



CURRICULUM

History



Intent

At Southville Primary School, we aspire to be historians. The aim of our history curriculum is to inspire a love for history and develop a curiosity to discover more about the past. A high-quality history education will help children gain a sound knowledge and understanding of Britain's past and that of the wider world. The enquiry-based history curriculum 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. We will do this by:

- Making sure that history objectives are delivered in the context of an exciting and engaging topic within our Wider Curriculum model.
- Providing the opportunity to ask perceptive questions, think critically, weigh evidence, interpret arguments and develop perspective.
- Providing children with the opportunity to piece together and link their historical knowledge from each topic to build a coherent picture of the past.
- Taking advantage of our location to explore the rich past of Bristol and the influence it's had in British and wider history.
- Making history 'hands on' and providing plenty of opportunities to explore and investigate a wide range of historical artefacts and documents.
- Inspiring children in their history lessons, creating the next generation of museum curators, archaeologists and research analysts.

Implementation

Our History curriculum is rigorous, challenging, and interconnected, designed to help children become experts in the subject. It fits within our wider curriculum model, where children fully immerse themselves in a specific topic or area of focus for a term, engaging with two 'key driver' subjects (Science, History, Geography, Art, or Design and Technology). While each unit has a central, overarching focus, History is valued as its own discipline and is taught discreetly. When History serves as a 'key driver' subject, it follows a separate plan anchored by a specific 'key question' that guides the unit's exploration and outcomes. Key subject-specific elements integral to most units have been identified, providing a valuable reference for teachers during planning. This ensures that both the substantive knowledge and disciplinary skills of History are explicitly learned and progressively built upon.

The History curriculum follows a coherent, well-sequenced plan that ensures pupils progress logically through their learning journey, with clear objectives and outcomes at each stage. Lesson sequences are structured to scaffold learning effectively, with adaptations to meet the diverse needs of all pupils. Mid-term plans align with National Curriculum objectives, ensuring that content and progression meet and go beyond statutory requirements. To deepen learning and make it more relevant, units incorporate a Local Anchor Point, visit/visitor, and key figures, connecting pupils with their local context. Diversity, equity, and inclusion are embedded throughout the curriculum, representing a wide range of perspectives so that all pupils can see themselves reflected in their learning.

Impact

To ensure our curriculum is effective and continuously improving, subject leaders assess the impact of individual units and the curriculum as a whole through a process of triangulation. This includes looking at the quality of work in books to see how children are demonstrating their learning, reviewing medium-term plans to evaluate how well sequences build on prior knowledge and focus on the most important content, and gathering pupil voice. Through conversations with pupils, subject leaders assess what children know and remember, how well they can make connections to prior learning, and whether the intended learning from the plans has been successfully embedded. We recognise that not all disciplinary knowledge is captured in books, so pupil voice plays a vital role in assessing the broader impact. Findings are then shared with staff to support ongoing refinement of teaching and learning. This may involve adjusting the sequence of lessons, improving models and explanations, or increasing opportunities for consolidation. Where gaps, misconceptions or forgotten learning are identified, teachers plan for re-teaching or revisiting in future units to ensure knowledge is remembered and built upon over time.

Content Overview

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>All About Me!</p> <p>Exploring family history and where our families come from.</p> <p>The Deep, Dark, Wood</p> <p>Significant national events – Bonfire Night and Remembrance Day.</p>	<p>The Victorians</p> <p>What was it like to live in Victorian times?</p>	<p>Fire! Fire!</p> <p>How do we know about the Great Fire of London?</p>	<p>Savage Stone Age</p> <p>What was life like for the first people in Britain, and how do we know?</p>	<p>Awesome Ancient Egyptians</p> <p>What made Ancient Egypt a significant ‘civilisation’ and how do we know?</p>		<p>Mysterious Mayans</p> <p>What were the key achievements of the ancient Maya society?</p>
Spring	<p>Blast Off!</p> <p>Significant people and events in space exploration</p> <p>Dinosaur Discovery</p> <p>concept of extinction and how the Earth has changed over time.</p>	<p>Balloon Voyage</p> <p>Why are there so many hot air balloons in Bristol?</p> <p>Let’s Play</p> <p>How have toys changed over time?</p>		<p>What the Romans Did for Us</p> <p>What did the Romans do for us?</p>	<p>Who Were The Anglo Saxons?</p> <p>Who were the Anglo-Saxons and why did they come here? What was life like and how did it change?</p>	<p>Greatest Greeks</p> <p>What was the legacy of the Ancient Greeks on the Western World today?</p> <p>Carnival</p> <p>What social, cultural, and economic changes did the Windrush generation bring to Bristol, and how did these shape the city’s identity?</p>	<p>Peace, Politics and Protest</p> <p>What impact did the suffragette movement have on women’s rights and society, in Bristol and beyond?</p>
Summer	<p>From Wriggles to Wonders</p> <p>Comparing life in the past and present</p> <p>‘Once Upon a Time’</p> <p>Understanding the role of farmers in the past</p>		<p>From Bean to Bar</p> <p>What role did Bristol play in the chocolate industry?</p>		<p>Southville Then and Now</p> <p>What was Southville like in the past and how can we find out?</p>	<p>The Vikings Are Coming</p> <p>Why did the Vikings come to Britain?</p>	<p>Legacy and Identity</p> <p>How can we challenge the traditional narrative of Black people in British history?</p>

NC Coverage Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changes within living memory	My Family / My School (<i>My School</i>)	Toys Now & Then (<i>Let's Play</i>)					
Events beyond living memory		Victorians; Balloon Voyage	Great Fire of London (<i>Fire! Fire!</i>)				
Lives of significant individuals		Mary Seacole; Florence Nightingale (<i>The Victorians</i>)	Samuel Pepys (<i>Fire! Fire!</i>)	Julius Caesar; Boudicca (<i>Roman Britain</i>)	Tutankhamun (<i>Ancient Egypt</i>)	Alexander the Great (<i>Ancient Greece</i>)	Mayan rulers (<i>Mysterious Mayans</i>)
Local history study	My School (<i>My School</i>)		Local Chocolate (<i>From Bean to Bar</i>)		Southville Then & Now	Bristol Carnival (<i>Bristol Carnival</i>)	Local legacy & identity (<i>Legacy & Identity</i>)
British history (chronology)				Romans (<i>Roman Britain</i>)	Anglo-Saxons (<i>Anglo-Saxons</i>)	Vikings Modern Britain (<i>Bristol Carnival</i>)	Modern Britain (<i>Legacy & Identity</i>)
Ancient civilizations					Ancient Egypt (<i>Ancient Egypt</i>)	Ancient Greece (<i>Ancient Greece</i>)	Maya Civilisation (<i>Mysterious Mayans</i>)
Non-European study						Windrush (<i>Bristol Carnival</i>)	Maya Civilisation (<i>Mysterious Mayans</i>)
Thematic / breadth studies			Trade & industry (<i>From Bean to Bar</i>)			Migration, identity & protest (<i>Bristol Carnival</i>)	Empire, migration & legacy (<i>Legacy & Identity</i>)

Historical Resources Overview

	KS1	LKS2	UKS2
Photographs	Y1 - The Victorians, Balloon Voyage, Let's Play	Y4 - Southville Then & Now	Y5 - Carnival Y6 - Mysterious Mayans, Peace, Politics and Protest, Legacy and Identity
Newspapers & Census		Y4 - Southville Then & Now (census)	Y6 - Peace, Politics and Protest, Legacy and Identity
Maps	Y1 - The Victorians Y2 - Fire! Fire! From Bean to Bar	Y3 - What the Romans did for us Y4 - Awesome Ancient Egyptians, Hoo were the Anglo-Saxons?	Y5 - The Vikings are Coming Y6 - Mysterious Mayans, Legacy and Identity
Artifacts and Objects	Y1 - The Victorians, Let's Play Y2 - From Bean to Bar	Y3 - Savage Stone Age, What the Romans did for us Y4 - Awesome Ancient Egyptians, Hoo were the Anglo-Saxons?	Y5 - The Vikings are Coming, Carnival, Greatest Greeks Y6 - Mysterious Mayans
Paintings	Y2 - Fire! Fire! (portraits)	Y3 - Savage Stone Age (cave paintings)	Y6 - Mysterious Mayans, Legacy and Identity
Diaries	Y2 - Fire! Fire!		Y6 - Peace, Politics and Protest
Buildings and Monuments	Y1 - The Victorians Y2 - From Bean to Bar (factories)	Y3 - Savage Stone Age (Skara Brae) Y4 - Awesome Ancient Egyptians, Southville Then & Now	Y5 - Greatest Greeks Y6 - Mysterious Mayans
Music			Y5 - Carnival, Greatest Greeks Y6 - Peace, Politics and Protest

Progression Overview

	Chronology	Sources and Evidence	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance	Historical Enquiry
Reception	Knows the difference between 'now' and 'then.'	Understands that objects or pictures can show us the past.	Understands that actions have consequences.	Knows some things change and some stay the same.	Recognizes differences and similarities between people or objects from the past and now.	Understands that some people or events are remembered as important.	Explores objects, images, and stories from the past, asking simple questions
Year 1	Can put events in order from their life or simple stories.	Looks at photos or objects to learn about the past.	Can say why something happened in history.	Can identify changes in their life or in the past.	Can point out differences and similarities between their life and the past.	Knows why certain people or events are important.	Asks simple questions about their community and surroundings.
Year 2	Recognizes key events in history and places them on a basic timeline.	Knows that different sources tell us about the past and asks simple questions about them.	Knows why an event happened and what happened because of it.	Understands that some events lead to change, while others don't.	Can compare people, places, and events from different times.	Understands that some events had a bigger impact than others.	Begins to understand 'how' and 'why' questions; identifies old and new items.
Year 3	Puts events and people in a timeline, seeing connections between periods.	Identifies different sources and begins to think about how useful they are.	Can explain reasons for events and their effects.	Describes changes over time and what stayed the same.	Identifies similarities and differences within historical periods.	Can explain why certain people or events are important in history.	Recognizes that some items (e.g., phones, quills) are from the past.
Year 4	Understands bigger periods of time and connects them to key events.	Understands that sources can show opinions or bias.	Understands different reasons for events and what they caused.	Explains changes and continuities in history.	Explains why there are similarities and differences in different periods.	Evaluates the importance of key individuals or events.	Looks at pictures and asks questions about events and objects.
Year 5	Can talk about different periods and how they link to each other.	Evaluates how reliable sources are and what they can tell us.	Explains both short- and long-term causes and effects.	Understands why some periods saw big changes and others didn't.	Analyses similarities and differences between societies and cultures.	Analyses why some people or events are more significant than others.	Uses various sources (documents, internet, artefacts) to answer historical questions.
Year 6	Has a strong understanding of key time periods and uses this to learn new history.	Critically looks at different sources and how historians use them.	Looks at complex causes and effects of events and how they connect.	Evaluates both change and continuity over time.	Evaluates how similarities and differences shape historical understanding.	Critically assesses why certain events or people are remembered as significant over time.	Chooses reliable sources, understanding that historical questions can have multiple answers.

Key Terms

Substantive Knowledge / Concepts (what children KNOW)

Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units of work.

- **Community and Culture** – architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade, clan, tribe, culture, nomads, settlers, slavery, society, technology
- **Conflict and Disaster** – conquest, liberation, occupation, military, peace, plague, surrender, treaty, war. battle, civil war, conquer, conquest, conquistador, defeat, invade, invasion, rebellion, siege, war
- **Exploration and Invention** – discovery, migration, navigation, progress, tools, legacy
- **Hierarchy and Power** – country, democracy, kingdom, empire, equality, government, law, monarchy, oppression, parliament, politics, poverty, slavery, city state, decline democracy, dynasty, empire, kingdom, monarch, monarchy, parliament

Disciplinary Knowledge / Second Order Concepts (what children DO)

Increasingly, children learn about how historians investigate the past, and how they construct historical claims, arguments and accounts. These concepts are taught and applied through their time at school, building up progressively. Over time, children develop increasingly secure and sophisticated schemata about complex disciplinary ideas such as 'how historians construct claims from evidence'. Pupils will also explore some of these concepts through other curriculum subjects. Within lessons or units of work, teachers use child-friendly language ('thinking like a historian' and 'a good historian...') to introduce, understand and then apply this growing knowledge.

Historical Enquiry – asking and posing historical questions and setting children on a historical quest.

- **Sources and Evidence** – how we know about the past: a source may present a viewpoint, position or bias from the time as well as the attitudes, beliefs and culture.
- **Cause & Consequence** – the reason and result of the things that happened in history
- **Change and Continuity** – how key people, places and events changed or stayed the same over time
- **Similarity and Difference** – compare similarities and differences: what stayed the same and what was different between people, places and points of view? Why?
- **Historical Significance** – why people, events and ideas are important in our studies
- **Written and Oral Expression:** Using historical terminology, presenting findings in variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements

Fingertip Knowledge

Some substantive knowledge is particularly important for what pupils are learning in their current topic or lesson. This might include detailed and secure knowledge of events and individuals. This knowledge needs to be secure and well-organised in pupils' minds for them to be able to draw on and transform it to construct historical arguments as well as make sense of new knowledge. This information, including key vocabulary, is often the focus of retrieval activities at the start of lessons as part of 'Do Now' tasks and low stakes quizzes.

Chronological knowledge

Children focus on chronology in each unit of work as it is important to have a secure overview of major developments and periods to contextualize new knowledge, as well as making connections within and throughout periods of time studied. In KS2 they learn secure narratives across and within periods.

Medium Term Plans

EYFS	
Driver Units	<ul style="list-style-type: none"> ● All About Me: Exploring family history and where our families come from. ● The Deep, Dark Wood: Learning about significant national events – Bonfire Night and Remembrance Day. ● Blast Off!: Significant people and events in space exploration – Helen Sharman, Tim Peake, Buzz Aldrin, Neil Armstrong, Chris Hadfield, Laika the dog, and the Curiosity Rover ● Dinosaur Discovery: Studying Mary Anning and the concept of extinction and how the Earth has changed over time. ● From Wriggles to Wonders: Comparing life in the past and present – how we change as we grow and how our lives differ from our grandparents’. ● Once Upon a Time: Understanding the role of farmers in the past, including traditional processes like grinding wheat.
Linked ELG	<p>Understanding the World</p> <p>History in the EYFS Framework falls predominantly under the Understanding the World area of learning. In addition, aspects within Communication and Language, as well as Comprehension within Literacy are important to the teaching and learning of History. The Characteristics of Effective Teaching and Learning are threaded through all aspects of learning and are the fundamental ways in which children within EYFS learn. During the Early Years, children should be developing knowledge, skills and understanding which will prepare them for the Year 1 curriculum.</p> <p>Past and Present</p> <ul style="list-style-type: none"> -Talk about the lives of the people around them and their roles in society -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class -Understand the past through settings, characters and events encountered in books read in class and storytelling
Examples of History in an Enabling Environment	<p>Block Play and Construction</p> <ul style="list-style-type: none"> ● Talking about past and present events in their own lives and in the lives of family members ● Acting out familiar experiences ● Creating stories around a setting ● Retelling stories to and/or sharing story ideas with an audience ● Finding ways to record ideas <p>Books, Stories and Puppets</p> <ul style="list-style-type: none"> ● Showing an interest in different characters, families, occupations, animals etc. ● Asking questions about other kinds of cultures and families. ● Understanding special times for themselves and others. ● Finding out information about themselves, other people and people in the past. <p>Writing/Mark-Making</p> <ul style="list-style-type: none"> ● Showing an interest in themselves and others around them. ● Recognising similarities and differences between themselves and others. ● Drawing and/or writing about things they have observed and/or have found out about. ● Drawing and/or writing about events in their own lives that have happened in the past <p>Imaginative and Role-Play</p> <ul style="list-style-type: none"> ● Recreating familiar, real-life scenarios; being a family, being mum, dad, siblings, pets ● Acting out common scenarios such as meal times, feeding baby, watching TV, reading, birthdays, coming and going in and out, etc ● Pretending to be characters, real-world and imaginary; play in character, with different voices and expressions ● Making sense of their world and making links between their experiences <p>Small World</p> <ul style="list-style-type: none"> ● Talking about past and present events in their own lives and in the lives of family members ● Making observations of people, animals and places and discussing these ● Creating imaginative and real world scenarios and creating stories around a set of characters ● Acting out familiar experiences <p>Maths</p> <ul style="list-style-type: none"> ● Recognising and describing special times or events for family or friends –age, birthdays. ● Building up an idea of the passage of time through the use of times

Year Group	Unit Title	Linked Learning	National Curriculum	Substantive Concepts	Disciplinary Knowledge 'Thinking Like a Historian'	Medium Term Plan (Building Blocks / Component Parts)	Key Vocabulary	Enrichment
1	<p>The Victorians</p> <p>What was it like to live in Victorian times?</p>	<p>Before Geography - Maps skills (Y1)</p> <p>After Balloon Voyage (Y1)</p>	<p>Changes within living memory.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Significant historical events, people and places in their own locality.</p>	Community and Culture	<ul style="list-style-type: none"> • Chronology • Sources & Evidence • Cause & Consequence • Change & Continuity • Similarity & Difference • Historical Significance 	<p>What was it like to live in Victorian times?</p> <ol style="list-style-type: none"> 1. WALT: Understand that the Victorian era was a long time ago, and start to think about how life was different/the same in the past (Victorian everyday life). 2. WALT: Understand that the Victorian era was a long time ago, and start to think about how life was different/the same in the past (Victorian Drawing). 3. WALT: Understand that the Victorian era was a long time ago, and start to think about how life was different/the same in the past (Victorian Handwriting). 4. WALT: Understand that the Victorian era was a long time ago, and start to think about how life was different/the same in the past (PE Drill). 5. WALT: Understand that the Victorian era was a long time ago, and start to think about how life was different/the same in the past (Make a Scrap Album). 6. WALT: Compare Southville in Victorian times and now using primary sources (Bedminster History Map, Victorian photos, local area maps). 7. WALT: Compare Southville in Victorian times and now, using primary sources (1828 map, 1894 map, Victorian photos, modern-day map). 8. WALT: compare hospitals now and in Victorian times. 9. WALT: look carefully at old objects and find out who Mary Seacole was. 10. WALT: order events in Mary Seacole's life and think about why she is important. 11. WALT: think about what life was like in Victorian times. <p>Ongoing Continuous Provision</p>	<p>Tier 1: Victorian, hospital, rules, dress, map, photo, same, different, local, area</p> <p>Tier 2: era, timeline, Victorians, compare, inspect, alphabet, chant, rhyme, sketch, freeze frame, portrait, object, significant, location, surroundings</p> <p>Tier 3: Victorian classroom, Florence Nightingale, Mary Seacole, Bedminster, Merrywood Hall, coal mines, primary sources, drill, limerick, scrap album, Queen Victoria</p>	<p>Local walk around Victorian streets and coal mine</p>

						<ul style="list-style-type: none"> • Creative Activities: Design your own medal for Mary Seacole (themes: bravery, kindness, imagination), Create your own timeline, Create maps, Draw portraits, Create a first aid box/Dr bag, Buildings out of Lego and Duplo • Art and Craft: Still life drawing, Chalk, Scrapbook • Role Play: Hospital role play area 		
1	<p>Balloon Voyage</p> <p>Why are there so many hot air balloons in Bristol?</p>	<p>Before The Victorians (Y1)</p> <p>After From Bean to Bar (Y2)</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Exploration and invention</p>	<ul style="list-style-type: none"> • Chronology • Sources & Evidence • Cause & Consequence • Change & Continuity • Similarity & Difference • Historical Significance 	<p>Why are there so many hot air balloons in Bristol?</p> <ol style="list-style-type: none"> 1. WALT: ask historical questions 2. WALT: know who invented hot air balloons 3. WALT: understand how hot air balloons work 4. WALT: order events 5. WALT: look closely at sources to find out about important people in hot air ballooning 6. WALT: understand how Don Cameron's actions changed ballooning in Bristol 7. WALT: show what we have learnt <p>Ongoing Continuous Provision</p> <ul style="list-style-type: none"> • Role play area with items related to hot air balloons (basket, burner, envelope, warm clothes, camera, notebook, etc.) • Materials to make hot air balloon collages • Old photos and timelines of history of flight/balloons • Books and stories about hot air balloons • Music and songs related to hot air balloons • Exploration of fabric to create own hot air balloons • Videos and stories about hot air balloon adventures (e.g., "Raccoon and the Hot Air Balloon," "Sebastian and the Balloon," etc.) 	<p>Tier 2: same, different, important, order, timeline, invention</p> <p>Tier 3: hot air balloon, artefact, burner, envelope</p>	<p>Mad Science - hot air balloon demonstration</p>
1	<p>Let's Play</p> <p>How have toys</p>	<p>Before The Victorians (Y1)</p>	<p>Changes within living memory. Where</p>	<p>Exploration and invention</p>	<ul style="list-style-type: none"> • Chronology • Sources & Evidence • Cause & Consequence 	<p>How do we make a moving picture?</p> <ol style="list-style-type: none"> 1. WALT: compare and contrast old and new toys. 	<p>Tier 2: history, change, adaptation, present, explain, discover, interact,</p>	<p>Invite a local artist or designer to talk about</p>

	changed over time?	After Savage Stone Age (Y3) <i>exploring artefacts</i>	appropriate, these should be used to reveal aspects of change in national life.		<ul style="list-style-type: none"> • Change & Continuity • Similarity & Difference • Historical Significance 	<ol style="list-style-type: none"> 2. WALT: explore the different features of toys and why we play with them. 3. WALT: order toys I have played with on a timeline. 4. WALT: use sources to explore toys from history (Victorian toys). 5. WALT: use sources to explore toys from history (20th century toys). 6. WALT: use sources to explore modern-day toys. <p>Ongoing Continuous Provision</p> <ul style="list-style-type: none"> • Children will present their own toys from home, reflecting on why they like them, and how long they have had them. • Opportunities to play with toys and discuss how to play nicely with others. • Children will write questions to an older relative about the toys they used to play with. • Children will take pictures of themselves with their toys, which will be used in the timeline lesson. 	<p>observation, purpose, compare, contrast, classify, timeline, chronological, artefacts, evolution, categorization, preservation, explore, memory</p> <p>Tier 3: Victorian, 20th century, industrial, plastic, toy, historical, materials, manufacture, play, electrical, preservation</p>	how they create interactive designs or moving pictures.
2	Fire Fire! How do we know about the Great Fire of London?	Before Let's Play (Y1) After Peace, Politics and Protest (Y6) – <i>historians as detectives</i>	<p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements (Samuel Pepys)</p>	Conflict and Disaster	<ul style="list-style-type: none"> • Chronology • Sources & Evidence • Cause & Consequence • Change & Continuity • Similarity & Difference • Historical Significance 	How do we know about the Great Fire of London? <ol style="list-style-type: none"> 1. WALT: find out about the Great Fire of London through a Hook Day. 2. WALT: explore how we find out about the past. 3. WALT: compare and contrast historical sources to understand their differences. 4. WALT: explore the limitations of historical sources and the importance of corroboration. 5. WALT: investigate what we can find out about the fire from Samuel Pepys' diary. 6. WALT: consider the usefulness and reliability of a portrait as a historical source. 7. WALT: evaluate the usefulness of pictures as historical sources. 8. WALT: understand what London was like before the Great Fire. 9. WALT: investigate whether historians are like detectives using primary sources. 	<p>Tier 1: source, history, past, object, picture, book, portrait, date, time, event, fire, people, place, recreate, answer</p> <p>Tier 2: primary source, secondary source, reliable, useful, evidence, corroborate, limitations, detect, clues, diary, impression, evaluate, document, fact, index, glossary</p> <p>Tier 3: Great Fire of London, Samuel</p>	<p>Local fire service visit to school</p> <p>Reenact – burning down their own model houses</p>

						<p>10. WALT: identify what makes a good secondary source and how to use it effectively.</p> <p>11. WALT: examine the Monument in the City and understand why the Great Fire was remembered.</p> <p>12. WALT: evaluate a historical resource for reliability and usefulness.</p>	<p>Pepys, fire hook, hearth tax, monument, CGI recreation, non-fiction, contents page, artist's impression, historical resource, historical source</p>	
2	<p>From Bean to Bar</p> <p>What role did Bristol play in the chocolate industry?</p>	<p>Before Balloon Voyage (Y1) - <i>industrial and local history</i></p> <p>After Southville Then & Now (Y4) - <i>local history</i></p>	<p>Significant historical events, people and places in their own locality</p>	<p>Exploration and Invention</p>	<ul style="list-style-type: none"> • Chronology • Sources & Evidence • Cause & Consequence • Change & Continuity • Similarity & Difference • Historical Significance 	<p>What role did Bristol play in the chocolate industry?</p> <ol style="list-style-type: none"> 1. WALT: understand what chocolate is and where it comes from. 2. WALT: understand how chocolate was first discovered and used. 3. WALT: explore how chocolate was brought to Europe – Part 1. 4. WALT: explore how chocolate was brought to Europe – Part 2. 5. WALT: compare past and present chocolate making techniques. 6. WALT: understand the role of factories in chocolate production. 7. WALT: understand what Bristol's role in chocolate production was. 8. WALT: compare chocolate advertisements from the past to now. 9. WALT: investigate FairTrade and ethical issues. 10. WALT: investigate what it means to be ethical. 11. WALT: understand FairTrade and the experience of working as a cocoa farmer. 12. WALT: experience Bristol's chocolate production. 	<p>Tier 2: discover, explore, compare, produce, journey, tradition, recipe, advertisement, analyse, investigate, experience, role, industry, method, packaging, ingredient, fairness, ethical, scenario, workshop, community, impact, culture, innovation</p> <p>Tier 3: FairTrade, Mayans, Aztec, chocolate, cocoa bean, Fry, biodegradable, coffee beans, timeline, factory production, hot chocolate, cacao, plantation, artisan, commodity, spiced, detective, Fairtrade</p>	<p>Invite a chocolatier or local business owner</p> <p>to discuss the chocolate-making process</p> <p>Fairtrade visitor</p>
3	<p>Savage Stone Age</p> <p>What was life like for the first</p>	<p>Before: Dinosaur s (EYFS)</p> <p>After: What the</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>Community and Culture</p>	<ul style="list-style-type: none"> • Chronology • Sources & Evidence • Cause & Consequence • Change & Continuity 	<p>What was life like for the first people in Britain, and how do we know?</p> <ol style="list-style-type: none"> 1. WALT: Understand who the earliest humans in Britain were and how we know about them. 	<p>Tier 2: chronological, timeline, evidence, settlement, remains, migration, artefact, archaeologist, archaeology,</p>	<p>Bristol Museum</p> <p>Geology section/Bristol dinosaur</p>

	people in Britain, and how do we know?	Romans did for us (Y3) - <i>continuity and change in settlement</i>			<ul style="list-style-type: none"> • Similarity & Difference • Historical Significance 	<ol style="list-style-type: none"> 2. WALT: Explain what we know about the Paleolithic Era and the evidence behind it. 3. WALT: describe how humans lived in the Mesolithic Era. 4. WALT: recognise the features in the Neolithic era. 5. WALT: examine the evidence available, to understand how Stone Age people lived 6. WALT: describe the religious beliefs and rituals of Stone Age people, and compare them with modern-day beliefs and traditions 7. WALT: understand the difference between evidence and opinion when examining the history of Stonehenge 8. WALT: explore how the Bronze Age impacted how humans lived 9. WALT: explore how the Iron Age impacted how humans lived. 	<p>religion, belief, features, impact, opinion, difference, similarity, describe, recognise</p> <p>Tier 3: hunter-gatherers, cave painting, weapons, fur pelt, Neolithic, Mesolithic, Palaeolithic, prehistoric, Ice Age, Homo Sapiens, woolly mammoth, Otzi, Cheddar Man, Skara Brae, Bronze Age, Iron Age, Stonehenge</p>	
3	<p>What the Romans Did for Us</p> <p>What did the Romans do for us?</p>	<p>Before: Stone Age (Y3)</p> <p>After: How were the Anglo Saxons? (Y4) The Vikings are coming (Y5) - <i>conflict and continuity in Britain</i></p>	The Roman Empire and its impact on Britain	Hierarchy and Power	<ul style="list-style-type: none"> • Chronology • Sources & Evidence • Cause & Consequence • Change & Continuity • Similarity & Difference • Historical Significance 	<p>What did the Romans do for us?</p> <ol style="list-style-type: none"> 1. WALT: understand how the Roman Empire began and grew over time. 2. WALT: understand the importance of Julius Caesar's invasions of Britain and his role in Roman history. 3. WALT: understand the impact of Roman culture, including food. 4. WALT: describe and understand volcanoes. 5. WALT: understand how the Romans conquered Britain. 6. WALT: understand who Boudicca was and why she rebelled. 7. WALT: understand how the Romans changed Britain in towns and cities. 8. WALT: understand why the Romans left Britain and how it impacted the country. 9. WALT: understand what the Romans did for us (in Britain) 	<p>Tier 1: Romans, food, gods, army, cities, roads, volcano, tunic, sword, chariot, slave, soldier, feast, baths, villa.</p> <p>Tier 2: empire, invade, rebel, conquer, culture, beliefs, shield, formation, mosaic, evidence, time period, chronology, chronologically, change, republic, emperor, senate, temple, sewer, heating system, gods/goddesses, mythology, aqueduct, gladiator, arch, armour, centurion.</p>	Roman Baths trip

						<p>14. WALT: Explain why Imhotep was a significant Ancient Egyptian and what that tells us about the Ancient Egyptian civilization</p> <p>15. WALT: Explain why Cleopatra VII was a significant Egyptian ruler and what that tells us about the Ancient Egyptian civilization</p> <p>16. WALT: Review and conclude about civilisations</p>		
4	<p>Hoo were the Anglo Saxons?</p> <p>Who were the Anglo-Saxons and why did they come here? What was life like and how did it change?</p>	<p>Before What the Romans did for us (Y3)</p> <p>After The Vikings are Coming (Y5) - <i>conflict and continuity in Britain</i></p>	Britain's settlement by Anglo-Saxons and Scots.	Conflict and disaster	<ul style="list-style-type: none"> • Chronology • Sources & Evidence • Cause & Consequence • Change & Continuity • Similarity & Difference • Historical Significance 	<p>Who were the Anglo-Saxons and why did they come here? What was life like and how did it change?</p> <ol style="list-style-type: none"> 1. WALT: Examine evidence to determine why the Anglo-Saxons came to Britain. 2. WALT: Analyse patterns of settlement using maps and historical evidence. 3. WALT: Describe a typical Anglo-Saxon village and explain what everyday life was like for its inhabitants. 4. WALT: Name the gods and goddesses the Anglo-Saxons believed in and explain why they worshipped them. 5. WALT: Explain how Christianity spread in Anglo-Saxon England and the role of influential saints and churches. 6. WALT: Describe different Anglo-Saxon jobs and understand the role of slavery in society. 7. WALT: Examine objects from the Sutton Hoo burial to make historical inferences. 8. WALT: Describe what Sutton Hoo tells us about the Anglo-Saxons and explain its historical significance. 9. WALT: Find out who Alfred the Great was and why he was given the title 'Great'. 10. WALT: Compare and contrast Anglo-Saxon Britain with Roman Britain, identifying key changes and continuities. 	<p>Tier 2: migrant, immigrant, emigration, immigration, migration, cause, consequence, continuity, change, legacy, hierarchy, influence, significant, society, convert, evidence, settlement, belief, influence, festival</p> <p>Tier 3: Anglo-Saxons, Saxons, Jutes, pagans, Christianity, Vortigern, Sutton Hoo, Raedwald, archaeology, historical sources, pagan gods, Christian saints, Anglo-Saxon hierarchy, feudal system, Freeman, hierarchy, archaeologist, archaeology, settlement patterns, warrior king</p>	M Shed Anglo Saxon Workshop
4	Southville Then and Now	Before From Bean to	Local history study - study a significant	Community and culture	<ul style="list-style-type: none"> • Chronology • Sources & Evidence 	What was Southville like in the past and how can we find out?	Tier 2: heritage, evidence, culture, compare, contrast,	Local walk around Southville

	<p>What was Southville like in the past and how can we find out?</p>	<p>Bar (Y2) - <i>local industrial change</i></p> <p>After Carnival (Y5) - <i>modern change in the local community</i></p>	<p>aspect of local history, such as a historical event, person, or place, to understand the history of the area in which they live.</p>		<ul style="list-style-type: none"> • Cause & Consequence • Change & Continuity • Similarity & Difference • Historical Significance 	<ol style="list-style-type: none"> 1. WALT: use primary and secondary sources to investigate and develop a deeper understanding of the local area's past. 2. WALT: use primary sources. 3. WALT: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. 4. WALT: use a census to find out who lived on North Street in 1901. 5. WALT: reflect on our learning. What is a heritage trail? What have you found out about North Street and the local area? 6. WALT: reflect on our learning. What is a heritage trail? What have you found out about North Street and the local area? 	<p>time period, observe, identity, question, community, change, continuity, role, investigate, order, research, modern, historical, record, feature</p> <p>Tier 3: idiot, imbecile, lunatic, cripple, dumb, deaf, blind, Victorian, archive, primary source, secondary source, census, Street Directory, 1901 Census, photograph analysis, occupation, shopkeeper, servant, clerk, historian, social class, North Street</p>	<p>Visit by local theatre company - Show of Strength</p>
5	<p>Greatest Greeks</p> <p>What was the legacy of the Ancient Greeks on the Western World today?</p>	<p>Before Awesome Ancient Egyptians (Y4)</p> <p>After Peace, Politics and Protest (Y6) - <i>early democracy vs modern suffrage</i></p>	<p>Ancient Greece civilization – a study of Greek life and achievements and their influence on the western world</p>	<p>Exploration and Invention</p>	<ul style="list-style-type: none"> • Chronology • Sources & Evidence • Cause & Consequence • Change & Continuity • Similarity & Difference • Historical Significance 	<p>What was the legacy of the Ancient Greeks on the Western World today?</p> <ol style="list-style-type: none"> 1. WALT: know some key points about Ancient Greek civilisation and ask questions about what I would like to know. 2. WALT: research the Olympics and find out about key figures. 3. WALT: understand Ancient Greek democracy (class debate). 4. WALT: research life in Ancient Greek times. 5. WALT: use archaeological finds to infer about life in Ancient Greece. 6. WALT: know about the different ways of thinking in Ancient Greek times and know what philosophy is. 	<p>Tier 2: legacy, civilisation, democracy, debate, evidence, values, beliefs, tradition, influence, culture, society, government, architecture, entertainment, theatre, philosophy, myths, legend, historian, citizen, community, rule, power, reasoning, thinking, education, trade, empire, law</p>	<p>Hobgoblin theatre visit - perform play and complete workshops</p>

						<p>7. WALT: know information about the three main Greek philosophers.</p> <p>8. WALT: learn about Ancient Greek culture, including theatre, architecture, and entertainment.</p> <p>9. WALT: learn about Ancient Greek culture, including theatre, gods, and mythology.</p> <p>10. WALT: consider the significance of certain events.</p> <p>11. WALT: consider the significance of certain events.</p> <p>12. WALT: learn about Ancient Greek architecture.</p>	<p>Tier 3: Ancient Greeks, Olympics, BCE, BC, AD, democracy, ekklesia, boule, dikasteria, archaeological, philosopher, Spartans, Athenians, Socrates, Plato, Aristotle, mythology, polis, agora, Parthenon, Acropolis, amphitheatre, tragedy, comedy, pantheon, patron deity</p>	
5	<p>Carnival</p> <p>What social, cultural, and economic changes did the Windrush generation bring to Bristol, and how did these shape the city's identity?</p>	<p>Before Southville Then & Now (Y4) - <i>local history</i></p> <p>After Legacy & Identity (Y6) - <i>Black British history</i></p>	<p>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</p>	<p>Community and Culture</p>	<ul style="list-style-type: none"> • Chronology • Sources & Evidence • Cause & Consequence • Change & Continuity • Similarity & Difference • Historical Significance 	<p>What social, cultural, and economic changes did the Windrush generation bring to Bristol, and how did these shape the city's identity?</p> <p>1. WALT: understand who the Windrush generation were and why they came to Britain.</p> <p>2. WALT: explore the journey from the Caribbean to the UK.</p> <p>3. WALT: understand the challenges and opportunities faced by Windrush migrants.</p> <p>4. WALT: explore how Caribbean music helped to shape Bristol's identity.</p> <p>5. WALT: understand how Caribbean cuisine and traditions have influenced Bristol.</p> <p>6. WALT: explore the origins and significance of St. Paul's Carnival.</p> <p>7. WALT: understand the impact of the Bristol Bus Boycott.</p> <p>8. WALT: explore the role of community in shaping identity.</p> <p>9. WALT: discover how stories preserve history and culture.</p> <p>10. WALT: recognise significant individuals' lasting impact on Bristol.</p> <p>11. WALT: celebrate learning and share reflections on the Windrush generation's impact (<i>Pupils</i>)</p>	<p>Tier 2: migration, discrimination, challenge, identity, opportunity, impact, generation, contribution</p> <p>Tier 3: Windrush, Empire Windrush, Bristol Bus Boycott, Caribbean, Commonwealth, prejudice, boycott, St. Paul's Carnival</p>	<p>M Shed - free -visit and walk (link with Bristol's history - Windrush and the bus boycott)</p>

						<p>curate a mini museum or classroom exhibition using writing, art and artefacts they've created).</p> <p>12. WALT: celebrate learning and share reflections on the Windrush generation's impact (<i>Pupils lead a showcase assembly or presentation to another class/year group or parents</i>).</p>		
5	<p>The Vikings are Coming</p> <p>Why did the Vikings come to Britain?</p>	<p>Before How were the Anglo-Saxons? (Y5)</p> <p>After Peace, Politics & Protest (Y6) - <i>thematic struggle and resistance</i></p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Community and Culture</p> <p>Conflict and Disaster</p>	<ul style="list-style-type: none"> • Chronology • Sources & Evidence • Cause & Consequence • Change & Continuity • Similarity & Difference • Historical Significance 	<p>Why did the Vikings come to Britain?</p> <ol style="list-style-type: none"> 1. WALT: use sources of evidence to deduce information about the past 2. WALT: use sources of evidence about the Vikings to challenge misconceptions 3. WALT: describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 4. WALT: understand the chronology of the Anglo Saxon and Viking era 5. WALT: explain where the Vikings came from and why they came to Britain 6. WALT: explain where the Vikings came from and why they came to Britain 7. WALT: explain why Vikings raided 8. WALT: know key facts about the Lindisfarne raid 9. WALT: understand why the Vikings were such successful travellers and explorers 10. WALT: consider how and why different sources can give us different impressions of history 11. WALT: understand how we know about the past by exploring different types of evidence 	<p>Tier 1: dates, change, invade, settle.</p> <p>Tier 2: chronological, invasion, myth, legend, time period, century, decade, legacy, continuity, chronology.</p> <p>Tier 3: artefact, Vikings, anglo-saxons, nordic, norse, era, archaeological</p>	<p>Marvellous History visit</p> <p>- Interactive history workshop</p>
6	<p>Mysterious Mayans</p> <p>What were the key achievements of the ancient Maya society?</p>	<p>Before: Awesome Ancient Egyptians (Y4)</p> <p>Greatest Greeks (Y5) - <i>comparison of civilizations</i></p>	<p>Non-European society that provides contrasts with British history</p>	<p>Exploration and Invention</p>	<ul style="list-style-type: none"> • Chronology • Sources & Evidence • Cause & Consequence • Change & Continuity • Similarity & Difference • Historical Significance 	<p>What were the key achievements of the ancient Maya society?</p> <ol style="list-style-type: none"> 1. WALT: create a timeline to show the different periods of Maya history 2. WALT: make deductions from visual clues to explore why we study the Maya in KS2 history 3. WALT: consider why the Maya civilization was able to grow 4. WALT: explore the hierarchy and daily life of a typical ancient Maya settlement 5. WALT: consider whether human sacrifice makes the Maya 'bloodthirsty' 	<p>Tier 1: cause, change, consequence, same, different</p> <p>Tier 2: significance, interpretation, evidence, daily life, agriculture, sacrifice, culture, society, trade, ruler, legacy, compare, contrast, chronology</p>	<p>Maya Workshop</p>

		After Legacy and Identity (Y6) - <i>compare colonial impact</i>				6. WALT: recognise and evaluate achievements of the Ancient Maya civilization 7. WALT: explore how the Maya kept track of time using astronomy and calendars 8. WALT: ask valid historical questions and make inferences 9. WALT: explore the significance of Pakal the Great 10. WALT: analyse evidence to draw conclusions on why the Maya civilization collapsed in the ninth century 11. WALT: compare how the Maya and Anglo-Saxons were affected by invasion 12. WALT: plan and curate a Maya museum exhibit to showcase our learning this term	Tier 3: Mesoamerica, civilization, city-state, pyramid, slash and burn, hieroglyph (glyph), codex, cenote, Chichén Itzá, Pakal the Great, astronomy, Haab, Tzolk'in, Long Count Calendar	
6	Peace, Politics and Protest What impact did the suffragette movement have on women's rights and society, in Bristol and beyond?	Before What the Romans did for us (Y3) - <i>early ideas of power</i>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Hierarchy and power	<ul style="list-style-type: none"> • Chronology • Sources & Evidence • Cause & Consequence • Change & Continuity • Similarity & Difference • Historical Significance 	What impact did the suffragette movement have on women's rights and society, in Bristol and beyond? 1. WALT: explore why the Suffragette movement emerged in the early 1900s 2. WALT: consider the similarities and differences between the Suffragettes and Suffragists 3. WALT: recognise the significance of the militant suffragette movement 4. WALT: examine primary sources to explore Bristol's involvement in the suffrage movement 5. WALT: explore the causes and consequences of the suffragette hunger strikes 6. WALT: consider why men and women campaigned against suffrage in the early 20th century 7. WALT: analyse sources to form historical opinions about Emily Davison's death at the Epsom Derby 8. WALT: explore how the suffragettes used protest songs to spread their message 9. WALT: consider the impact of WWI on the Suffragettes and women's suffrage 10. WALT: explore the impact of the Suffragettes on the passing of the 1918 Representation of the People Act	Tier 2: equality, inequality, legacy, campaign, vote, election, politicians, activist, protest, lobbying Tier 3: suffrage, Suffragette, Suffragists, WSPU (Women's Social and Political Union), hunger strike, militant	Tour of Suffragette Bristol (from The Bristol Suffragette Book)

						<p>11. WALT: explore the legacy of the Suffragette movement through the story of Princess Sophia Duleep Singh</p> <p>12. WALT: use our understanding of the suffragettes to analyse a source and present our historical findings to the class</p>		
6	<p>Legacy and Identity: Exploring Britain's Forgotten History</p> <p>How can we challenge the traditional narrative of Black people in British history?</p>	<p>Before What the Romans did for us (Y3)</p> <p>Carnival (Y5) - <i>activism & identity</i></p> <p>Peace, Politics and Protest (Y6) - <i>activism & identity</i></p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Community and culture</p>	<ul style="list-style-type: none"> • Chronology • Sources & Evidence • Cause & Consequence • Change & Continuity • Similarity & Difference • Historical Significance 	<p>How can we challenge the traditional narrative of Black people in British history?</p> <ol style="list-style-type: none"> 1. WALT: explore the evidence of Black Romans settling in Britain 2. WALT: make inferences from visual evidence about the role of Black people in Tudor society 3. WALT: research the impact of the slave trade on 6 key figures from British history 4. WALT: consider the impact of the slave trade on Black people living in Britain 5. WALT: explore how the British Empire affected people in Africa and the Caribbean 6. WALT: explore why Black people's contributions in WWI and WWII has only recently been recognised 7. WALT: consider the positive and negative experiences of the first post-war Black immigrants 8. WALT: explore how far life has improved for black people living in Britain in the last 60 years 	<p>Tier 2: Migration, immigration, migrant, exploration, exploitation, discrimination, prejudice, racism, empire</p> <p>Tier 3: Windrush, emancipation, transatlantic slave trade, middle passage, abolition, Commonwealth, segregation</p>	<p>M Shed visit</p> <p>- Colston statue display</p>