



# History Curriculum Document



The following progression shows how our History curriculum has been planned in line with our intent, providing opportunities to revisit and reinforce links with key knowledge and vocabulary. The table includes possible ideas for local and global learning. Below the table is a summary of how we might promote an understanding of our key aims of Local Community, Global Citizenship and Effective Communication within the History curriculum.

## History Progression across year groups

(Note: This is a working document, and will be refined and updated over time)

Year	Unit	Content	Links to previous learning	Possible ideas for Local Learning	Possible ideas for Global Learning
YR	It's good to be me (Autumn 1)	Changes in my lifetime Changes beyond my lifetime		My family, my home, grandparents Changes where we live	Where in the world do our families come from? Culture of our class.
	Celebrations (Autumn 2)	Celebrations and events including Remembrance day, Bonfire Night (Guy Fawkes)		Visit to local war memorial	
	The world around us (Spring 1)	Where we live	It's good to be me		Where in the world do our families come from? Culture of our class.
	Our world in danger (Spring 2)	Technology in the past: eg: phones, cameras, maps, music players, toys, typewriters,			
	Plants and creatures	Life cycles – linking to chronology		Toys and Technology in our homes	
Y1	Me and My World (Autumn 1 and 2)	Changes in my lifetime Changes beyond my lifetime	It's good to be me (YR)	School grounds and local area	
	Brilliant Brunel (Spring 1)	Significant individuals - Brunel Local History – Clifton Suspension bridge	Technology in the past (YR)	SS Great Britain and the Clifton Suspension bridge. Temple Meads Station? Brunel and his significance to Bristol Transatlantic route of Brunel's steamships – world geography	Other locations linked to Brunel – e.g. Paddington Station, trans-Atlantic routes
	Castles and Crowns (Spring 2)	The Monarchy – Kings and Queens Local history – Thornbury Castle		Thornbury Castle and other local Castles	Castles around the world
	Dinosaur Discovery (Summer 1 and 2)	Significant individuals – Mary Anning Local history - Aust		Fossil hunting at Aust Tytherington Bristol dinosaur - Thecodontosaurus (link with Bristol University 'Thecodontosaurus Project') Jurassic coast works heritage site (online links) Natural history museum (virtual tour)	Dinosaur discoveries around the world. Mary Anning

				Bristol Museum (displaying the bones from the Thecodontosaurus) and workshops around fossils	
Y2	Living in London: Now and in the past (Autumn 1 and 2)	Significant events – The Great Fire of London, The Gunpowder Plot Significant People – Samuel Pepys	Celebrations (YR)		Key landmarks and locations of London and the UK. Comparing London to Thornbury GfOL and the Plague Compare London to another capital. The Great Fire of London. Samuel Pepys, Guy Fawkes.
	Why don't penguins live in the North Pole? (Spring 1 and 2)	Significant people – Scott, Amundson, Hensen			Exploration of the Arctic and Antarctic
	Flying High (Summer 1)	Local History and significant events – flight of Concorde, first flight Significant people- Amy Johnson		Bristol's involvement in the Flight of Concorde Our local area – Filton and British Aerospace - workshops available	History of flight. Neil Armstrong, The Wright Brothers, Yuri Gagarin Significant women in British History – Amy Johnson
	What's it like to live in Uganda? (Summer 2)				
Y3	Stones and Bones (Autumn 1)	Changes in Britain from the Stone Age to the Iron Age	(Science link – fossils – link to Y1 dinosaurs and Anning)	Woodland - day as a Stone Age person Woodland and Streamside – looking at the soil around our site and community and beyond (eg Winterbourne soil)	Stone Age to Iron Age key events around the world (eg: cave painting in Spain) Amesbury Archer
	Journey Down the Nile (Autumn 2)		Builds on work on UK geography and Thames (Y2)	Flooding of the Nile (akhet) in Ancient Egypt allowing soil deposition for crop growth - compare to Boscastle. Bristol museum.	Flooding of the Nile - historically
	The Romans (Spring 1 and 2)	The Roman Empire and its impact on Britain Britain's settlements by Anglo Saxons and Scots Significant people – <b>Septimus Severus</b> and Boudicca Local history – Roman Baths in Bath Caerleon Roman Museum in Newport	Iron Age and Celts in Britain at the start of the Roman invasion.	Roman baths in Bath Caerleon in Newport - (Vikingschoolvisits.com, Roman and Celts Workshop, highly recommended) - site of a notable Roman legionary fortress, Isca Augusta, and the Iron Age hillfort Coin hoard found in Thornbury - Thornbury museum	Spread of the Roman Empire Settlements around Britain = the Angles and the Saxons and the Scots Boudicca Local artist - mosaic
	A Greek Holiday (Summer 1 and 2)				Simple Greek history
Y4	Living by the Severn (Autumn 1 and 2)	Local history study – significant changes in my locality – Severn Bridge and Second Severn crossing.	Bridges – Y1	Severn Bridges - why a 2 <sup>nd</sup> one? Brunel (built the Clifton Suspension bridge) across the Avon Gorge.	Comparison to other rivers globally (link with River Nile in Egypt topic later in the year)

	Studying Thornbury Past and Present (Spring 1 and 2)	Local history study – Reformation of the church – St Mary's Church and Thornbury Castle (Tudor times) WWII - evacuees come to Thornbury The removal of the Railway Station New developments in housing Changes beyond my lifetime. Chronology (Time line) Significant people – Churchill?	Changes beyond my lifetime. Chronology (Time line) London - Significant events  Castles (y1)	Thornbury Castle – Tudor times and reformation of the church Evacuees in Thornbury Thornbury during the War Our family members during the war Local maps – study how they have changed Thornbury in the past	European and World countries and their involvement in the war. Links to Rome and catholic church. Henry VIII The Royal Family and their influence during WWII Sir Winston Churchill
	Ancient Egypt (Summer 1 and 2)	Ancient Civilisation: Ancient Egyptian Changes beyond my lifetime. Chronology (Time line) Significant people: CARTER	Changes beyond my lifetime. Chronology (Time line)	Bristol Museum	Ancient Egypt – location of significant buildings, event etc Howard Carter (link the English story) Zahi Hawass - Egyptian archaeologist who is still working on discoveries today. Atlas work KS1 hall maps Google Earth
Y5	Space: To infinity and Beyond (Autumn 1)		Build on the History of Flight (Y2) Changes beyond my lifetime. Chronology (Time line)		Countries involved in space travel and exploration - the race between USSR and America. Hidden Figures - black women's role within US space race
	Ancient Greece (Autumn 2)	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Greek Holiday (Y3)	Yate Heritage centre – Greek Myths workshop?  Democracy within Thornbury – Town Hall/ mayor/ MP	Impact of Greek civilization around the globe – buildings, language, culture, democracy
	Viking Invaders (Spring 1 and 2)	Britain's settlements by Anglo Saxons and Scots (♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture ♣ Christian conversion – Canterbury, Iona and Lindisfarne) The Viking and Anglo-Saxon struggle for the Kingdom of England Invasion and settler: Vikings and Anglo Saxons	Continuation of Stone Age to Iron Age and Roman Invasion of Britain work and introduction to Anglo-Saxons (Y3)	Yate Heritage centre – Viking workshop?	Settlements around Britain = the Angles and the Saxons and the Scots Dates and locations of invasion routes. Viking exploration of the globe and trade links
	Amazonia (Summer 1 and 2)				<del>Exploration of South America.</del> Frida Kahlo
Y6	Wars that Changed the World (Autumn 1 and 2)	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Build on Y4 local history/ WWII unit	WWI and II impact on Thornbury - evacuees, memorials, POW camp in Thornbury.	Countries involved in WWI and WWII, allies and axis, Pearl harbour, Dunkirk evacuation, Atomic bombs in Japan. Cold War: Russia, America, Berlin Wall. Suffragettes. Winston Churchill, Adolf Hitler, Joseph Stalin.

Explorers (Spring 1 and 2)		Arctic and Antarctic explorers. (Y2)	John Cabot significant figure in Bristol and links to slavery. Edward Jenner, exploration in science.	Explorers: the routes they travelled and what they discovered. Charles Darwin. Nelly Bly. Vasco De Gama, Leif Erikson, Ibn Battuta, James Cook, Marco Polo, Jeanne Baret.
The Mayans (Summer 1 and 2)	A non-European society that provides contrasts with British history – Mayan civilisation			Location & study of Ancient Mayan civilisation and other civilisations in the world at this time. Frederick Catherwood.

<p style="text-align: center;"><b>Local Community</b></p> 	<p style="text-align: center;"><b>Global Citizenship</b></p> 	<p style="text-align: center;"><b>Effective Communication</b></p> 
<p>Our pupils will:</p> <ul style="list-style-type: none"> <li>• Have the opportunity to identify and explore a range of places that are of historical significance within the local area.</li> <li>• Have the opportunity to examine and learn from local historical sources where available.</li> <li>• Explore how past events have influenced and changed the lives of the local community.</li> <li>• Begin to identify local places of historical significance on a map.</li> <li>• Hear from local 'experts' about the history of their community and area.</li> </ul>	<p>Our pupils will:</p> <ul style="list-style-type: none"> <li>• Discover how Britain's past has been shaped by links with the wider world, and how other countries' history has been influenced by British involvement.</li> <li>• Learn about significant historical events which have had a global impact.</li> <li>• Explore how British society reflects Britain's historical global links.</li> <li>• Learn to locate places where key historical events took place, using appropriate maps.</li> </ul>	<p>Our pupils will:</p> <ul style="list-style-type: none"> <li>• Use accurate historical vocabulary and terminology.</li> <li>• Learn to recognise the concept of bias and opinion within source material.</li> <li>• Learn how to discuss, build on and challenge ideas raised by others.</li> <li>• Be taught to present opinion based upon, and supported by, relevant evidence.</li> </ul>