



History

Intent

Our History curriculum at Chew Stoke Church School develops our children's knowledge of Britain's past and that of the wider world. It aims to inspire pupil's curiosity and provide our learners with an understanding of cultural diversity and how past events have shaped the world we know today. As Historians, pupils acquire the skills to ask questions, interpret sources and use evidence to make historical claims.

Implementation

Our History curriculum is delivered through topics with links to other subjects such as Art, Music, English and Geography. Local history plays a key part in the curriculum design ensuring pupils develop knowledge of historical change and significance of their own locality.

Pupils study key aspects of national history including Roman and Viking Invaders, Victorians, WW2 and significant periods in world history such as the Greeks and Egyptians. Pupils learn Historical enquiry skills to be able to gain knowledge of the past, critically evaluate sources of evidence and understand the process of change over time. They develop an understanding of the influence of key events and historical figures on present day.

Implementation

Our History Curriculum is high quality, well thought out and planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. Outcomes in topic books evidence a broad and balanced history curriculum. In addition, we measure the impact of our curriculum through the following methods:

- Reflecting on standards achieved against the planned outcomes;
- Children retaining knowledge that is pertinent to History;
- Children's enjoyment of History lessons and keenness to find out more about the past;
- Evidence of work showing a range of topics covered, cross curriculum links and differentiated work;
- High standards in History that match standards in other subjects such as English and Maths;
- SLT are kept informed through feedback from moderations, subject reports and annual subject action plans

Progression of skills within History

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S k i l l s	Chronology	Sequence events and photographs from own life Talk about memories of key events in their life Sequence artefacts from very different time periods	Use basic timelines (i.e. when the period was) Use key dates Sequence artefacts from similar time periods Match objects to people of different ages	Use language associated with the passing of time, including a wider range of dates Understand BC and AD Sequence a few events or artefacts on a timeline Use vocab. related to the unit of study	Place several events from period studied on a timeline Use precise dates confidently and routinely Build on understanding of BC and AD by starting to compare different world periods, with support	Know and sequence key events of the time studied Use precise dates and terminology Compare different world periods	Place different periods of a study on a timeline Place many events from period studied on a timeline Know key dates, characters and events of time studied Use precise dates and a wider range of terminology
	Similarity, difference and significance	Know the difference between past and present	Identify differences between ways of life at different times	Find out about the everyday lives of the people studied and compare with modern life	Look for links throughout the time period studied	Study different aspects of different people within the time period Compare life in early and late time period studied (i.e. like when Queen Victoria ascended the throne compared to her death) Compare life in different periods	Study the beliefs, behaviour, attitudes and characteristics of people, recognising that not everyone shares the same views and opinions Compare the above in different periods
	Cause and consequence	Explain why people did things and what happened because of it	Explain why people did things and what happened as a result, giving reasons	Identify reasons for, and the results of, people's actions Understand why people may have wanted something	Identify key features and events in the time period studied and explain what happened because of them	Examine the causes and results of great events and the impact	Examine the causes and results of great events, with a range of evidence, and the impact
	Interpretation	Give basic opinion about a past event	Give basic interpretation of a past event, justified by talking about simple sources such as pictures, photos or what they have read/seen in lessons	Know of primary and secondary sources Look at the evidence available and form own conclusion based on it With support, begin to evaluate how useful a source is	Understand primary and secondary sources Compare different versions of the same event Explain why the past is represented in different ways (i.e. Why an Ancient Briton might be angry about a Roman soldier but a Roman General would not) Study multiple sources	Compare and contrast sources and comment on which ones are useful, giving reasons Understand bias within sources Offer some reasons for different versions of events, understanding that the past can be interpreted in different ways	Recognise primary and secondary sources Compare and contrast sources and determine how conclusions were arrived at Consider ways of checking the accuracy of interpretations Understand how different evidence will lead to different conclusions
	Historical Enquiry	Answer simple questions about the past	Answer questions about the past by handling a source and using simple observations	Use a range of sources to find out about, and question, a time period With support, begin to use the internet for research	Observe smaller or more complex details of sources With confidence, use the internet for research purposes	Understand that not all answers from the past are available to us, and why Select relevant information With confidence, use the	Suggest evidence / omissions of the historical record and the means of finding out Collate knowledge from a

			purposes	Know what is relevant and what is not relevant Ask a variety of questions	internet and non-fiction books for research purposes	range of sources in a fluent account
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Geography - Class Curriculum Map

The majority of classes at Chew Stoke Church School are mixed age (will have a mix of 2 Year groups), as a result, the curriculum that has been developed runs over a two year cycle. This ensures that learning is never repeated and that knowledge builds on previous knowledge.

	Cycle	Autumn	Spring	Summer
Owl Class	A	Transport and Travel	History of Chew Stoke	History of the Monarchy
	B	Explorers – (Significant People & Changes in Living Memory)	History of Toys and Books – (Changes in Living Memory)	History of nurses and doctors – (Significant People/Events, Changes in Living Memory)
Kingfisher Class	A	The Stone Age		Chew Valley Lake – (Changes in Living Memory / local history)
	B	Comparing the lives significant individuals: Mary Seacole and Florence Nightingale	The Great Fire of London	
Woodpecker Class	A	Ancient Egyptians		The British Monarchy
	B	The Romans		
Fox Class	A	The Anglo Saxons and The Vikings		Ancient Greece
	B	The Victorians		Earliest Civilisations: Ancient Sumer or Indus Valley
Badger Class	A	World War II (incorporating local history)		The Maya – (Ancient Civilisations)
	B	The slave trade (incorporating local history)		Benin – (Ancient Civilisations – linking to the slave trade)