



# 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.

## Impact

Through the high quality teaching of History in our school. We will see the impact of the subject in various ways:

- Children will be engaged in History lessons and want to find out more.
- Children will be able to talk about the past using common words and phrases relating to the passing of time, and be able to use and understand everyday historical terms.
- Pupils will be able to describe key events in local and national history that they have learned about, and to compare aspects of their lives with those of periods they have studied.
- Work will show that a range of topics are being covered and cross curricular links are made where possible and differentiated work set as appropriate.
- Pupils will understand some different ways in which we can find out about the past, and carry out independent research.

## 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 purposes	Observe smaller or more complex details of sources With confidence, use the internet for research purposes Know what is relevant and what is not relevant Ask a variety of questions	Understand that not all answers from the past are available to us, and why Select relevant information With confidence, use the internet and non-fiction books for research purposes	Suggest evidence / omissions of the historical record and the means of finding out Collate knowledge from a range of sources in a fluent account
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## History - 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
Hedgehog Class		<p>Comment on images of familiar situations in the past.</p> <p>Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.</p> <p>Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby.</p>	<p>Compare and contract characters from stories, including figures from the past.</p> <p>Talks about significant historical events and how things were different in the past.</p>	<p><b><u>ELG Past and Present</u></b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

Owl Class	A	<p><b>Transport and Travel</b></p> <p>Pre-Assessment: What do we know about how transport and travel developed?</p> <p>How has transport changed? - Find out the different ways in which travel and transport has changed from past to present</p> <p>Early Travel: The Viking Longboats - Find out about an early form of travel: the Viking Longboat.</p> <p>A History of Cars - Find out about how cars have changed since they were invented.</p> <p>George Stephenson and Trains - Find out about George Stephenson's life and inventions. Understand how trains changed people's lives in the 19th century.</p> <p>A History of Flight - Find out about the different ways that humans have tried to fly throughout history. Learn about the Wright brothers and the invention of the aeroplane.</p> <p>Comparing the Past, Present and Future - Compare travel and transport of the past, present and future.</p>	<p><b>History of the Monarchy</b></p> <p>Pre-Assessment: What do we know about the Monarchy?</p> <p>The Role of a Monarch - Understand what a monarch is and the qualities needed to be a good monarch.</p> <p>Significant British Monarchs - Find out about some important British monarchs.</p> <p>Family Trees - Find out how the title of king or queen is inherited. Find out about how family history, such as Queen Victoria's and my own family, can be represented.</p> <p>The Secrets of Richard III - Understand how we know about the life and death of Richard III. Find out about some key facts about the life of Richard III.</p> <p>A Medieval Banquet - Find out about what kings and queens ate during medieval banquets.</p> <p>Comparing Elizabeth I and Queen Victoria - Find out about and compare the lives of Elizabeth I and Queen Victoria</p>	<p><b>History of Chew Stoke</b></p> <p>Focus on the school, village and any local landmarks nearby with speakers coming in who came to the school in the past.</p> <p>Pre-Assessment: What do you know about the history of Chew Stoke? What do you want to know? What ways can you think of that we can find out about Chew Stoke?</p> <p>How does Chew Stoke fit within the chronological framework? _How do we know what Chew Stoke Massey was like when it was first created?</p> <p>Explore artefacts – look at old pictures of Chew Stoke School and the Village. Watch videos</p> <p>Use Google Maps (satellite view) to find a street around 100 years old. Cross reference the street with archive maps and photographs.</p> <p>What significant changes happened in the village. Video of QEII opening Chew Valley Lake - <a href="https://www.youtube.com/watch?v=ryH-obpn_gc">https://www.youtube.com/watch?v=ryH-obpn_gc</a></p> <p>Interview people who have lived in Chew Stoke to find out more about the past.</p> <p>Compare the school when it first started, verses where it is now.</p>

	B	<p><b>Explorers – (Significant People &amp; Changes in Living Memory)</b></p> <p>What Makes Someone a Significant Person? Understand and explain what makes a person significant</p> <p>Ibn Battuta - discuss the ways in which we can find out about an explorer who lived a long time ago.</p> <p>Matthew Henson - explore the achievements of Matthew Henson.</p> <p>Felicity Aston - To compare Felicity Aston’s experience of polar exploration with Matthew Henson’s.</p> <p>Neil Armstrong - to explore and discuss Neil Armstrong’s achievements.</p> <p>How Could They Be Remembered? - To show what I know about some significant explorers and how they are commemorated for their achievements.</p>	<p><b>History of Toys and Books – (Changes in Living Memory)</b></p> <p>Toys Today - Find out about toys today. Explain how we can find out about the past.</p> <p>Family Favourites - Find out about toys in the past. Use sources to help ask and answer questions about toys from the past.</p> <p>Early 20th Century Toys - I can compare similar toys from different times.</p> <p>Victorian Toys - I can compare Victorian toys with modern toys.</p> <p>Victorian Toys - I can compare Victorian toys with modern toys.</p> <p>Toy Box - Use words relating to the passing of time.</p>	<p><b>Significant People/Events, Changes in Living Memory -- Mary Seacole and Florence Nightingale</b></p> <p>Significant People - Explain what makes a person significant.</p> <p>Florence Nightingale - explain how Florence Nightingale improved nursing.</p> <p>Mary Seacole - explain who Mary Seacole was and how she improved nursing.</p> <p>Edith Cavell - Explain who Edith Cavell was and how she improved nursing.</p> <p>Significant People - compare the lives of different nurses.</p> <p>Remembering - persuade others to remember Florence Nightingale, Mary Seacole and/or Edith Cavell.</p>
Kingfisher Class	A	<p><b>The Stone Age</b></p> <p>Would you want to live in the Stone Age?</p> <p>How do we know about the Stone Age now?</p> <p>What is it like to be an archaeologist?</p> <p>What tools did people have in the Stone Age?</p> <p>What did people eat in the Stone Age?</p> <p>What did people wear in the Stone Age?</p> <p>What animals were alive in the Stone Age?</p>		<p><b>Changes in Living Memory / local history – How was Chew Valley Lake built?</b></p> <p>What happened to the village of Moreton?</p> <p>What happened when the Queen came to open the lake?</p> <p>What changes did the lake make to the area?</p> <p>What was life like in the 1950s when the lake was built?</p>

		<p>What is the importance of Stone Circles?</p> <p>What is the importance of hill forts?</p> <p>Make a timeline of: Stone Age, Bronze Age, Iron Age</p> <p>Introduction to: Tools, fire making, housing, food, artefacts Visit to: Stone Henge or Stanton Drew</p>		<p>Make a timeline of events in the 1950s.</p> <p>Make a scrap book of life in the 1950s.</p>
	<b>B</b>	<p><b>The Great Fire of London</b></p> <p>When did the Great Fire of London take place?</p> <p>What was the timeline of events?</p> <p>Where did the Great Fire of London take place?</p> <p>Which people were involved in the Great Fire of London?</p> <p>Why was Samuel Pepys significant?</p> <p>What has changed today as a result of the Great Fire of London?</p> <p>Who are today's super heroes?</p>		<p><b>Comparing the lives significant individuals: Emily Davidson and Rosa Parks.</b></p> <p>Who was Rosa Parks?</p> <p>Why was Rosa Parks important?</p> <p>Where did Rosa Parks live?</p> <p>What were the values of Rosa Parks?</p> <p>Who was Emily Davison?</p> <p>Why was she important?</p> <p>Where did she live and what did she do?</p> <p>Compare the lives of Rosa Parks and Emily Davison.</p> <p>Make a time line of the events in the lives of the two women.</p>
Woodpecker Class	<b>A</b>	<p><b>Ancient Egyptians</b></p> <p>Ancient Egypt 3100 – 30BCE</p> <p>Why was the River Nile so important to Ancient Egyptians?</p>		<p><b>The British Monarchy</b></p> <p>What is Monarchy?</p> <p>Great British Monarchs – can you place on a timeline?</p>

		<p>What was the structure of Ancient Egyptian society?</p> <p>What was life like for Ancient Egyptians?</p> <p>What did Ancient Egyptians believe about life after death?</p> <p>Discover how the Egyptians built the pyramids.</p> <p>How do we know so much about Tutankhamen?</p>		<p>Can you find out more about one significant British Monarch?</p> <p>What is a Coronation?</p> <p>If I were King/Queen for the day ?</p>
	<b>B</b>	<p><b>The Romans</b></p> <p>The Romans 27 BCE – 476 AD</p> <p>How did the Roman Empire become so powerful?</p> <p>How did the Romans conquer Britain?</p> <p>Why did Boudicca lead a revolt against the Romans?</p> <p>How did the Romans change Britain?</p> <p>What did the Romans believe?</p> <p>Why did the Romans leave Britain?</p>		<p><b>The Windrush Generation 1948 –1970 AD</b></p> <p>Civil Rights and the Bristol Bus Boycott 1963 AD</p> <p>What was the United States of America like in the 1950s?</p> <p>Why did Oliver Brown take the Board of education to the Supreme Court?</p> <p>Why did Rosa Parks NOT give up her seat on the bus?</p> <p>What was Dr Martin Luther King Jr’s dream?</p> <p>What was the influence on the UK and what was the Bristol Bus Boycott?</p> <p>What do you imagine it would have felt like if you had been one of the 492 migrants who travelled to Britain on the</p>

				<p>Windrush?</p> <p>Why did the Windrush Generation come to Britain?</p> <p>What was important about the Black lives matter movement?</p>
Fox Class	<b>A</b>	<p><b>The Anglo Saxons and The Vikings</b></p> <p>Understand Invaders and Settlers and order events in Britain on a timeline</p> <p>Describe the invasions of Britain following the departure of the Romans</p> <p>Understand how Britain still shows the influence of the Anglo-Saxons</p> <p>Explain some of the religious beliefs and practices of the early Anglo-Saxon people</p> <p>Carry out internet research to find out more about a chosen Anglo-Saxon God</p>		<p><b>Ancient Greece</b></p> <p>Understand who the Ancient Greeks were</p> <p>Use artefacts to find out what life was like in Ancient Greece</p> <p>Discover what archaeology can tell us about Ancient Greek life</p> <p>Understand the stories and religion of Ancient Greece</p> <p>Discover the achievements of Alexander the Great</p> <p>Compare the Ancient Olympics to the Modern Olympics</p>
	<b>B</b>	<p><b>The Victorians</b></p> <p>Order Significant monarchs on a timeline</p> <p>Understand the significance of Queen Victoria</p> <p>Explore the extend of the Empire and the role it played</p> <p>Discover inventions from the period and their</p>		<p><b>Earliest Civilisations: Ancient Sumer or Indus Valley</b></p> <p>Question: How did archaeologists discover an unknown Civilisation in the <b>Indus Valley</b> and realise it was Ancient? What has been found out since then?</p> <p>When did people start living in cities?</p> <p>Locate Indus Valley in relation to continents and consider the significance of</p>



		<p>legacy on us today</p> <p>Education in the Victorian Era – how different was schooling then to today.</p>		<p>large rivers on agriculture</p> <p>Identify how archaeology helps us to learn about the past.</p> <p>Explore how archaeologists discovered that the Indus Valley was ancient.</p> <p>Identify the importance of Indus and other rivers to early civilisations</p> <p>Consider how knowledge might change as new evidence emerges</p>
Badger Class	A		<p><b>World War II (incorporating local history)</b></p> <p>Understand how Hitler gained popularity and came into power.</p> <p>Explore the involvement of different countries during the war.</p> <p>Study the significance of the Blitz in Britain.</p> <p>Explore the impact of WW2 on Bristol and other local areas.</p> <p>Understand how America joining the war was a significant turning point.</p> <p>Know how Jewish people were treated before and during the war.</p> <p>Look into how the war ended.</p>	<p><b>The Maya – (Ancient Civilisations)</b></p> <p>Able to order significant dates on a timeline.</p> <p>Know when the Maya civilization were prominent in history- comparing them to other civilisations.</p> <p>Explore the religious belief and creation story of Maya people</p> <p>Understand the Maya number and alphabet system.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Explore Maya foods and diet (DT link)</p>
	B	<p><b>Slavery and its relationship with Bristol</b></p> <p>Order significant events, movements and dates on a timeline.</p>		<p><b>Benin – (Ancient Civilisations – linking to the slave trade)</b></p> <p>Experience traditional Benin food, listen to</p>

	<p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to</p>		<p>some of their music and start to research the modern country of Benin.</p> <p>Become familiar with the modern country of Benin, including its location on a world map and some facts about the country.</p> <p>Research in more detail the beginning of the Benin Kingdom.</p> <p>Gather information about the Benin empire and learn about the five warrior kings.</p> <p>Understand where this information appears on the timeline.</p> <p>Create drawings of the City using descriptions from 17th century traders.</p> <p>Understand more about how the British put an end to the Benin Empire.</p> <p>Understand something of why the British attacked Benin and razed the City to the ground and made Benin part of the British Empire.</p> <p>Add details to the table top timeline to depict the events at the end of the Benin empire - the arrival of the British, the razing and looting of the city.</p>
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		<p>answer questions, realising that there is often not a single answer to historical questions.</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>		
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