

Year group	HISTORY	Essential knowledge	Opportunities to revisit	Development opportunities 21/22
Year 1	<p><b>What do I know about me? T1</b>  <b>The Gruffalo/ I want my hat back</b></p> <p>What's in my school/ area? Local map work.</p>	<p>Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> <li>Family Tree</li> </ul>		
	<p><b>How is life the same and different around the World? T2</b></p> <p><b>Lila and the secret of the rain/ Emperor's Egg</b></p>	<ul style="list-style-type: none"> <li>N/A</li> </ul>		
	<p><b>Moth/ Patten's Pumpkin</b></p> <p><b>What's changing all around me?</b></p> <p><b>T3</b></p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <ul style="list-style-type: none"> <li>How has life changed for children living in Bristol over the years- history of phones/ toys/ holidays/ clothes/ music- pick one!</li> </ul>	Y6- How did the War affect children in Bristol	
	<p><b>What's in the Sky in Bristol? (T4)</b></p>	<ul style="list-style-type: none"> <li>First aircraft and inventors, the Wright brothers</li> <li>Simple history of improvements in aircraft from the first to modern day</li> <li>Impact of improvements e.g. modern travel</li> <li>Different and changing uses of aircraft</li> <li>History of Concorde: developed in Filton, first and final flight</li> <li>Names of key individuals, businesses or events linked to aviation (and Bristol): the Wright brothers, Airbus, Bristol Balloon Fiesta, Concorde museum</li> </ul>		
Year 2	<p><b>What's so special about Bristol? T1</b>  <b>Clause/ Lighthouse Keeper's Lunch</b></p> <p><b>Geographical vocabulary (mountain, cliff, coast, river, city)</b></p>	<p>-Significant historical events, people and places in their own locality.                      Compare Lawrence Weston 'then' and 'now' including shops, roads, homes and Lawrence Weston Carnival</p> <ul style="list-style-type: none"> <li>Brunel- Timeline: birth, death, significant achievements including the Clifton Suspension Bridge, the SS Great Britain and the Great Western Railway</li> <li>The key legacy on modern Bristol and the wider UK e.g. train travel leading to the development of seaside towns and holidays</li> <li>Aardman- Timeline including comparison to Brunel and their own birth, formation of the company, Morph, Wallace and Gromit, Chicken Run, Flushed Away</li> <li>Techniques used for animation: 2D, 3D, CGI and well known adverts</li> <li>The legacy of The Grand Appeal trails (Gromit, Shaun) and the charity work they do</li> </ul> <p>Significant person- linked to Lighthouse Keeper's lunch:</p> <ul style="list-style-type: none"> <li>Grace Darling</li> <li>Timeline of life</li> <li>Participation in rescue of Forfashire 1838</li> <li>Link with history of RNLI</li> <li>How she inspired women of today</li> </ul> <p>Compare with Grace Bussell?</p>		
	<p><b>When I grow up I want to be?T2</b>  <b>Anna Hibiscus/ Bob Man on Moon</b>  <b>A case study of Africa</b>                      -Comparison of LW &amp; a foreign village</p>	<p><b>The lives of significant individuals in the past who have contributed to national and international achievements:</b>  <b>Mary Seacole/ Florence nightingale/ Neil Armstrong</b></p> <p>For all three people of significance: Timeline: birth, death, most significant achievement, famous quote, impact across the world and legacy today.</p>		

	<b>Why did the fire keep on burning? T3</b>	Events beyond living memory that are significant nationally or globally Great fire of London		
	<b>How can we help our World? T4</b>	Attenborough/ Thunberg – person study		
Year 3	<b>Mouse, Bird, Snake, Wolf/ Egyptian Cinderella T1 Africa &amp; its countries</b>	<ul style="list-style-type: none"> <li>• Timeline to include early settlers of Egypt through to the invasion by Alexander the Great</li> <li>• Study of Egyptian life to include art, hieroglyphics, life on the Nile (irrigation)</li> <li>• A comparison of the lives of the rich (Pharaohs) and poor (slaves)</li> <li>• Egyptian religion including Gods, Goddesses and burial rituals</li> <li>• Significant achievements: pyramids, the Sphinx, Rosetta Stone</li> <li>• Significant individuals: Tutankhamun, Cleopatra, Howard Carter, Lord Carnavon</li> </ul>		
	<b>Pebble in my Pocket/ Moon Man T2</b>	<ul style="list-style-type: none"> <li>• Changes from stone age, through bronze age to iron age in Britain</li> <li>• Study the changes in housing, technology (tools), travel and farming</li> <li>• Life in tribal kingdoms: religion, jobs, food</li> </ul>		
	<b>Ice Palace/ Pugs from the Frozen North T3</b>	N/A		
	<b>Oliver and the Seawigs Coasts / Seaside / islands(UK) Types of settlement / land use, distribution of natural resources</b>	<ul style="list-style-type: none"> <li>• History of British Seaside holiday- timeline/ significant changes/ photographs- changes in living memory. How does a seaside holiday at Weston compare over the decades?</li> </ul>		
Year 4	<b>Leon and the Place between/ Icarus T1  Europe and its countries Distribution of people &amp; natural resources</b>	<ul style="list-style-type: none"> <li>• Know who the Ancient Greeks were, where they came from and what constituted their Empire</li> <li>• Understand the rule of Greek states (Athens, Sparta, Troy) including wars, government rule and ways of life.</li> <li>• Study Ancient Greek life including homes, clothes, food, politics, the agora, the Grecian army</li> <li>• Study of Greek Gods and Goddesses</li> <li>• Significant Ancient Greek individuals or events and their impact and influence on the modern western world: Archimedes, Pythagoras, Hippocrates, Homer, Alexander the Great, The Olympics</li> </ul>		
	<b>Charlotte's Webb T2 Mountains, Rivers &amp; Water Cycle</b>	N/A		
	<b>Tin Forest/ Werewolf club Rules T3</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>		

	<b>Varjak Paw/ Jeremy Button T4 (Romans)</b>	<ul style="list-style-type: none"> <li>• Know who the Scots and Anglo-Saxons were, where they came from and why they invaded Britain.</li> <li>• Know that Britain was divided into seven Kingdoms</li> <li>• Settlement of the Scots and Anglo-Saxons and study of village life including place names, jobs, clothing, religion, the Saxon army and famous stories such as Beowulf and the Legend of King Arthur</li> <li>• A study of Sutton Hoo and what it tells us about life in the Anglo-Saxon period</li> <li>• Timeline of key events to include Roman withdrawal from Britain, invasion of Scots from Ireland, invasion of the Angles, Saxons and Jutes from across the North Sea.</li> <li>• Know who the Romans were, where they came from and why they wanted to invade Britain</li> <li>• Locate Rome and significant locations in Roman Empire</li> <li>• Life in ancient Rome: homes, clothes, entertainment, Gods and Goddesses</li> <li>• Roman army</li> <li>• Know the terms invasion, conquer</li> <li>• Comparison between rich and poor (slave trade)</li> <li>• Name key individuals: Julius Caesar, Emperor Claudius</li> <li>• Life in Roman Britain and its impact on modern life</li> <li>• Roman Baths</li> <li>• Roads</li> <li>• Roman cities in England e.g. Bath, Exeter, York and London</li> <li>• Art - mosaics</li> <li>• Early Christianity</li> <li>• Timeline of key events in Roman Empire: rise, fall, invasions (attempted and successful) of Britain</li> </ul>		
Year 5	<b>Edward Tulone/ Lob (T1)</b>  <b>Vikings-Mapping / Europe – types of settlement</b>	<ul style="list-style-type: none"> <li>• Know who the Vikings were, where they came from and why they invaded Britain <ul style="list-style-type: none"> <li>◦ Study of Viking army and raids e.g. Lindisfarne</li> </ul> </li> <li>• British resistance to invasion including Alfred the Great and Athelstan</li> <li>• Timeline to include: Viking invasion of Britain, Danelaw, first Viking king, end of Viking age, death of Edward the Confessor and leading to the Battle of Hastings</li> <li>• Significant individuals and their roles: Alfred the Great, Athelstan, Swein Forkbeard, Harold Hadrada, Edward the Confessor</li> <li>• Study Viking life including homes, living, clothes and jobs</li> <li>• Know Viking Gods and what they represented</li> </ul>		
	<b>There's a boy in the girl's bathroom (T2)</b>  <b>Environment/ Rainforests</b>	<p>Non-European Study Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:</p> <ul style="list-style-type: none"> <li>• Mayan timeline</li> <li>• Mayan significant impact on life today- calendars. Own number system, written language</li> <li>• Gods</li> <li>• Settlements</li> <li>• Frederick Catherwood, John Lloyd Stevens</li> </ul>		
	<b>Shakleton/ The Savage (T3)</b>	<p>The British Empire and Slavery</p> <ul style="list-style-type: none"> <li>• Timeline of significant monarchs from 1066 to include: William the Conqueror, Richard III, Henry VII, Henry VIII, Elizabeth I, Charles I, Charles II, Victoria I, George V, Elizabeth II</li> <li>• A study of key events or locations in London's history through a timeline of the monarchy: <ul style="list-style-type: none"> <li>• Westminster Abbey (William I coronation)</li> <li>• The Tower of London (its role in all reigns, from construction by William I to Tudor prison)</li> <li>• Houses of Parliament, Guy Fawkes &amp; English Civil War (Charles I &amp; II)</li> <li>• The Plague &amp; The Great Fire of London (Medieval &amp; Tudor monarchs)</li> <li>• World War I &amp; II (George V &amp; George VI) to include Winston Churchill</li> <li>• Suffragette movement (George V) to include Emmeline Pankhurst</li> <li>• The River Thames and its importance to London as a trading port (Elizabeth I, Victoria and during Slave Trade) and supporting British exploration e.g. Francis Drake</li> <li>• Travel &amp; transport to include Brunel and GWR and the London Underground</li> </ul> </li> </ul>	Y2- Great fire of London	
	<b>Runaway Robot/ Cosmic disco (T4)</b>	<p>Moon landing - timeline The Americas/ Nasa- impact of Nasa through the decades</p>	Y2-person study	
Year 6	<b>Goodnight Mr Tom (T1)</b>	<p>World War II The effect of World War II on children in Bristol</p>		

	<p><b>Suffragettes the Battle for Equality / Rooftoppers (T2)</b></p>	<p>Suffragette movement (George V) to include Emmeline Pankhurst</p>		
	<p><b>The London Eye Mystery (T3)</b> <i>London- a city study</i></p>	<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> <li>• Timeline of significant monarchs from 1066 to include: William the Conqueror, Richard III, Henry VII, Henry VIII, Elizabeth I, Charles I, Charles II, Victoria I, George V, Elizabeth II</li> <li>• A study of key events or locations in London's history through a timeline of the monarchy:</li> <li>• Westminster Abbey (William I coronation)</li> <li>• The Tower of London (its role in all reigns, from construction by William I to Tudor prison)</li> <li>• Houses of Parliament, Guy Fawkes &amp; English Civil War (Charles I &amp; II)</li> <li>• The Plague &amp; The Great Fire of London (Medieval &amp; Tudor monarchs)</li> <li>• World War I &amp; II (George V &amp; George VI) to include Winston Churchill</li> <li>• Suffragette movement (George V) to include Emmeline Pankhurst</li> <li>• The River Thames and its importance to London as a trading port (Elizabeth I, Victoria and during Slave Trade) and supporting British exploration e.g. Francis Drake</li> <li>• Travel &amp; transport to include Brunel and GWR and the London Underground</li> </ul>		<p>Transition Unit T6 20/21? Geog?</p>
	<p><b>Pax (T4)</b></p>	<ul style="list-style-type: none"> <li>• Diversity study?</li> <li>• History of BLM movement?</li> </ul>		

**Foundational skills- to be taught over the year during history lessons**

Chronology	Evidence	Interpretation	Enquiry	Causation	Significance	Change & continuity	Diversity
Order of event	Analysing sources Nature – origin - purpose	Difference views	Independent research Asking questions	Cause and consequence	Importance of event and people	How things have changed and stayed the same	Importance of gender, class, religion, race and time period