resisted, protected by the English channel. The US didn't join the war until 1941, when Japan attacked the United States at Pearl Harbour in Hawaii. War was fought by air, land and sea and both sides developed deadly weapons. Britain faced nightly air raids from enemy bombers during the "Blitzkrieg" or lightning war. D Day led to the surrender of Germany in May 1945 (VE Day) The allies developed an atomic bomb to end the war in Japan, bombing two Japanese cities in 1945 After the Battle of Britain, the Germans turned their attention to nighttime raids on British cities. The attacks on Bristol began in September 1940. Bristol had an important harbour and shipyards. It was

				try and lay claim to the title of Bretwalda (King of all Britain), and the overall control of Anglo-Saxon kingdoms often changed. Kent, for example, was an independent kingdom in the seventh century, but was ruled by Mercia in the eighth century and by the ninth century had become part of Wessex.		heavily bombed in late 1940 to 1941. **Migration:** Wars and conflicts have caused people to move from their homeland. Britain has been shaped by invasion and settlements, including Roman, Saxon, Viking, and Norman settlement. World War 2 caused many people to resettle in Britain after becoming refugees in their homelands. Large numbers of troops from the British Empire fought for Britain. After the war, the Empire was disbanded, and the countries gained independence. Since World War Two, refugees from many conflicts have come looking for safety in the UK. This includes people from Afghanistan, Syria, and Iraq. Civil Wars in Somalia and Syria have led millions of people to become refugees and to migrate to new countries.
Beliefs 			**Stone Age** The period also saw the development of	**Romans** As the Roman Empire expanded, it encountered new religious customs	**The Vikings** The Vikings worshipped many gods. Each god had different human strengths	**Ancient Greeks** The Ancient Greeks believed in three generations of gods. The first

			religions. Cave paintings suggest that many tribes believed in 'animism', or the idea that everything has a spirit, including animals, plants and inanimate objects. One of the most famous historical sites in Britain. Stonehenge was first built in the Neolithic period and was probably used for religious and burial ceremonies and processions. Bronze Age In the Bronze Age, burial mounds (called barrows) were made in the style of the Beaker culture .Only one important person was buried in a Bronze Age barrow. The objects that were buried with the body, such as pottery, cups,	and traditions. Having been influenced by the Ancient Greeks, the Romans were usually comfortable with people holding other beliefs. However, they felt it was important that people acknowledged Roman beliefs too. When Christians refused to worship Roman gods, they were persecuted and killed, but by the fourth century CE, Romans had embraced Christianity, and it became the Empire's official religion. Anglo Saxons and Scots The Anglo-Saxons played a significant part in England's journey to becoming a Christian country. Some Celtic people had adopted the religion under Roman rule, but the Anglo-Saxons arrived in England in the early fifth century with their own sets of pagan beliefs. In 597, Saint Augustine of	and weaknesses. Odin, the god of war, death, wisdom and poetry, was the most important. Thor, the god of thunder, was Odin's son. Warriors who fought bravely in battle would be carried to Valhalla – the Viking warrior heaven. Islamic Civilisation Muslims believe that Islam is a faith that has always existed and that it was gradually revealed to them by Muhammad. The religion of Islam began in 610AD when Muhammad received the first revelations of the Qur'an. This faith united the Arab people. Following Muhammad's death, other caliphates took control, and to unify the region into an empire. The Qur'an had a strong focus on the value of knowledge. This led leaders to push for advances in science art and trade.	generation – the sky, the earth, the heavens, mountains and other physical things – came into existence from nothing. The second generation were called the Titans (also known as the elder gods) and were the children of Uranus (heaven) and Gaia (earth). There were twelve Titans in total, six female and six male. From these gods came the third generation, the Olympians, who took on the appearance of men and women. The Olympians, including Zeus and Poseidon, defeated the Titans and came to rule over the world. Numerous other deities also appear frequently in Greek mythology. Britain at war The Nazis believed that all Germans should be united under the 'Reich' and only those of 'German blood' could be classified as German. Those who were blond and blued eyed were 'Aryans' and Aryans were the master race. The Slavs, Jews and black people were inferior and could be treated as less than human.

			jewellery and precious metals, give historians important clues about the time period. People believed in an afterlife where there possessions would be needed. **Egyptians** When a person of wealth or importance, like a pharaoh or nobleman, died, their body was embalmed to prevent it from decaying. Egyptians believed that the souls of the dead were ferried across a river into the afterlife, which they called the Land of Two Fields. There were several things you had to do before you were allowed to enter. Above all, you had to have a light heart, which was only made possible by completing lots of	Canterbury arrived from Rome (which had been Christian since the fourth century CE) and started to convert the Anglo-Saxon kings and their people.		**Migration:** Over time, the treatment of Jewish people in England deteriorated in the 12th and 13th centuries. This is because some people owed them money and did not want to pay it back. Others blamed the Jews for their problems. Religious **persecution** forced the Huguenots to migrate to Britain from France in the 1570s. The Huguenots were Protestant and at the time in France most people were Catholic. An organisation called the Taliban in Afghanistan believe in more traditional roles for women. This has led many Afghans migrating to Britain.

			good deeds during your lifetime. It was also essential that your name was written down somewhere (usually in the 'Book of the Dead') and your body had to be preserved so that you could stay in the heavenly afterlife for eternity.			
Civilization			Bronze Age The Ancient Egyptians built the pyramids that still exist today, and contributed a great deal to the fields of medicine, maths, and farming. They were also amongst the first to record information, using hieroglyphics drawn on paper made out of papyrus. Mesopotamia is the region in which the rivers Tigris and Euphrates meet (mostly modern-day Iraq). Here, the	Romans and the Celts : Art was part of everyday Roman life and was used to decorate homes, temples and public places. Large paintings and murals made from tiny pieces of tile (mosaics) depicted scenes from history, mythology and daily life. The Colosseum, which still stands in the heart of Rome today, was built as a vast arena for the people of Rome. Emperor Vespasian started construction in c.70 CE and his sons Titus and Domitian completed it.	Islamic Civilisation The house of Wisdom had the largest collection of books in the world. Scholars studied medicine, astrology and science and many new developments were made. The knowledge was very advanced for its time, with cures for many serious ailments being discovered. Many new inventions were developed including the first camera and mechanical devices which told Muslims what time to pray. The world's first hospitals were built in Baghdad along with universities and observatories. Some new inventions like the	Ancient Greeks The Greeks invented the concept of theatre, and the Olympic games between states. These were held in Olympia in honour of Zeus the king of gods. Athenians practised reasoned debate and argument called **philosophy.** They made significant discoveries in mathematics, science and medicine. Art reflected gods in their glory and ideas of beauty, such as statues at the Parthenon. They told stories about their gods called myths. The democratic form of government also forms the legacy of the Ancient Greeks.

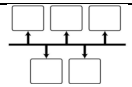
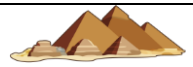
			Ancient Sumer civilisations lived. They are credited with advancing writing, irrigation, laws and astronomy. They invented wheeled chariots.	Newspapers were first invented by the Romans around the year 131 BC. They were called Acta Diurna, which means 'daily acts'. Books were invented by Romans too. Before this, everything was written on clay tablets or scrolls. The Romans were the first to bind pages together. The calendar that we use today is based very closely on one that was developed by the Romans. The Julian calendar (named after Julius Caesar who developed it) split the year into twelve month, giving each month a name, such as Augustus, September or Julius. Central heating was invented by the Romans to keep houses warm in the winter.	astrolabe had a huge effect on astronomy. Scholars also invented algebra and the **decimal system** of nine numbers and a zero, now used everywhere in the world. While the Islamic civilisation was having the Golden Age, Europe was experiencing the Dark Ages.	

Key disciplinary Concepts:

continuity & change, similarities & differences, significance, cause & consequence, interpretation						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Continuity and change	Why have toys and games changed since our grandparents were children?	How did Bristol change because of Brunel's railway? How did the first flight change travel?	How have historians decided the most important changes from the start Stone Age to the Iron Age?	How have historians analysed the reasons Romans/Saxons/Vikings settled in Britain?	How did reformation change Britain forever? How did learning and knowledge develop during the Islamic golden age?	How did society change in Britain as a result of WW2?
Similarities and differences	How are toys different to when my parents and grandparents were children? How were Queen Victoria and Queen Elizabeth 2 similar and different monarchs?	What is similar and different to the protests of Rosa Parks and Paul Stephenson? How were the transport changes led by Brunel and the Wright brothers similar and different	How were societies different from the start of the Stone Age to the end of the Iron Age? What was similar and different about, daily life, work and beliefs in Ancient Egyptian society?	How were beliefs similar and different in Roman society ? How were societies similar and different in Roman, Saxon and Viking periods?	What was similar and different about monarch's powers over time? What was similar and different about life in Baghdad and life in England in the 9th and 10th centuries?	What was similar and different about how the war affected different people in British society? What was similar and different about how democracy affected different social groups in Ancient Greece?
Significance	Why do we remember Mary Anning? Why do we remember Queen Victoria and Queen Elizabeth 2?	Why have historians described the first flight as significant? Why are Rosa Parks and Paul Stephenson significant? Why are Florence Nightingale and Emmeline Pankhurst significant?	How have historians decided the most significant changes from Stone Age to Iron Age. What have historians agreed are the significant achievements of the Ancient Egyptians?	How have historians evaluated the legacy of the Roman empire?	How have historians evaluated the lasting legacy of the Magna Carta ? How have historians evaluated the importance and legacy of the Islamic golden age?	Why have historians described WW2 as a turning point in British history? Why have historians described Ancient Greece as the most significant ancient civilisation?
Cause and consequence	How did Mary Anning's work change people's views of the world?	How did the first flight help change travel forever? How did land travel change for ever because of Brunel? How did the protests in the 1960s change people's	How did technology and trade change ancient societies?	How have historians decided whether Saxons were invaders or settlers?	What do historians believe were the reasons for the English Civil War What have historians decided are the causes of the reformation? What do historians believe were the reasons Baghdad became the	Was WW2 inevitable? What were the short and long term consequences of WW2 for Britain? Why was Bristol such a target?

		views about discrimination? What reasons helped to get women the vote?			most influential city in the world in the Middle Ages?	
Interpretation	How do we find out about famous Queens? What is an artefact?	What is the difference between a fact and interpretation? How do we know about the Great Fire of London? What is an eye witness? How have historians interpreted Florence Nightingale? What are the different views of her?	How have historians interpreted evidence from the Stone Age to Iron Age? How have historians interpreted the contents of Tutankhamun's tomb?	How do we know whether Boudicca was a hero or villain? How have historians interpreted the Vikings? Was Alfred really great? How do we know?	What do sources tell us about the impact of the reformation on Tudor England? What do sources tell us about Early Islamic society and civilisation? Were the Vikings as vicious as they are depicted?	What do sources tell us about the Blitz spirit- is it true or a myth? How have historians interpreted Ancient Greek beliefs and society from the evidence they left us?

Key Concepts Symbols (Big ideas)

Chronology		Beliefs	
Society		Culture and Civilisation	
Power		Evidence and Artefacts	
Legacy		Cause and Change	
Exploration and settlement		Conflict and Invasions	

History Key Concepts			
Concept	Symbol	Definition	Year Group Taught
Chronology		The chronology of a series of past events is the times at which they happened in the order in which they happened.	Y1-Y6
Local history		The study of people, places and events in particular, the area surrounding May Park.	Y1, Y2, Y6
Invasions		An occasion when an army or country uses force to enter and take control of another country.	Y3, Y4, Y5, Y6
Significant people and hierarchy		A person that is important or influential in our lives and society and how they are ranked according to status or authority.	Y1-Y6
Ancient Civilisations		A group of people with their own languages and way of life, specifically referring to the first settled and stable communities in history.	Y4, Y5
Significant events		A thing that happens especially one of importance.	Y1-Y6