



What are the Knowledge, Skills and Understanding we want our pupils to gain?

Updated September 2022

Intent of our History curriculum – In teaching history, we inspire curiosity through the exploration and interpretation of evidence while learning about significant people, places and events. Using sources of information to support their opinion, our children will ask perceptive questions and think critically. We will explore the complexity of people’s lives and relationships throughout time by identifying change and continuity, cause and consequence. We want our children to gain a coherent understanding of chronology on a local, national and international scale from the earliest times to the present day. Our children will develop a sense of scale, using a timeline, to identify where a historical period took place and how long it lasted. They will gain a sense of what *Ian Dawson* (2004) calls ‘frameworks of the past.’ We will link learning about the past with other subjects, especially geography, as all history is concerned with place as well as with time. Maps and plans and patterns of human settlement are an intrinsic part of history. History study units will also combine with art, design & technology, religious studies, music, drama, numeracy, and science to allow children to grasp a deeper understanding of the diversity of societies and relationships between different groups.

Year A

	Term 1	Term 2	Term 3	Term 4	Term 5 & 6
EYFS	Topic – Time to Wonder Home and family / Friendship <div style="border: 1px solid purple; padding: 5px; display: inline-block;"> Black History Month – Rosa Parks (US civil rights activist) (Re-visited in KS1 - Year B, Term 4) </div> <i>Visit All Saints Church Publow (before Christmas play)</i>		Topic – Me and my world Pets and wild animals / The World and the Environment		Topic – Out and About <i>Workshop with the Churches Conservation Trust – Early Years Workshop</i>
<p><i>Teaching of history is not discreet in the Early Years, but children will learn about it within areas such as ‘Understanding the World/ Personal, Social and Emotional Development’ and within RE lessons, (including their own history, special events in their lifetime with their families, talking about past and present events in their own and their families lives, thinking about the history of special celebrations and traditions.)</i></p> <p>*Utw links (T1 & 2) Present children with pictures, stories, artefacts, and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance (church/ viaduct/ lock-up). Show images of familiar situations in the past (including photos from home), as well as other homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how</p>					

	<p>these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. Study Rosa Parks during Black History month – discuss how history has shaped the present.</p> <p>(T3 & 4) Continue to provide opportunities to build on the children’s understanding of now and then. Consider the origin of special stories and events such as New Year, Valentine’s Day, Mother’s Day and Easter.</p> <p>(T5 & T6) The summer months provide a good focus for comparing our weather to those other countries and we will explore the idea of seasons and the passing of time. We will look back at our time in school together and how the children have grown/ progressed since they were pre-school age. We will look towards the future, thinking about ‘People who help us’ and discuss their future ideas and plans.</p> <p>(T1 – T6) Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Providing the children with a broad range of stories, non-fiction, rhymes and poetry (Rhyme Time) to encourage discussion and understanding about our culture and history, whilst broaden their vocabulary in this area.</p>				
KS1	<p>Topic – Whose party is it?</p> <div data-bbox="241 635 528 788" style="border: 2px solid purple; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Black History Month - Ruby Bridges</p> </div>	<p>Topic – Fire The Great Fire of London Events beyond living memory that are significant nationally or globally</p> <p>Context: <i>Compare and contrast 17th century London with today. Then and now study of the fire service, architecture and food. Diaries as valuable historical documents.</i></p> <p><i>Workshop with the National Archive to look at documents from the period.</i></p>	<p>Topic – How do I get to....? The lives of significant individuals in the past who have contributed to national and international achievements - Scott of the Antarctic</p> <p>Context: <i>To sequence and understand the causes of the events in Scott’s journey.</i></p>	<p>Topic – Where are all the wild things?</p> <p><i>Workshop with the Churches Conservation Trust</i></p>	<p>Topic – Once upon a time... Events beyond living memory that are significant nationally or globally – the development of defence fortifications (castles)</p> <p>Context: <i>Know the different features of a castle (moat, drawbridge, keep, portcullis, battlements, arrow slits, towers). Through making a model of a castle, children will learn about daily life in a castle, the jobs / work people did and the individuals who lived there.</i></p> <p><i>Visit – Farleigh Hungerford Castle, Bath</i></p>

<p>LKS2</p>	<p>Topic – North, East, South, West</p> <div style="border: 1px solid purple; padding: 5px; margin: 10px 0;"> <p>Black History Month - Black athletes and sporting heroes</p> </div>	<p>Topic – Rise of the robots</p> <p><i>Context: To put key milestones, in the development of robotic technology, on a timeline</i></p>	<p>Topic – Extreme survival</p> <p><i>Context: To explore and timeline the journeys and achievements of Antarctic explorers - Matthew Henson, Caroline Mikkelsen and Ingrid Christensen</i> (Linked to KS1 topic – Life of a significant individual, Scot of the Antarctic)</p>	<p>Topic – WW2</p> <p>A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066</p> <p><i>Context – To explore the impact of WW2 on the local area with a study of food and farming</i></p> <p><i>National Archive workshop – Propaganda and the art of war</i></p>	<p>Topic – Escape from Pompeii (...with a snap, crackle pop!)</p> <p><i>The rise and fall of the Roman Empire; the Roman Empire and its impact on Britain – Bath</i></p> <p>Context – visit to the Roman Baths to explore the impact the Roman Empire had in Britain. <i>Workshop with the Royal Armouries</i> to learn about the Roman Army and British rebellion.</p> <p><i>Workshop with the Churches Conservation Trust – art based – clay models (linked to art)</i></p>
<p>UKS2</p>	<p>Topic – Chocolate</p> <div style="border: 1px solid purple; padding: 5px; margin: 10px 0;"> <p>Black History Month - Bristol and the Transatlantic slave trade</p> </div> <p><i>A visit to Bristol City Museum – Chocolate workshop</i></p>	<p>Topic – Why aorta keep fit</p> <p><i>Context: To put key milestones, in the history of the NHS, on a timeline</i></p>	<p>Topic – Marvellous Mayans</p> <p><i>A non-European society that provides contrasts with British history - Mayan civilisation</i> (Linked to the slave trade and chocolate topic in Term 1)</p>	<p>Topic – Were we a fish?</p> <p><i>Context: To put on a timeline key milestones in the life of Charles Darwin and his theory of evolution</i></p>	<p>Topic – Dragons’ Den</p> <p><i>Workshop with the Churches Conservation Trust</i></p>

Year B

	Term 1	Term 2	Term 3	Term 4	Term 5 & 6
EYFS	Topic – How do you do? Home and family/ Friendship		Topic – Me and my world Pets and wild animals/ The World and the Environment		Topic – Out and About Travel/ Weather
	Black History Month – Rosa Parks (US civil rights activist) (Re-visited in KS1 - Year B, Term 4)				<i>Workshop with the Churches Conservation Trust</i>
	<p><i>Visit All Saints Church Publow (before Christmas play)</i></p>				
	<p><i>Teaching of history is not discreet in the Early Years, but children will learn about it within areas such as ‘Understanding the World/ Personal, Social and Emotional Development’ and within RE lessons, (including their own history, special events in their lifetime with their families, talking about past and present events in their own and their families lives, thinking about the history of special celebrations and traditions.)</i></p> <p><i>*Utw links</i></p> <p>(T1 & 2) Present children with pictures, stories, artefacts, and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance (church/ viaduct/ lock-up). Show images of familiar situations in the past (including photos from home), as well as other homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. Study Rosa Parks during Black History month – discuss how history has shaped the present.</p> <p>(T3 & 4) Continue to provide opportunities to build on the children’s understanding of now and then. Consider the origin of special stories and events such as New Year, Valentine’s Day, Mother’s Day and Easter.</p>				
KS1	Topic – Our amazing world <i>The lives of significant individuals in the past who have contributed to national and international achievements – Neil Armstrong</i> Context - know Neil Armstrong was the first man on the moon. Learn about his achievements in life, birthdate and how he	Topic – Toys <i>Changes within living memory. Aspects of change in national life.</i> Context – Comparing Victorian toys with toys played with by grandparents, parents and today <i>A visit to Blaise Castle Museum (Bristol City</i>	Topic – We are Artists <i>The lives of significant individuals in the past who have contributed to national and international achievements - LS Lowry. Look at their artwork and gain an understanding of life at the time the paintings were created.</i>	Topic – Maps and Routes <i>Significant historical events, people and places in their own locality – Significant landmarks in the village especially the viaduct and railway.</i> Context – To identify places, objects and buildings of significance in Pensford (lock-up, viaduct – link to the railway –	Topic – Holidays in the past <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i> <i>(The Victorian Era – later studied in UKS2)</i> Context - Victorian history; holidays then and now <i>Visit – Weston Super Mare (then and now)</i>

	<p>became the first man on the moon.</p> <p>(History of the space race – later studied in UKS2)</p> <div style="border: 1px solid purple; padding: 5px; margin-top: 10px;"> <p>Black History Month – Mae Carol Jenison (US engineer, physicist & astronaut)</p> </div>	<p><i>Museum) - Toys workshop</i></p> <p><i>Invite parents and grandparents in to share their toys</i></p>	<p>Context - To understand some of the ways in which we find out about the past and identify different ways in which it is represented through paintings by Lowry. <i>Children to create a village scape for Pensford.</i></p> <p><i>Workshop with the Churches Conservation Trust – art based</i></p>	<p><i>where did the trains come from and go to? Aker Bilk's bench, war memorial, St Thomas a Beckett Tower)</i></p> <p><i>Village walk - As part of a village walk to practise map skills, identify significant buildings in Pensford</i></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements – Amelia Earhart, Rosa Parks (Introduced in EYFS for Black History Month)</i></p>	
<p>LKS2</p>	<p>Topic – Going Global</p> <div style="border: 1px solid purple; padding: 5px; margin-top: 10px;"> <p>Black History Month – The Bristol Bus Boycott 1936 (Linked to Rosa Parks, covered in EYFS and KS1 Year B, Term 4)</p> </div>	<p>Topic – Raiders, traders or settlers? <i>Britain's settlement by Anglo-Saxon and Scots & the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor.</i></p> <p>Context – Why did Anglo-Saxons, Scots and Viking people choose to invade / settle in Britain? How did these people change and influence British culture then and now?</p>	<p>Topic – Can you walk like an Egyptian? <i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</i></p> <p><i>A visit to Bristol City Museum.</i></p> <p>Context – How do we know so much about Ancient Egypt? What is the legacy of Ancient Egypt? Howard Carter, The River Nile.</p>	<p>Topic – Who's walking in the rainforest?</p>	<p>Topic – Down in the Valley <i>Pensford – A local history study</i> Changes in Britain from Stone Age to the Iron Age, to today and into the future</p> <p><i>A visit to Stanton Drew Stone Circle.</i></p> <p><i>Workshop with the Churches Conservation Trust – 'A different perspective'</i></p> <p>Context – Who were the first settlers in Pensford and the surrounding villages? How has Pensford and its surrounding villages changed throughout time? How might Pensford change in the future. The impact of the River Chew on settlement. <i>Create a trail around the village to show our learning.</i></p>

<p>UKS2</p>	<p>Topic – What’s out there? <i>History of the space race - a study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066</i> (Linked KS1, Year A, Term 1 – Neil Armstrong)</p> <p>Context: Understanding the battle between Russia and America to get into space first. Understanding who landed on the moon first and the impact of this. Understanding who the first woman and British astronaut was to go into space as well as when the ISS was launched into space and how we still use it today; link to Tim Peake.</p> <div style="border: 2px solid purple; padding: 5px; margin-top: 10px;"> <p>Black History Month – Katherine Johnson (US mathematician who worked for NASA and whose work is celebrated in the film ‘Hidden Figures’)</p> </div>	<p>Topic – Who let the Gods out <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p> <p>Context: A study of the influence that the Ancient Greek legacy has on society today. Who were the Ancient Greeks? When and where did they live? How did they establish a democratic society?</p>	<p>Topic – Is it me or is it hot in here?</p> <p>Context - Global warming – impact of the industrial revolution</p>	<p>Topic – Victorious Victorians <i>Victorians and the Industrial Revolution</i> (Link to Pensford – cottage industry) (Linked KS1, Year B, Term 5/6 – Holidays and the Victorians)</p> <p>Context: A study of life in Victorian times and the impact of the Industrial revolution across society. The legacy of the Victorian Era including inventions and the work of Isambard Kingdom Brunel.</p>	<p>Topic – How steady is your hand? <i>Workshop with the Churches Conservation Trust</i></p>
--------------------	---	---	---	--	--